

EDUC 535 Teachers and Schools
Fall 2009

PROGRAM: COLE, NC TEACH, UNC-BEST
EDUC 535 SECTION 961
COURSE TITLE: Teachers and Schools
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DATE SYLLABUS REVISED: August 20, 2009

COURSE DESCRIPTION: This course is an introduction to developing unit and lesson plans. It introduces teachers to varied mechanisms to create classroom community, manage the classroom and meet the needs of diverse adolescent learners. The concept and practical application of differentiation is introduced and explored.

UNC-CH School of Education Conceptual Framework

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels,

curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

Course Objectives:

The objectives for this course focus on examining what a teacher should know and be able to do to become an effective leader.

Students will:

1. gain the skills to create lesson and unit plans.
3. consider strategies for developing cooperative learning.
4. identify characteristics of effective teachers and write a three year professional growth plan.
5. describe the INTASC standards for beginning teachers and their relationship to professional evaluation. Adolescent Behavior
6. understand and apply strategies for differentiating instruction

7. consider strategies to build classroom community

Course Standards:

School of Education Principles and Dispositions

SOE P1. Candidates possess the necessary content knowledge to support and enhance student development and learning.

SOE P4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field.

SOE D2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

INTASC Standards

INTASC 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

INTASC 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

INTASC 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

NC Core Standards

NC Core 1. Teachers know the content they teach.

NC Core 2. Teachers know how to teach students

NC Core 3. Teachers are successful in teaching a diverse population of students.

NC Core 4. Teachers are leaders.

NC Core 5. Teachers are reflective about their practice.

NC Core 6. Teachers respect and care about students.

NC Diversity Standards

NC Diversity 1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

NC Diversity 3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

NC Diversity 4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

NC Diversity 5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

NC Technology Standards

NC Technology 1. Teachers demonstrate a sound understanding of technology operations and concepts.

NC Technology 2. Teachers plan and design effective learning environments and experiences supported by technology.

NC Technology 3. Teachers implement curriculum plans that include methods and strategies for

applying technology to maximize student learning.

NC Technology 4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

NC Technology 5. Teachers use technology to enhance their productivity and professional practice.

NC Technology 6. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Course Assignments and Grading:

In Class Reading Responses (30%): SOE-D-1, SOE- D-2, NC-C-5, NC-C-6,NC-D-1, NC-D-2, NC-D-3, NC-D-4, NC-D-6, NC-TECH-1, NC-Science-10, NC-Science 11.

- During each asynchronous class session you will complete a reading response to the assigned readings for that class. Each response should be about 250 words and provide insight into the reading along with at least one question to move the conversation forward. You will also substantially respond to two of your classmates. Your responses should demonstrate your knowledge of the material and engage your classmates in further discussion. A substantial response meets these criteria (I have not assigned a word count but "I agree" or "I don't think so" is not substantial). Possible questions to consider for your responses: What are the common threads of meaning in the articles for each class session? What does each article have to do with educating children/young adults? What were the newest and most exciting ideas for you? What did you agree with most? Disagree with? What was the most troubling or unanswered for you? How will this reading impact your classroom practices?

You are welcome to include direct quotes from the readings. Please put the author and page number if you use a quotation. It is not necessary to write a full citation in your response papers; author and page number will suffice.

Professional Growth Plan (20%) Develop a three-year plan for professional growth using the NC Individual Growth Plan format. SOE-P-4, SOE-D-2, NC-C-1, NC-C-4, NC-C-5, NC-D-3, NC-D-5, NC-T-1, NC-T-5, NC-T-6

Technology Assignment (15%)

WebQuest

Since early in 1995, teachers everywhere have learned how to use the web well by adopting the WebQuest format to create inquiry-oriented lessons. But what exactly *is* a WebQuest? What does it feel like to do one? In this in class assignment, you and three classmates will explore and evaluate several WebQuests.

Assignment: In groups of four people, go to the following website:

<http://webquest.sdsu.edu/webquestwebquest-hs.html>. You will have time in class to work through the WebQuest technology.

Write a one page response: How might you use a WebQuest in your classroom to promote student learning? How does a WebQuest cater to the different learning styles in a classroom? Assume that your classroom/school only has access to enough computers for two groups of students to go on at one time. How could you structure a lesson that included a WebQuest if students have to take turns on the computers?

SOE-D-2, NC-C-5, NC-D-1, NC-D-3, NC-T-1, NC-T-2, NC-T-3, NC-T-4, NC-T-5, NC-T-6

Classroom Management Plan Assignment (35%):

For this assignment you are asked to assemble a set of documents that represent a tentative classroom management plan and reflections on the decisions you make in drafting the plan. Use your readings from this course as well as any field experiences you have in the program to guide your decision making. Your plan should be both pragmatic and fair, attending to the needs of all of the learners you anticipate having in your classroom.

ATTENDANCE POLICY

As you know, members of the education profession have unique responsibilities because others depend on their presence and preparation. With this in mind, the School of Education has adopted the following attendance policy for all courses:

- Attendance and punctuality are required. Students should make every attempt to attend class on time.
- On rare occasions, it may be necessary to ask that an absence be "excused" (e.g., for serious illness, death of a family member, or other emergency). The appearance of a student's name on the infirmary list constitutes an excused absence for the days during which the student was in the infirmary. Also, according to legislation adopted by the faculty council, students who are members of regularly organized and authorized University activities are to be excused when out of town taking part in a scheduled event. Last of all, although the University calendar does not recognize religious holidays, instructors will make reasonable accommodations for students requesting to miss class during the observance of religious holidays.
- Students who do not attend should contact me immediately to explain the absence and discuss ways to make up missed work. *An unexplained absence is automatically an unexcused absence.*
- With an "excused" absence, documentation is required.
- For the first unexcused absence, your final class average will be reduced by half a letter grade. On your second unexcused absence, your final class average will be reduced by a full letter grade. A third unexcused absence will result in the reduction of your class average by two full letter grades.
- Your first tardy is excused; thereafter, your final class average will be reduced by a quarter of a letter grade for each tardy.

LATE AND INCOMPLETE WORK POLICY

- All work is expected to be completed by established due dates.
- In case you are legitimately unable to meet a deadline, contact me *immediately* to make other plans.
- Generally speaking, scores on late work are reduced half a letter grade for each day it is late.

Course Schedule:

Tuesday August 25 (asynchronous)

Introductions, Familiarize with Blackboard, Review Syllabus, Questionnaire
Wong & Wong p. 35-69

September 1: (Meet in Adobe 5-7PM)

Wong & Wong p. 83-120

September 8th: (Asynchronous)

Wong & Wong p. 121-171

September 15th (Meet in Adobe 5-7PM)

Wiggins p. 1-35

September 22nd (Asynchronous)

Framework of website created

Rules, policies and procedures posted

September 29th (Meet in Adobe 5-7PM)

Wiggins p. 36-82

October 6th (Asynchronous)

Wiggins p. 83-126

Webquest, technology & internet resources

Webquest Assignment due by end of class

October 13th (Meet in Adobe)

Wiggins p. 191-254

October 20th (Asynchronous)

Heacox p. 5-52

October 27th (Asynchronous)

Wong & Wong p. 197-171

November 3rd (Meet in Adobe 5-7PM)

Heacox p. 53-84

November 10th (Asynchronous)

Professional Growth Plan Due

Discussion of Plans in Blackboard

November 17th (Meet in Adobe 5-7PM)

Heacox p. 85-111

November 24th (Asynchronous)

Heacox p. 114-145

December 1st: (asynchronous)

Readings TBA

December 8th (Meet in Adobe)

Final Project & Presentation Due

Required Texts:

Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12*. Minneapolis, MN: Free Spirit Publishing, Inc.

Wiggins, G. & McTight, J. (2006) *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wong, H. & Wong, R. (2004). *The First Days Of School: How To Be An Effective Teacher*. New York, NY: Harry K. Wong Publications.