TUSCULUM COLLEGE TEACHER EDUCATION UNIT
Course: EDUC 342-80 Learning Environments 7-12
Instructor: Dr. Ray Hatfield

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Course Dates: Block 8; Monday, April 13 – Wednesday, May 6, 2015
Class Meeting Time: 8:30 – 11:30 a.m.
Location: To be determined
Office Hours: Before and after class as needed; please contact via email or phone to schedule a
        time.
Note: Students may contact the instructor 8:00 AM - 8:00 PM Monday through Saturday.
        The instructor's goal is to return e-mails and phone messages within 24 hours, except on
        Sundays.

Course Description: **EDUC 342. LEARNING ENVIRONMENTS 7-12**
This course is designed to prepare the 7-12 pre-service teachers to apply curriculum principles
and techniques in various learning environments with students of various needs and abilities. The
pre-service teacher will demonstrate ability to plan, implement and assess curriculum that
includes current technology, materials and community resources. Using information from
informal assessment techniques, the pre-service teacher will make sound instructional decisions.
The planned curriculum will reflect the pre-service teacher's understanding of the psychological
and social development of the adolescent student. Using methods such as cooperative learning,
the pre-service teacher will develop strategies that foster the inclusion of special needs students
and students of different cultures. The pre-service teacher will demonstrate ability to plan and
teach both skills and content within the 7-12 area. Included in this course will be a review of the
philosophical underpinnings that drive education in grades 7-12.
Learning Outcome: Public Speaking.
Prerequisites: PSYC 305, Sped 101 and EDUC 200 and admission to the teacher education
program. Offered every year

Course Resources

Required Textbooks:
Do not purchase a book until we have our first meeting.
Kellough, R. D., & Kellough, N. G. (2011). *Secondary school teaching: A guide to methods and
resources* (4th ed.). Boston, MA: Pearson.

Content area textbook to be used for class assignments and activities

Course Competencies, Goals, and Objectives

Student Learning Outcomes: Public Speaking
- CONTENT - The body of the presentation adopts an insightful perspective on the topic.
- VOICE - The speaker manipulates tone, rate and volume to dramatically engage the audience in the presentation.
- POISE - The speaker is confident; uses eye contact to hold attention of audience; body language and attire establish credibility.
- VOCABULARY - The speaker's vocabulary is precise and descriptive; transitional words and phrases contribute to the flow of the presentation.
- TIME - The presentation is completed within the allotted time.

Course Goals:
1. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter. (Professional Education Standard 1)
2. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social, and personal development. (Professional Education Standard 2; TC Candidate Proficiency 2.2)
3. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
4. Candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Professional Education Standard 6; TC Candidate Proficiency 3.2)
5. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. (Professional Education Standard 9; TC Candidate Proficiency 6.2)
6. Candidates use technology and technology-based resources to facilitate developmentally appropriate student learning. (Professional Education Technology Standard 11; TC Candidate Proficiency 4.1)

Course Objectives:
 Upon completion of this course, candidates will know or be able to do the following:
1. Plan, implement, and assess learning by drawing upon knowledge of the central concepts, tools of inquiry and structures of the discipline(s) they teach. (Professional Education Standard 1)
2. Utilize an in-depth knowledge of developmental progression to optimize learning opportunities for each student. (Professional Education Standard 2; TC Candidate Proficiency 2.2)
3. Plan and implement instructional strategies reflecting best practice (such as cooperative learning, direct instruction, whole group instruction, independent study, and interdisciplinary instruction) and that foster high expectations in all students. (Professional Education Standard 4; TC Candidate Proficiency 2.3)

4. Use a wide variety of resources and methods, including technology and assessment data. (Professional Education Standard 4**;** TC Candidate Proficiency 2.3)
5. Model effective communication strategies and support and expand student expression in speaking, writing, and technical media. (Professional Education Standard 6; TC Candidate Proficiency 3.2)
6. Using data-based reflections, engage in actions that consistently support and promote the achievement of all students. (Professional Education Standard 9; TC Candidate Proficiency 6.2)
7. Integrate technology resources to design and implement classroom strategies for student learning, assess students, analyze data, and target individual student learning. (Professional Education Technology Standard 11; TC Candidate Proficiency 4.1)

Topics covered include:
Curriculum Objectives and Standards
Planning Instruction
Preparing Lesson Plans
Assessment
Instructional Strategies
Differentiated Instruction
Instructional Materials and Tools
Community Resources

Course Policies and Procedures

Attendance Policy: As attending class is essential for candidates to be successful learners in Tusculum College courses, class attendance is mandatory. Following institutional and departmental procedures, faculty members record and report candidate attendance online to the administrative office after each class session. Attendance affects course grades assigned by faculty to candidates. An institutional policy, which is not left to the discretion of the faculty member, is that a grade of "F" be automatically assigned to any candidate who misses more than one-third of the total class meeting time, which is more than 3 days for a residential course. Total missed class meeting time includes absence from a scheduled class meeting, arriving late to class, or leaving before class is dismissed. Additionally, the institution allows academic departments to adopt significantly more stringent grading practices relating to attendance as detailed in syllabi. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid. **Three points will be taken off the final grade for each absence from class.** Missing days may also reduce participation points.

Students with Disabilities:
Tusculum provides individuals with disabilities reasonable accommodations to facilitate their participation in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or to meet course requirements can make arrangements by contacting:

Greeneville: Ms. Bobbie Greenway at (423) 636-7300 ext. 5154; 1-800-729-0256, ext. 5154; or at bgreenway@tusculum.edu. The mailing address is: Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.

Knoxville: Ms. Sharon Shanks at (865) 693-1177; 1-800-729-0116; ext. 5907, or at sshanks@tusculum.edu. The mailing address is: Tusculum College, 1305 Centerpoint Blvd., Academic Resource Center, Knoxville, TN 37932.

Tusculum College Learning Centers: Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

Greeneville: Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743

To make arrangements, please contact Mrs. Bobbie Greenway at (423)636-7300 ext. 5154; 1-800-729-0256; or at bgreenway@tusculum.edu

Knoxville: 1305 Centerpoint Blvd., Knoxville, TN 37932

To make arrangements, please contact Sharon Shanks at (865)-693-1177; 800-729-0116 ext. 5907; or at sshanks@tscululm.edu

Research Assignments and Library Resources: To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: http://library.tusculum.edu. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

Greeneville: Kathy Hipps, Asst. Library Director for Distance Learning, (423) 636-7320; 1-800-729-0256, extension 5123, khipps@tusculum.edu

Knoxville: Mary Halliburton, Knoxville Library Administrator, (865) 693-1177; (800) 729-0116, extension 5016, mhalliburton@tusculum.edu

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency. As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog,* plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

Other Policies:

Quality written work is expected of all candidates. <u>Professional writing is required for ALL materials submitted in this course.</u> Points will be deducted from work for grammatical and/or spelling errors.

ALL ASSIGNMENTS MUST BE TYPED in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. All work must be submitted on or before the due date. No late work will be accepted.

On-line resources for APA style (6th) edition:
http://www.stylewizard.com/apa6index.html
http://owl.english.purdue.edu/owl/resource/560/01/
http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf

Course Requirements and Grading

Grading Scale:

The Tusculum College grading scale will be used and is as follows:

A = 93-100	*C+= 77-79*
A-= 90-92	*C = 73-76*
B+= 87-89	*C-= 70-72*
B = 83-86	*D+= 67-69*
B-=80-82	*D = 63-66*
	F = 0-69

Grading
8% - Assignment 1 (Lesson Plan)
8% - Assignment 2 (Direct v. Indirect Instruction)
24% - Assignment 3 (Reading Assignments)
8% - Assignment 4 (Bloom's Taxonomy)
20% - Practicum Experience and Reflective Journal Presentation
14% - Participation
8% - Midterm Exam
10% - Final Exam (80% Mastery Required)

Assignment 1- Create a Lesson Plan
The objective of this assignment is to create a lesson plan using Common Core and the TEAM model as a guideline. Lesson plans will be completed using Inquiry-Based Learning within a collaborative setting. The student will present his/her lesson plan to the class from a professional perspective.

- Create a Lesson Plan (Suo-PPT)
- Planning Rubric (Please refer to page 6 "Planning")
- Lesson Plan Assignment
- Sample Lesson Plans to Teach Common Core Standards
- TEAM Lesson Plan Template
- Lesson Plan Rubric
- Tennessean - Common Core

Assignment 2- Direct Instruction versus Indirect Instruction
Choose a (1) Direct Instructional Method and an (2) Indirect Instructional method to share with the class (using the Instructional Strategies Online website as a guide). Be able to present the interactive methods (using a theme within your discipline) with the class. In addition, include formative assessment in both methods, and technology within at least one of the mini lessons. *Time*- no less than 15 minutes.

Assignment 3- Reading Assignments
Article Reflection Document (Complete this document prior to each of the class meetings in which they are assigned)
Article Critique (Used for Grading)
Harkness Seminar example
Harkness Seminar Blank Template
Resources and Downloads for Collaborative Learning

1. Transfer Learning
2. Visual Literacy
3. Explicitly Supporting Reading & Writing in the Classroom
4. Word Walls - Classroom Strategies
5. Definition of Assessment
6. What are Objectives
7. Activating Prior Knowledge
8. Funds of Knowledge for Teaching Project
9. The McGuffey Readers
10. Primary versus Secondary Sources
11. English Language Learners
12. Criterion Versus Norm-Referenced Testing

Chapter 7 (For in-class assignment)
Chapter 9 (For in-class assignment)

Assignment 4- Domains of Learning
Complete the Domains of Learning Module (http://dr-hatfield.com/dol/domains_main.html).

Praxis Preparation Materials - Principles of Learning and Teaching (PLT): Grades 7–12
Study Companion

Talking Points and Activities

Day 1

Introductions

Discussion of Syllabus

Pretest

Day 2

Transfer Learning (Reading Assignment)

Readable Version of Transfer Learning

Praxis Preparation Materials

Rigor- Continuums of knowledge describe the increasingly complex ways in which we think. Rigor requires educators to focus on higher order thinking skills found in Bloom's Taxonomy and Daggett's Application Model. Assessment is an essential component of Rigor. High-rigor instructional activities requires the use of high-rigor assessment tools.

- Rigor
- Rigor (Video 3:00 Min.)
- Achieving Academic Excellence through Rigor and Relevance
- Rigor and Relevance Chart
- Marzano
- Rigor and Text (Video 5:36 Min.)

    Whole Brain Teaching

- Teach Okay
- Class Yes
- Mirrors
- Scoreboard 1
- Scoreboard 2
- *Chris Biffle*
- *Third Grade Students 1st Encounter with Whole Brain Teaching* *(video)*
- 6 Power Teaching Techniques + Classroom Rules (Handout)
- Attention Grabbers

    Guided Inquiry - Dewey, Piaget, and Vygotsky

- Max Thompson
- Mazlow (1)

- Dewey (Constructivist/Experiential Learner)
  - Constructivism & the 5 E's
  - Constructivism (Video 2:51 min.)
- Piaget
  - Assimilation - Accommodation
  - Semantic Map
- Piaget's 4 Stages of Human Development (Video 5:39 min.)
  - How to memorize Piaget's Stages of Cognitive Development (Video 22:55)
- Vygotsky
- Bruner
  - Jerome Bruner:Constructivism & Discovery Learning
- **Creating a Problem Rich Focused Classroom for Mathematics** (**FOCUS**) (Video 1:41 Min.)

Brief Introduction to-

Marzano's Research-Based Strategies and Comprehensive Framework

Day 3

Visual Literacy (Reading Assignment)

Theorist of the Day - Albert Bandura

Tennessee Teaching Domains and Indicators

Self- assessment
Discussion of Lesson Plan Format - TC Lesson Plan Format

- Lesson Plan
- Lesson Plan Rubric
- New Lesson Plan "Check List"
- Teacher Evaluation TEAM Observation Form
- Free Resources and Tools for Replicating Project-Based Learning (PBL)
- Full-Speed Reform in Rural Georgia
- How to Put the Rigor in Project-Based Learning
- Work Critique

General Educator Rubric: Environment (Please refer to page 7 "Environment")
In a collaborative session, develop a plan of action that includes the components of "Environment" using the Tennessee Educator Acceleration Model (TEAM).

Curriculum Standards

- SC High School Curriculum Hub
- SC Middle School Curriculum Hub
- Tennessee Common Core Resource Page

- Tennessee Curriculum Center
- **Tennessean - Common Core**

Identifying Desired Results

- State Standards
- Common Core Standards
- Understandings and Essential Questions
- Knowledge and Skills

Marzano

- Establishing and Communicating Learning Goals, Developing Effective Units Organized into Cohesive Units
- How and Why Standards Can Improve Student Achievement: A Conversation with Robert J. Marzano
- The Art and Science of Teaching - Robert Marzano (Video 9:57 Min.)
- Classroom Instruction that Works Workbook

Day 4

Explicitly Supporting Reading and Writing in the Classroom (Reading Assignment)
Read the Pages on Scaffolding (pages 8-16)

Theorist of the Day - Lev Vygotsky

6 Scaffolding Strategies to Use with Your Students

Assessment: Determining Acceptable Evidence

- Formative Assessment
- Summative Assessment
- Diagnostic Assessment
- Authentic Assessment
- 54 Different Examples of Formative Assessment

Criterion Versus Norm-Referenced Testing

- Measurement and Evaluation
- Document

Tennessee PARCC Resources

- About PARCC
- 20 Things Tennessee Teachers Should Know About PARCC
- PARCC Field Test and Practice Test Information
- Computer-based Sample Test Items

Performance Tasks

Day 5
Word Wall (Reading Assignment)

> *Vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school. --- W.B. Elley*

- Vocabulary (Research)
- Doing It Differently: Tips for Teaching Vocabulary
- Visual Technique for Dyslexic
- Visual Word Wall
- Tennessee's Vocabulary Project--Do you know these words?
- Tennessee's Vocabulary Words
- State of Tennessee Vocabulary Words
- 11 Tips on Teaching Common Core Critical Vocabulary

Theorist of the Day - John Dewey

- Carol Dweck - Fixed or Growth Mind Set
- Dweck 2007 Article
- Angela Lee Duckworth: The Key to Success? Grit (Video 6:12 min.)
- 2013 Ridley Lecture: Carol Dweck on Student Mindsets (Video 01:07:55 Hr.)

Identifying Desired Results

Introduction to Backward Design (Understanding by Design)

Backwards Design Information

Day 6

What are Objectives? (Reading Assignment)

Theorist of the Day - Jean Piaget

Introduction to Planning Learning Experiences and Instruction

Organizing Instruction and Study to Improve Student Learning

Within a collaborative group, develop an interleaved work example based on the document *Organizing Instruction and Study to Improve Student Learning*, pages 9-11.

Within a collaborative group, develop a floor timeline using the document *Chapter 9* (from above).

These activities will be completed during class time.

Individualized Education Plan (IEP)

Day 7

Activating Prior Knowledge (Reading Assignment)

Possible Field Trip - Visit to local high school (Please dress appropriately)

Theorist of the Day - Jerome Bruner

Planning Learning Experiences and Instruction

Marzano – Helping Students Effectively Interact with New Knowledge (Handout)

America Atomic Bomb Attack on Japan - Hiroshima and Nagasaki Video

Marzano's Research-Based Strategies

Day 8

Funds of Knowledge for Teaching Project (Reading Assignment)

Theorist of the Day - Howard Gardner

Multiple Intelligences

- MI Beat
- Howard Gardner on Multiple Intelligences (video 7:55 Min.)
- What's Your Learning Style (online test)
- Multiple Intelligences (video 6:53 Min.)

Modalities

Self-Assessments

Planning Learning Experiences and Instruction

Marzano

- Helping Students Practice and Deepen Understanding
- Helping Students Generate and Test Hypotheses
- Engaging Students

Mid-term

Day 9

The McGuffey Readers (Reading Assignment)

Theorist of the Day - Abraham Maslow

Resources and Downloads for Differentiated Instruction

After watching the video below, *Reteach and Enrich...*: 1) Establish a collaborative group; 2) Use the article *5 Strategies to Ensure Student Learning* to develop a plan of action; 3) Look at the *Standard for Prime and Composite Numbers;* 4) Use the *Formative Assessment on Prime and Composite Numbers* document to develop a procedure to implement within a mock classroom environment. After small group collaboration, share and discuss your ideas to the class.

> Reteach and Enrich: How to Make Time for Every Student (Video 4:53 min.)
> 5 Strategies to Ensure Student Learning
> Standard for Prime and Composite Numbers
> Formative Assessment on Prime and Composite Numbers

Differentiated Instruction
- Tomlinson's work Video 33 Minutes
- Differentiated Instruction (Driving Model)
- Marzano – Communicating High Expectations for All students
- Differentiated Instruction
- Inclusion and Differentiated Instruction
- Handout (for video above)
- English Language Learners

Student Learning in Groups

- Cooperative Learning Structures
- Discussion of Chapter 10 Organizing and Guiding Student Learning in Groups

Practicum Day 10
Practicum Day 11
Practicum Day 12
Practicum Day 13
Practicum Day 14
Practicum Day 15

Explanation of Practicum (20% total for all components): A required 18 hours of practicum experience is an integral part of this course. Candidates are expected to dress, behave, and speak in a professional manner as well as attend all scheduled practicum visits and be punctual. Candidates are to complete the attendance log and permission forms according to the instructions provided by field experience personnel. Practicum evaluations from supervising teachers are

submitted at the end of the course. The following components must be completed in order to receive full credit for the practicum portion of the final grade:

1. Completion of a minimum of 18 hours of practicum
2. Reflection journal – Reflect on your experience in the public school classroom detailing what you saw, what you did, and your feelings about what you observed in the classroom, as well as what good ideas you gleaned from the teacher or the environment.
3. Completion of Evaluation of Practicum Form; is filled out by the school supervising teacher who places it in a sealed envelope with his/her signature. ***Form must be completely filled out to receive credit.***

Any questions/concerns regarding Field Experience, including practicum and/or student teaching should be directed to:
Michelle Clupper, Director of Field Experience
mclupper@tusculum.edu

Downloadable Practicum Form
Evaluation of Practicum (To be turned into Michelle Clupper)

Day 16

Primary versus Secondary Sources (Reading Assignment)

Theorist of the Day - B.F. Skinner

DUE: Practicum Reflective Journal Presentation, Evaluation

DUE: Notebook of Assignments

Revisit Tennessee Teaching Domains and Indicators

Day 17

Theorist of the Day - Eric Erickson

DUE: Common Core / TEAM Model Lesson Plan

Lesson Plan Presentations

Review for Final Exam

Day 18

Theorist of the Day - Lawrence Kohlberg

Final Exam

Supervising Teacher,

We appreciate your willingness to allow Tusculum College the opportunity to be a part of your classroom and school. This partnership allows our practicum candidates to gain practical experience within the classroom setting. During this experience, practicum candidates participate in a manner determined by the supervising teacher. In addition, Tusculum College supports the methodology and focus of the specific course in which the practicum candidate is currently enrolled. We ask that the classroom teacher assist our practicum candidates in concentrating upon the components listed below.

Course: EDUC 342 Learning Environments 7-12

Concentration:
- Curriculum Objectives and Standards
- Planning Instruction
- Preparing Lesson Plans
- Assessment
- Instructional Strategies
- Differentiated Instruction
- Instructional Materials and Tools
- Community Resources

Supervising Teacher: _____

Practicum Candidate: _____

Course Instructor: Dr. Ray Hatfield

Tusculum College again expresses our gratitude in your willingness to assist in the training of future educators. If you have any questions or concerns please feel free to contact me at your convenience.

Michelle Clupper, Director of Field Experience
mclupper@tusculum.edu
Tusculum College
(423) 636-7300, x5250