**ADEPT Performance Standards for Classroom-Based Teachers**

**APS 1**

**Long-Range Planning**

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

* In my own words, this ADEPT standard means for a teacher to gather content standards and objectives of their own for set expectations for students. The teacher therefore maps out their long-term lesson plans and activities. I think that long-range planning is very important to teachers and other professionals because you then have a plan and can focus on specific activities and contribute more to your class rather than having to plan each future class at the end of the week. Long- range planning provides organization for teachers. Examples of these include syllabi.

**EDTE 402-TEACHERS AND TEACHING COURSE SYLLABUS**

**SPRING 2012 Section 2: Dreher High School**

**COURSE INFORMATION**

Instructor Details: Deidre Clary Ph D.

Instruction & Teacher Education,

Wardlaw 258

University of South Carolina,

820 South Main Street,

Columbia. SC. 29208.

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Office Hours: TBA

Course Description: EDTE 402 explores teaching as a reflective and ethical practice. Topics include professional standards, teacher leadership, school culture and organization, and roles of a professional educator.

Intended Audience: This course is intended for students preparing to enter teacher education programs at the **secondary level** and for students in other programs seeking a basic understanding of teachers and teaching.

Prerequisites: -Junior standing. (**Please note**: Preference is given to seniors)

-EDFN 300 Schools in Communities

-EDTE 400 Learning and Community Service

-EDPY 401 Learners and the Diversity of Learning

-EDTE 401P Practicum

Co-requisite: -EDTE 402 Practicum. (**Please note:** Students must be enrolled in EDTE 402P concurrently

with EDTE 402. Failure to do so will result in failure to complete the course.)

Course Credit: 3 credit hours

**COURSE GOALS**

Students will:

-develop an understanding of teaching as a profession by drawing upon established and contemporary research, the wisdom of practice, and emerging educational policies and practice.

-develop a working knowledge of appropriate and accomplished teaching practices.

-document, analyze and reflect upon their conceptions of teachers and teaching practices.

-be knowledgeable about professional standards in education and how they apply in a variety of settings.

-describe and evaluate the roles and responsibilities of professional educators.

-describe and evaluate a variety of leadership roles and challenges for professional educators.

-critique the various uses of technology.

-identify teaching strategies appropriate for diverse populations of learners.

-develop an awareness of the complexities of teaching in a multicultural society.

-develop an understanding and appreciation of the moral and ethical dimensions of teaching

**TOPIC**

In EDTE 402 topics covered will include:

The Nature of Teaching Long-range, unit and daily planning

Myths of Teaching Identifying Varied Instructional Resources

The Classroom Environment Differentiating Instruction

Different Approaches in the Classroom Learning Styles of Students

Gardner’s Theory of Intelligence Standards for Professional Teachers

Bloom’s Taxonomy Designing Effective Lessons

Presenting Effective Lessons Use of Media and Technology

Assessment Standardized Testing

Increasing Student Achievement Teacher Reflection

Meeting Needs of Special Learners Professional Organizations

Professional Portfolios and Resumes Responsibilities of Professional Educators

**REQUIRED READINGS AND MATERIALS**

All readings available on Blackboard

Binder for course handouts and printouts

Folder to secure Reading Response Journal (RRJ) entries

**Please note:** You will need to purchase a lanyard and wear your ID at all times.

**ADMINISTRATIVE COURSE REQUIREMENTS**

**-Students are expected to attend each scheduled class meeting**. **Attendance will be taken at each class.**

*The university catalog specifies that students may have* ***four absences*** *without penalty*. ***The University******does not distinguish between excused or unexcused******absences.*** *An absence is an absence*.

The attendance policy for EDTE 402 is as follows:

-1st, 2nd, 3rd and 4th absence = **no penalty based on absences.** (Note: Late assignments are still subject to the guidelines specified in each rubric.)

-5th absence or more- one letter grade dropped on your FINAL grade for each absence.

**Three times late to class will be considered the equivalent of one absence.**

- **It is your responsibility to get the information from any class you miss.**

**-Additionally, you are responsible for assignment changes announced in class and for all announced changes, additions, and deletions to the syllabus. Therefore, you will need to check Blackboard announcements regularly. Absence from class is not a valid excuse for failing to meet deadlines or to fulfill course requirements.** *University catalogue guidelines are followed for the granting of an incomplete and for the denial of credit because of excessive absences.*

**-Because administrative tasks and announcements are typically handled at the beginning of class, you need to be on time. If you are late, please enter quietly and be sure to see the instructor following class for any announcements, reminders, changes or handouts that you may have missed. To prevent any distraction to classmates, please TURN OFF YOUR CELL PHONE prior to entering the classroom unless it is an emergency. If you have to take a call, please see me before class.**

-*In accordance with University policy, if you have a documented* ***disability*** *and require accommodations to obtain equal access to this course, please contact the instructor at the beginning of the semester. Students with disabilities must verify their eligibility through the appropriate campus office.*

**ACADEMIC COURSE REQUIREMENTS**

1. Complete assigned readings and homework assignments prior to the designated class meeting.

2. Participate in and contribute to class activities and discussions.

3. Prepare a Letter of Introduction to your professor.

4. Complete assigned readings and submit the required Reading Response Journals for class

5. Complete a proposal for, create, and present the Ultimate Classroom Design.

6. Complete the assigned Professional Organization Report.

7. Complete informal research and participate in a Socratic seminar on a hot topic in education today.

8. Complete informal research, plan, and teach a mini-lesson on a hot topic in education today.

9. Design a formal lesson plan, including all support and ancillary materials. This lesson will be taught in the practicum.

10. Collaborate on, and develop a group thematic curriculum project that includes rationale and goals; print, online and software resources; and instructional activities.

11. Participate in the presentation of the curriculum unit planning project.

12. Create a professional portfolio that includes a resume along with rationales addressing each of the ten ADEPT standards for beginning teachers.

13. Complete an on-line and in-class evaluation at the end of the semester.

**ASSIGNMENT DESCRIPTIONS**

**Letter of Introduction (20 points):** Your first written assignment is to write a letter of introduction so that I have a sense of who you are as a person. Consider sharing with me information about your family, your talents, your interests and passions, your job and activities, your significant other and/or pets, etc. This is an opportunity for you to share with me any situation in your life that might affect your performance in the class-and that I should be aware of in order to work with you. Also, please include your current email address and phone number so that I may contact you if necessary this semester. Post under Assignments on Blackboard by 8:00 am on **January 11, 2012.**

**Reading Response Journals (RRJ) (8 @ 5 points each):** On Blackboard, you will find the format for each RRJ. We will use a variety of formats as we learn effective note-taking/reading comprehension strategies. You will write a brief journal based on the readings assigned for the week’s practicum and/or class meeting. Your journal entries may be handwritten or typed and must be secured in a folder. You are encouraged to respond to any questions that I have asked you in your previous journal entry. Due dates are indicated on the timeline. ***You must be in class to submit your Reading Response Journal. RRJs will not be accepted late or by email.***

**Designing the Ultimate Classroom (40 points)**: You will design your ideal classroom, and present the design to a group of peers in a round table forum. Your design will be accompanied by a written explanation of what your classroom would look like-colors, layout, window/door placements, technology available, desk placement, etc.-with a rationale for your decisions. Finally, you will evaluate your own design by indicating what is (or not) feasible, and any possibilities or obstacles for implementing your design. Your design can be submitted digitally or as a hard copy (by 8:00am on the assigned due date). The written part of the assignment must be posted on Blackboard under Assignments by 8:00am on the assigned date. You will be expected to present your design in a Roundtable format in class on the assigned date.

**Hot Topic Research and Micro-teaching (20 points):** Each student will do informal research on an assigned “hot topic” in education today such as LBGT students, single-gender classrooms, vouchers, zero-tolerance policies. You will provide a list of materials and sources for your research and create a mini-lesson plan using strategies that you are learning in EDTE 402/EDTE 402P. You will teach your mini-lesson to our EDTE 402 class on your assigned due date, and complete a short written reflection. Micro-teaching begins **February 22.**

**Professional Organization Report (40 points):** Using the outline provided under Assignments on Blackboard, you will document your learning about a particular teachers’ professional organization, its publications, and services offered to its members. You will include a brief explanation of how you personally believe joining such an organization would benefit you as a professional educator. You will post to Assignments on Blackboard by 8:00am on the assigned due date.

**Lesson Plan (50 points)**: Students will create a lesson plan (with appropriate attachments), which they will teach in their EDTE 402P classroom. Students will follow a format given in class and submit a draft to the EDTE 402P mentor teacher and EDTE 402 Instructor *at least* 4 days prior to teaching the lesson.

**Socratic Seminar (15 points)**: You will experience a Socratic Seminar based on a “hot topic” or issue in education. You will be expected to do some reading prior to the seminar in preparation for discussing the topic. You will complete an in-class reflection on your participation and the process. Documents are located on Blackboard under Course Documents. ***You must be in class to secure your points for this engagement.***

**Curriculum Unit Project and Presentation (100 points)**: Each student will collaborate in a small group to propose, create, and present a thematic curriculum unit. In groups, students will design a cross-discipline unit, which addresses content, objectives, activities, standards, materials, etc. to be used within each discipline. Each group will present their curriculum unit to the class and write a reflection

about the process and product. Further details will be provided in class.

**Professional Portfolio (100 points)**: This will be the culminating project for this course. It is designed to represent your professional growth during the semester. Each student will create an *electronic* portfolio that includes a resume, along with documentation of each of the 10 ADEPT standards. You will state what each standard is, explain what this standard means and what role it plays in a professional teacher’s practice; you will include one piece of evidence for each standard that reflects your growth in each dimension. Further details and ePortfolio training will be provided in class. **NOTE: PLEASE SAVE ALL YOUR COURSE WORK DURING THE SEMESTER, AS YOU WILL NEED TO DRAW ON IT FOR THE PORTFOLIO.**

**Participation and Course Evaluation (25 points):** You will participate in and contribute to class activities and discussions, and complete an in-class course evaluation worth 5 points.

**ASSESSMENT AND GRADING PROCEDURES**

**ASSIGNMENT POINTS**

Letter of Introduction 20

Reading Response Journals (8 @ 5 points each) 40

“Hot Topic” Research and Microteaching 30

Ultimate Classroom Design 40

Lesson Plan 50

Curriculum Unit Project and Presentation 100

“Hot Topic” Socratic Seminar 15

Professional Organization Report 40

Professional Portfolio with Resume 100

Participation & class evaluations 25 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total Points 460**

**Instructions and Rubrics for all assignments are posted on Blackboard and will be discussed in class.**

**Grading Scale**

**A 426 - 460**

**B+ 412 - 425**

**B 389 - 411**

**C+ 375 - 388**

**C 352 – 374 D+ 339 – 351 D 320 – 338 F 319 or below**

**Please note**:

Typical Monday Class Meeting (practicum)

8.00 – 8.15 Briefing before practicum

8.20 – 9.35 Practicum

9.35 – 10.00 Debriefing about practicum & preparation for next practicum session

Typical Wednesday Class Meeting (no practicum)

Read aloud or anticipatory activity

Questions and concerns about the course

Admit slip/ journal conversation

Presentation/ mini-lesson based on class readings/ guest speaker

Class engagement/ activity/ collaboration

Exit slip

**EDTE 402**

**TENTATIVE TIMELINE, TOPICS AND ASSIGNMENTS**

**FALL 2011**

**(Monday/ Wednesday Schedule –Dreher High School)**

**Please read carefully:**

* Readings and assignments will be completed prior to/for class on the date indicated. All readings are available on Blackboard under COURSE DOCUMENTS.
* Assignments, presentations and other class commitments are bolded.
* For your convenience, the assignments due for EDTE 402P are scheduled in italics.

January 9 (Mon.) **Meet instructor at Dreher High School at 8am with your driver’s license. Sign in with school secretary. Wear your lanyard with USC ID.**

**-School Orientation with Mr. Roy Blakeney, Assistant Principal**

-Introduction to EDTE 402/402P.

-Course Description and Expectations

January 11 (Wed.) **Class meeting. Images of Teaching. Myths of Teaching. Stages of Teaching (Ryan)**

Ayers To Teach. Chapter 1 - located in Packet online

**-Reading Response Journal (RRJ) #1 due** – 3-column template on Course Documents

**-Letter of Introduction to Instructor posted under Assignments on Blackboard by 8:00am.** Sample posted on Course Documents on EDTE 402.

Note: You will be dismissed at 9 am so the instructor can meet with the Mentor Teachers.

January 16 (Mon.) MARTIN LUTHER KING DAY. NO CLASS. *How will you commemorate?*

January 18 (Wed.) **Practicum: Classroom Orientation.** Your will visit your Mentor Teacher’s Classroom.

***-Letter of Introduction to Mentor Teacher emailed to your mentor teacher with a copy posted under ASSIGNMENTS on EDTE 402P by 8am****.*

***-DO1 due – School Orientation***

January 23 (Mon.) **Practicum: Establishing Classroom & Instructional Routines**

***- DO2 due –Classroom Orientation***

January 25 (Wed.) **Class meeting.** **Getting It Right From the Start. Classroom Routines and Procedures**

- Kronowitz pp. 32-124 (Bb)

**-Reading Response Journal (RRJ) #2 due**. 3-column format on Course Documents

January 30 (Mon.) **Practicum: Classroom Design**

***-DO3 due – Establishing Classroom & Instructional Routines***

February 1 (Wed.) **Class meeting. Classroom Design** **& Creating an Environment for Learning**

**-**Explanation of Ultimate Classroom Design project – Read the Instructions and Rubric

on Blackboard and **bring to class**

-Maslow’s Hierarchy of Needs (Bb)

-Arranging a Functional Classroom (Bb)

-Ayers To Teach: Creating an Environment for Learning - located in Packet online

**-Reading Response Journal (RRJ) #3 due** **–** 3-column format on Course Documents

February 6 (Mon.) **Practicum: Classroom Management & Positive Discipline**

***- DO4 due – Classroom Design (You may submit a hard copy of your MT’s classroom)***

February 8 (Wed.) **Class meeting. Classroom Management & Positive Discipline**

Guest Speaker: Roy Blakeney & Assistant Principal

* Kronowitz pp. 148-198 (Bb)
* Positive Discipline documents (Bb)

**-Reading Response Journal #4 due.** 3-column format on Course Documents

February 13 (Mon.) **Practicum: Creating an Environment for Learning: Building Rapport and Community**

***-DO5 due – Classroom Management & Positive Discipline***

February 15 (Wed.) **Class meeting: Planning & Organizing Content: Unit and Long-Range Planning**

-Kronowitz pp. 201-224

**-**Print out Professional Organization Report Templateon Bb **and bring to class**

**-Ultimate Classroom Design due. Roundtable presentations.**

**-Reading Response Journal #5 due – Cornell Notes format**

February 20 (Mon) PRESIDENT’S DAY. MEET AT USC. ROOM TBA.

**Class meeting: Planning and Teaching Lessons**

**-**Explanation of Hot Topic Research and Microteaching. **Read the Instructions and Rubric posted on Blackboard and bring to class.**

-Sign up for Microteaching topics, dates, and times.Micro-teaching planning.

-**Print, read, and bring to class: pp. 4-5 ADEPT Manual (found on Bb)**

-Read all documents listed under **Lesson Planning** in Course Documents

**-**Kronowitz pp. 226-233, pp. 260-289

-**Reading Response Journal #6 due. – Cornell Notes format**

February 22 (Wed) **Class meeting: Planning and Teaching Lessons cont’d.**

-Start Micro-teaching

February 27 (Mon) **Practicum: Instructional Strategies & Routines**

***DO6 due – Creating an Environment for Learning: Building Rapport and Community***

February 29 (Wed.) **Class meeting. Engaging all Learners and Helping all Students Succeed**

Learning Styles, Gardner’s Theory of Multiple Intelligences, ELL Students.-Interview with Gardner: The First Seven and the Eighth (Bb)

-Ladson-Billings: It’s just plain good teaching!

-Kronowitz pp. 290-308

-**Reading Response Journal #7 due. – Cornell Notes Method**

**-Take the Multiple Intelligences Inventory (Bb) and bring your results to class**

-Continue microteaching

March 5-9 SPRING BREAK – NO CLASSES

March 12 (Mon.) **Practicum. Connections between Curriculum, Teaching & Assessment**

***-DO7 due – Instructional Strategies and Routines***

March 14 (Wed.) **Class meeting. Assessment & Curriculum**

Guest Speaker: Curriculum & Testing TBA

**-** Kronowitz pp. 314-323, 339-344

**- Reading Response Journal #8 due – Cornell Notes Method (LAST RRJ!)**

-Continue microteaching

**-Professional Organization Report due. Post to ASSIGNMENTS on Bb**

**DRAFT formal** **lesson plan due.** Sample lesson plans are posted on Course Documents. Your mentor teacher will provide guidance in planning this lesson and will need to see your draft. (You will teach your lesson in your mentor’s classroom by **March 19**, or as negotiated with your Mentor Teacher.)

March 19 (Mon.) **Practicum. Teach your lesson in your mentor teacher’s classroom *on or before* this date, as negotiated with your Mentor Teacher.**

***-DO8 Reflection on Planning and Teaching a Lesson due one week after you teach your lesson***

March 21 (Wed.) **Class meeting. Special Education**

Guest Speaker: TBA

-Students with Disabilities. SPEDED packet (Bb). Read before class.

-Complete microteaching (if necessary)

-Explanation of CUP Project**.** CUP group formation & planning meetings.

-Read all documents under **CUP Project** (on Bb) and **bring specified printouts to class.**

March 26 **(Mon) Practicum. Creating an Inclusive Classroom**

***-DO9 due. Connections between Curriculum, Teaching & Assessment***

March 28 **(Wed) Practicum: Alternative Classroom Visit**

**\*Please turn in your *Reflection on Alternative Classroom Visit* at the end of class.**

April 2 (Mon.) **Class meeting. CUP project planning**

**-ETV Presentation. We will meet in Wardlaw. Room TBA.**

April 4 (Wed) **Course Portfolio Training (We will meet in Wardlaw. Room TBA)**

**-Print out Portfolio Instructions and Rubric and bring to class** (on Bb)

**-Bring Flash Drive with artifacts that you would like to include in your Portfolio**

**-Bring a rough draft of your resume if you have one (sample resumes are on Bb)**

-CUP Meetings continue

April 9 (Mon.) **Practicum. Middle School Visit. TBA.**

**\*Please turn in your *Reflection on*** ***Middle School Visit* at the end of class.**

April 11 (Wed.) **Class Meeting.** **CUP Presentations begin**

April 16 (Mon.)  **Class Meeting**. **CUP Presentations continue.**

**-**All CUP binders due including CUP reflections.

April 18 (Wed.) **Class meeting: Reflective Practices**

-Kronowitz pp. 358-383

-Costa and Kallick: Getting Into the Habit of Reflection - located in Packet online.

**-Please print, read and bring to class the specified items under Socratic Seminars**

**-Reading Response Journal #9 due – your choice of format (Bonus points!)**

April 23 (Mon.) **Final Thoughts (Last day of class)**

**-Course Evaluation due**

April 30 (Mon.) **-Course Portfolios Due on Blackboard**

Note: The above dates are subject to negotiation and may change. Be sure to **regularly** check Announcements on Blackboard!

* I chose the syllabus for the EDTE 402/P class for it is a perfect example of Long-range planning. The syllabus gives clear descriptions of all the major assignments for the class, the attendance policy, the grading scale and the objectives for this class. The syllabus also lists every date of the class, what assignments are due for that day, what is to be done for homework and what will be discussed for each class period. I think that all teachers should make a syllabus, if not for their classes for themselves. The syllabi throughout my college career have been extremely helpful to me for I am able to keep track of assignments and dates. I think that the syllabus is a great teaching and organization tool for teachers and students.