

**EDUC 3305 Teaching Strategies and Curriculum Mgmt. in Secondary Schools**  
**Sul Ross State University Rio Grande College – Del Rio**  
**Spring 2015**

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Instructor: Maria Gear, Ed.D.  
Department of Education  
3107 Bob Rogers Dr.  
maria.gear@sulross.edu  
(830) 758 - 5030

EDUC 3305, Room 111  
Term: Spring 2015 (1/20 – 5/7)  
Tuesday/Thursday, DR 4:30 – 5:45 p.m.  
Office Hours: M/W 3-5:30 p.m.  
T/TH 12:30-3:00 p.m.

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**Syllabus Disclaimer**

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

**Required Textbooks**

Kilbane, C. R., & Milman, N. B. (2013). *Teaching models: Designing instruction for 21<sup>st</sup> century learners*. Upper Saddle River, NJ: Pearson. ISBN-13 978-0205609970

APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Recommended Textbooks**

Hadley, N. J., & Eisenwine, M. J. (2013). *Interactive study guide for the texes: Pedagogy and professional responsibilities tests*. Boston, MA: Pearson. ISBN-13 978-0-205-50354-4

Nath, J. L., & Ramsey, J. M. (2013). *Preparing to teach texas content areas: The texes ec-6 generalist and the esl supplement*. Upper Saddle River, NJ: Pearson. ISBN-13 978-0-13-704028-5

**Course Description**

Implementation of secondary curriculum including content, organization, unit and lesson planning, and program evaluation, with emphasis on the scope and sequence of the essential knowledge and skills for the subjects taught in the secondary schools.

**Instructional Objectives**

As a result of course readings, activities, and assignments students will:

- utilize the Texas Essential Knowledge and Skills (TEKS) in their field of interest to determine instructional goals and objectives.
- utilize the TEKS in their field of interest to design lesson plans: (a) promoting higher-order thinking skills, (b) fostering student inquiry and problem solving, and (b) acknowledging students' cultural and socioeconomic background.
- design assessments that are congruent with instructional goals and objectives and plan for adjustments to instructional approaches based on student performance.
- plan lesson activities that incorporate continuous monitoring of instructional effectiveness.
- demonstrate their knowledge on the use of technology to communicate information in various formats.
- analyze data from state and other assessments to identify students' strengths and needs.
- demonstrate their knowledge of legal and ethical guidelines for educators in Texas.

## **Class Expectations**

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Students will be expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format and evaluated using the following criteria:

## **Class Requirements**

There are a total of 100 possible points for this course and they are as follows:	<b><u>Points</u></b>
1. Class Attendance and Participation	10
2. Classroom Observations Paper, Course Portfolio, & Teaching Philosophy	15
3. Journal Article	10
4. Teaching Lessons	20
5. Midterm Exam	20
6. Final Exam	20
7. Reflective Essay	5

<b>Course Grade</b>	<b>Points</b>
<b>A</b>	90 - 100
<b>B</b>	80 - 89
<b>C</b>	70 - 79
<b>D</b>	60 - 69
<b>F</b>	below 60

**Class Participation** should be active and relevant to the topic of discussion. Students should be prepared for class discussions and activities by reading the assigned chapters and journal articles each week, asking insightful questions, remaining focused on the topic, being respectful of others' comments and ideas, and challenging others' ideas in a constructive and professional manner. To prepare for class discussions, be ready to share your ideas and knowledge gained as it relates to the following questions:

1. What are the most important ideas/concepts discussed in the assigned readings? What are the implications of these ideas/concepts in a classroom setting?
2. Discuss your own personal experience in regards to the ideas/concepts discussed in the readings.
3. Discuss any ideas/concepts that you have found to be interesting, new, surprising or perplexing. Explain your answer.

**As a courtesy to classmates and instructor**, students should respect: (a) discussion/sharing time among members of the group, (b) the privacy of their classmates and information related to schools must remain confidential. All electronic devices must be turned off.

## ASSIGNMENTS

**Written Assignments:** should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a 12 point Times New Roman font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (6<sup>th</sup> edition).

**The following statement must be completed and submitted with each paper submitted for grading.** This statement must be signed by the student and should appear at the bottom of the title page:

I certify that I am the author of this paper titled \_\_\_\_\_ and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification will affect my status as a student.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Attendance/Late Assignments

(a) Each student is allowed one excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade. Two tardies (15 minutes or more), or leaving class early twice is equal to one absence.

(b) All assignments are due at the **beginning of class**. **Late assignments will not be accepted.**

### Classroom Observations

Students will conduct 4 hours of **classroom observations** in your grade and subject area. You are responsible for meeting with the school principal and a mentor teacher to attain permission to conduct the observations. Students will adhere to all school regulations regarding campus visits. You must submit a form signed by both the mentor teacher and principal as proof of your classroom visits. Students will also submit a **two page paper** (excluding cover sheet and reference page) discussing the observed classroom lessons and use research to evaluate the instructional strategies used. Include a cover sheet and reference page.

### Grading Rubric

Form with required signatures, cover sheet, & reference page	1
Research-based analysis of instructional strategies	9
Total	10

### **Course Portfolio and Teaching Philosophy**

1. Students will maintain and submit a **course portfolio** containing documents depicting their work in preparation for their specific teaching field. Portfolios should contain: (a) Course Cover sheet, (b) Course Syllabus, (c) Teaching Philosophy, (d) Classroom Observations Paper, (e) Sample Lesson Plans, f) Copies of power point presentations on selected journal articles, and (g) Reflective Essay.
2. Students will submit their personal teaching philosophy in a paper no longer than 1 page following APA format and free of grammatical errors.

#### **Grading Rubric**

Portfolio Organization (emphasizing personal creativity)	2
Teaching Philosophy	3
TOTAL	5

### **Journal Article**

Students should select a current (2011-2014) peer reviewed journal article that: (a) focuses on research-based lesson planning and/or (b) teaching strategies. Please post the PDF article on Blackboard along with an introductory text listing the APA reference and abstract. Prepare a presentation of the article. Your **power point** presentation should focus on the contribution of this article in the design of lesson plans and/or teaching strategies. Present the practical side of the article by identifying how your colleagues may make use of the information and apply it to their subject area.

#### **Grading Rubric**

Article Selection	2
Examples of applicability clearly identified (as it pertains to lesson planning and/or teaching strategies)	8
TOTAL	10

### **Teaching Lessons**

Students will present two lessons in their specific subject area(s) to the classroom. Scheduled date of presentation will be assigned by instructor. Each of the two lessons will be designed according to course specifications/readings. Total number of points for **one** lesson is **10**.

#### **Grading Rubric**

Lesson Design according to course objectives	5
Presentation to class	5
TOTAL	10

## Reflective Essay

After our discussions, readings and colleagues' presentations, you are invited, in this activity, to reflect on your learning during this class. You are required to write a **2 (or more)** double-space page paper that engages your critical thinking about the learning process during this class. Please post your final reflection on **Blackboard** before class on the due date indicated in the tentative schedule. A reflection draws from personal experience and how these personal experiences impact your professional goals. Please create your own title for the reflection. The reflection should include a cogent argument about:

- Your growth in **Teaching Strategies and Curriculum Management in Secondary Schools** (EDUC 3305).
- What you have learned from the readings, discussions, and activities in this class.
- What and how you **will apply** what was learned and discussed in the course.
- Re-visit your teaching philosophy. Has it remained the same or has it changed? Why or why not?

In 2 (or more) double-space pages, please include:

- An introductory paragraph that prepares the reader for the topic of your essay.
- Empirical examples. Your work will be evaluated based on key ideas, analysis of these ideas, your conclusions (if they are solid and agree with your argument), and written skills.
- A concluding paragraph that summarizes your argument and the focus of your essay.

## Grading Rubric

Two complete pages (excluding title page and reference page) written following APA format	1
Argument construction including personal growth as a teacher candidate	4
<b>TOTAL</b>	<b>5</b>

### Tentative Course Schedule – Spring 2015 Del Rio

Week	Topic	Assignment
1-1/20 & 1/22	<i>Review Course Syllabus &amp; Introductions</i>	1/20-Kilbane & Milman (2013) – Ch. 1 <b>1/22-Teaching Philosophy Due on BB</b>
2-1/27 & 1/29	<i>Instruction</i>	1/27-Kilbane & Milman (2013) – Ch. 2 1/29-Homework <ul style="list-style-type: none"> <li>• Search for Journal Articles</li> </ul>
3-2/3 & 2/5	<i>Instructional Tools &amp; Classroom Assessment</i>	2/3-Kilbane & Milman (2013) – Chs. 3 & 4 <i>Journal Article Presentation</i> 2/5-Homework <ul style="list-style-type: none"> <li>• Work on Journal Article Presentation</li> </ul>
4-2/10 & 2/12	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Direct Instruction Model</li> </ul>	2/10-Kilbane & Milman (2013) – Ch. 5 <i>Journal Article Presentation</i> 2/12-Homework <ul style="list-style-type: none"> <li>• Work on Journal Article &amp; Teaching Lesson Presentation</li> </ul>
5-2/17 & 2/19	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Concept Attainment Model</li> </ul>	2/17-Kilbane & Milman (2013) – Ch. 6 <i>Journal Article Presentation</i> <i>Teaching Lesson Presentation: The Direct Instruction Model</i> 2/19-Homework <ul style="list-style-type: none"> <li>• Work on Journal Article &amp; Teaching Lesson Presentation</li> </ul>
6-2/24 & 2/26	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Concept Development Model</li> </ul>	2/24-Kilbane & Milman (2013) – Ch. 7 <i>Journal Article Presentation</i> <i>Teaching Lesson Presentation: The Concept Attainment Model</i> 2/26- Homework <ul style="list-style-type: none"> <li>• Work on Journal Article &amp; Teaching Lesson Presentation</li> <li>• <b>Classroom Observations Paper Due</b></li> </ul>
7-3/3 & 3/5	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Inductive Model</li> </ul>	3/3-Kilbane & Milman (2013) – Ch. 8 <i>Journal Article Presentation</i> <i>Teaching Lesson Presentation: The Concept Development Model</i> 3/5-Study for Midterm
8-3/10 & 3/12		<b>3/10-Midterm Exam</b> 3/12-Read Ch. 9
9-3/16-3/20		<b><i>Spring Break</i></b>
10-3/24 & 3/26	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Vocabulary Acquisition Model</li> </ul>	3/24-Kilbane & Milman (2013) – Ch. 9 <i>Journal Article Presentation</i> <i>Teaching Lesson Presentation: The Inductive Model</i> 3/26- Homework <ul style="list-style-type: none"> <li>• Work on Journal Article &amp; Teaching Lesson Presentation</li> </ul>
11-3/31 & 4/2	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Inquiry Model</li> </ul>	3/31-Kilbane & Milman (2013) – Ch. 10 <i>Journal Article Presentation</i> <i>Teaching Lesson Presentation: The Vocabulary Acquisition Model</i> 4/2- Homework <ul style="list-style-type: none"> <li>• Work on Journal Article &amp; Teaching Lesson Presentation</li> </ul>
12 4/7 & 4/9	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Problem-Based Model</li> </ul>	4/7-Kilbane & Milman (2013) – Ch. 11 <i>Journal Article Presentation</i> <i>Teaching Lesson Presentation: The Inquiry Model</i> 4/9- Homework <ul style="list-style-type: none"> <li>• Work on Journal Article &amp; Teaching Lesson Presentation</li> </ul>
13 4/14 & 4/16	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Cooperative Learning Models</li> </ul>	4/14-Kilbane & Milman (2013) – Ch. 12 <i>Journal Article Presentation</i> <i>Teaching Lesson Presentation: The Problem-Based Model</i> 4/16- Homework <ul style="list-style-type: none"> <li>• Work on Journal Article &amp; Teaching Lesson Presentation</li> </ul>

<b>14</b> 4/21 & 4/23	<i>Instructional Models</i> <ul style="list-style-type: none"> <li>• The Integrative Model</li> <li>• The Socratic Seminar Model</li> </ul>	<b>4/21</b> -Kilbane & Milman (2013) – Ch. 13 & 14 <i>Journal Article Presentations</i> <i>Teaching Lesson Presentation: The Cooperative Learning Models</i> <b>4/23</b> - Homework <ul style="list-style-type: none"> <li>• Work on Journal Article &amp; Teaching Lesson Presentation</li> </ul>
<b>15</b> 4/28 & 4/30	<i>Continue-Instructional Models</i>	<b>4/28</b> - <i>Journal Article Presentation</i> <i>Teaching Lesson Presentations: The Integrative &amp; The Socratic Models</i> <b>4/30</b> -Study for Final Exam
<b>16</b> 5/5 & 5/7	<i>Course Evaluations</i>	<b>Course Portfolio &amp; Reflective Essay – 5/5; FINAL EXAM- 5/12</b> <i>Journal Article &amp; Teaching Lesson Presentations</i>

## Student Participation Agreement

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. After you have read this agreement, sign, date and turn in. Contact information is optional.

1. Due to the nature of this course it is imperative that you participate in all class activities. The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.
2. Assignments require that you deliver your work to class on time and post your work. You must post your assignments by the **due date**. **Late postings are not accepted.**
3. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the instructor and respecting the confidentiality of issues discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only and is not meant to serve as a forum for intentional criticism.
4. To remain updated on course events, you should check the course web-page regularly for assignment reminders, news, and other important and timely announcements. As an adult learner, you must take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.

Print Name: \_\_\_\_\_ Course enrolled: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student contact Information (optional):

E-mail: \_\_\_\_\_

Telephone # \_\_\_\_\_

## **TE<sub>x</sub>ES Competencies addressed in this course:**

### **DOMAIN I**

Competency 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

- Recognize that positive and productive environments for students involve creating a culture of high academic expectations, equity, and developmental responsiveness.
- Use knowledge of cognitive changes in students to plan instruction and assessment that promote learning and development.
- Demonstrates knowledge of the importance of peers, peer acceptance, and conformity to peer group norms and expectations for students.

Competency 002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that responsive to differences among students and that promote all students' learning.

- Demonstrates knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning, and assessment.
- Accepts and respects students with diverse backgrounds and needs.
- Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
- Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English-language learners and students with disabilities.
- Knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.

Competency 003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

- Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
- Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives.
- Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness, and guide instructional planning for individuals and groups.
- Demonstrates knowledge of various types of materials and resources to enhance student learning and engagement.
- Allocates time appropriately within lessons and units to provide students with opportunities to engage in reflection, self-assessment, and closure.

Competency 004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

- Recognizes how social and emotional characteristics of students impact teaching and learning.
- Plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.

## **DOMAIN II**

Competency 005 The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

- Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.

Competency 006 The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

- Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
- Demonstrates and applies an understanding of how students function in groups and designs group activities organizing and managing groups to ensure that students work together cooperatively and productively.
- Schedules activities and manages time in ways that maximize student learning.

## **DOMAIN III**

Competency 007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

- Engages in skilled questioning, leads effective student discussions, and fosters active student inquiry, higher-order thinking, problem solving, and appropriate wait time.
- Practices effective communication techniques and interpersonal skills.

Competency 008 The teacher provides appropriate instruction that actively engages students in the learning process.

- Provides instruction that promotes intellectual involvement and active student engagement and learning.
- Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

Competency 009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

- Demonstrates knowledge of basic terms and concepts of current technology.
- Follows guidelines for the legal and ethical use of technology and digital information.
- Knows how to use productivity tools to communicate information in various formats.
- Knows how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.

Competency 010 The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

- Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning.
- Knows how to promote students' ability to use feedback and self-assessment to guide and enhance their own learning.

## **DOMAIN IV**

Competency 011 The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

- Applies knowledge of appropriate ways to work and communicate effectively with families in various situations.

Competency 012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

- Interacts appropriately with other professionals in the school community.
- Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.
- Knows the roles and responsibilities of specialists and other professionals at the building and district levels.
- Understands the value of participating in school activities and contributes to school and district.
- Works productively with supervisors, mentors, and other colleagues to address issues and to enhance professional knowledge and skills.
- Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.

Competency 013 The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

- Knows legal requirements for educators and adheres to legal guidelines in education-related situations.
- Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies.