



**CIEE 2333**

**Becoming a Teacher**

**Spring 2018**

**Tuesdays/Thursdays**

*(CIEE 2333 is a required course for the Bachelor of Science in Interdisciplinary Studies including: EC-6 Generalist, Bilingual, 4-8 Math, 4-8 Math/Science, 4-8 Language Arts-Social Studies, and EC-12 Special Education Certification.)*

**College of Education**

**Department of Curriculum and Instruction**

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**Office hours:** Tuesday or Thursday meet by appointment

**Class day, time and location:** **Tuesdays and Thursdays**

**Section 1      9:30-10:50      TEC 340**

**Course Description:** As per the Conceptual Framework for Teacher Preparation at SHSU, this course is designed to provide you with INSTRUCTION based on RESEARCH which, when coupled with your FIELD EXPERIENCE, will help develop your professional DISPOSITIONS, KNOWLEDGE, AND SKILLS to effectively develop as a new professional teacher.

The purpose of this course is to help prepare you for a career in the teaching profession. Emphasis will be placed on your acquisition of knowledge concerning the standards and dispositions needed to become effective and committed new teachers. Constructivist principles and ideas will be modeled and all pedagogical methods are based on education research, best practice and State and National standards for teaching as a profession. For your field experience, you will also be expected to view 10 hours of video during class time in order to analyze and evaluate effective professional practices. There will be specific class requirements related to field experience that are described in the CIEE 2333 assignment section of this syllabus.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Gaining factual knowledge related to becoming a new teacher

**Important:** Applying course material to improve professional thinking, problem-solving, and decision-making in regards to becoming EC-6 teachers, and developing specific skills, competencies, and reflective thinking needed by teachers as professionals

**Textbook:** Whitaker, T. (2012). *What Great Teachers Do Differently*. 17 Things That Matter Most. Second Edition  
Larchmont, NY: Eye On Education.

**Course Format:** This course will consist of cooperative discussion groups, in-class activities, use of technology to improve teaching and learning, field experience, opportunities for learning, and reflections designed to help you further your knowledge, skills, and dispositions regarding teaching in the public schools.

**Course Content:** The following course content and opportunities for learning will be demonstrated during class time through modeling and activities related to each topic. Teacher Candidates will:

- \*\* be provided opportunities to demonstrate their understanding of student learning and the state curriculum.
- \*\* demonstrate an understanding of how to use reflection for professional growth and to demonstrate their belief that "Teaching Matters"
- \*\* demonstrate an understanding of the need to integrate their content knowledge from the Core Curriculum with the knowledge they will acquire in their education classes

#### Course Requirements and Policies:

**1. Late Assignment Policy:** It is assumed by the instructor that all work will be submitted on time.

**LATE WORK WILL BE ACCEPTED with a 50% deduction on the first day and 25% off each additional day. Assignment will not be accepted after three days.**

**2. Time requirement:** For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

**3. Professionalism policy:** Since the major objective for this class is to introduce you to the teaching profession as a whole, you will be expected to display professional behavior in all aspects during class time. You will be expected to:

1. Participate in all class activities
2. Arrive to class on time and stay for the full class period
3. Submit work on time. This means that work is due at the start of class.
4. **Turn your cell phone OFF or on SILENT MODE as well as placing it out of sight.** That includes refraining from stepping out of class to make or receive calls (or texts) during class time. Failure to do this will result in you losing **50 professionalism points the first time** and the **remaining professionalism points the second time.**
5. Refrain from working on assignments for this or other classes during class time
6. Refrain from talking during class while the instructor or a classmate is talking.
7. Attend all cohort meetings.
8. Act and speak professionally during class.
9. Dress, act, and speak professionally during presentations.
10. Complete ACE hours (10).

*All of these behaviors are expected of teachers in all professional situations, and therefore, the same will be expected of you. Infractions of these professional behaviors will result in lost professionalism points. All other behavior that is deemed to be unprofessional will result in points deducted according to the severity of the infraction.*

**The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Educator Preparation Program.**

#### Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
  - [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

## NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

## The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

### College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

**Cell Phone Policy** [Sam Houston State University Academic Policy Statement 100728](#)

## **Attendance Policy for CIEE 2333:**

Since this is a lecture class you need to attend every assigned class. The SHSU attendance policy allows you to miss **3 hours** of class for courses offering **3 hours** of credit this equates to you missing **two** classes without being penalized. These hours should be considered as insurance policies and used for **emergencies** and **illnesses**.

Upon each absence (after the second absence allowed by the University) there will be a reduction of **25 professionalism points**. An excessive (4 or more) amount of absences will result in your final grade **being lowered by one or more letter grade (s) depending on the number of absences you incur**. It is the student's responsibility to retrieve handouts, materials, and information from any missed class. Any missed group work cannot be made up.

**Cohort meetings attendance:** Cohort meetings are an excellent way for you and your cohort members to discuss and plan for future assignments. Two absences from cohort meetings will result in your professionalism grade being reduced by 25 points. Missing more than two cohort meetings could result in the loss of additional professionalism points. You are expected to attend ALL cohort meetings.

**Being late or leaving early:** If you are **ten minutes** or more late to class or leave class **ten** minutes or more before class is over, an absence will be recorded. If you show a pattern of being late (but less than 10) that will be noted and will result in the loss of professionalism points.

### **Matrix:**

Program specific URL address for *Specialty Program Association (SPA) standards*:

**ACEI:** <http://www.acei.org>

**Conceptual Framework:** <http://www.shsu.edu/~ncate/concept.html>

**TX PPR Standards:** <http://www.tea.state.tx.us>

**NCATE:** <http://www.ncate.org>

**ISTE:** <http://www.iste.org>

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State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

**Missed Field Experience (Videos shown in class):** Missing field experience means you have not completed your field experience requirement for this class. Failure to complete field experience will result in you failing the course. When you miss a field experience video you must complete a two page single spaced paper and submitted by email to your professor within **48 hours** after the video is missed. In your paper you should address the following information 1) Explain the purpose of the video, 2) Describe the benefits of implementing this information in a classroom, 3) Explain what teaching techniques you learned after viewing the video, 4) How will you incorporate these techniques in your classroom in the future? 5) Explain how information from this video will benefit you and your future students, and 6) How did information from this video connect with what you have learned in class?

## Assignments:

1. **TEKS Activity:** You will be assigned one of the State of Texas' curriculum for PK-8<sup>th</sup> grade in **Math, Language Arts, Social Studies, or Science**. You will be assigned a subject and grade and then highlight all verbs in the student expectations section. You will then align these verbs with Bloom's Taxonomy words and record findings electronically in graph and tally form. Lastly, you will write a summary regarding results. The summary should be a **one to two typed single spaced paragraph(s) using a 12 pt. Times New Roman Font**.

2. **Timeline:** You will create a timeline of events that have impacted your education. Each entry must contain: The historical event, a description of the event, as well as an explanation of the event's significance to your education, picture of you at the time of the event, and the event should give background information. A rubric is also provided for scoring.

3. **ACE Reflection Paper:** You will submit a **2 to 3 page double spaced 12 pt. Times New Roman font** paper to reveal your personal thoughts/experiences with regards to the 10 hours you are required to volunteer. You must relate your analysis to what you learned in this course with your personal knowledge and experience during the completion of this community service. By completing the community engagement component in this class you will gain knowledge and leadership skills that will help you become an effective educator. The purpose of this experience is to help you find your strengths and understand your responsibility to the community. A rubric is provided for scoring.

4. **Why I want to be a teacher:** You will submit an explanation of why you want to be a teacher. More information to follow. A rubric is provided for scoring.

5. **Cohort Meetings Notes:** You are required to meet with your cohort once a week for **10-15 minutes**. During your meetings you are required to take notes. Your notes should include the following information:

1. Cohort members' names who attended the meeting, 2. Date of the meeting, 3. The location of the meeting, 4. The length of the meeting and 5. **Detailed** information regarding topics **related** to the class that were discussed during your meetings.

**Note\***Missing two or more cohort meetings will result in a reduction in your professionalism grade.

Your **TYPED** meeting notes should be hole punched and placed in a folder and **turned in weekly**. Your notes are due at the beginning of the class period as specified in the syllabus.

6. **InTASC Standards Podcast:** You are required to research and complete a specific InTASC standard and make a podcast and post the link on YouTube and then post to BB for your classmates to review.

7. **Article Critique:** You will complete a journal article (not Time, Newsweek...use an education journal of some sort) that deals with one of the following categories: ELL Learners, Poverty, Gifted and Talented, Bullying, Learning Disabilities and Motivation, etc. The articles may be theory and/or research based. The library is a great resource for finding scholarly articles. (<http://library.shsu.edu/>) **Articles should be not be more than 7 years old.**

## **Article Critiques**

You will complete a journal article (not Time, Newsweek...use an education journal of some sort) that deals with one of the following categories: ELL Learners, Poverty, Gifted and Talented, Bullying, Learning Disabilities and Motivation, etc. The articles may be theory and/or research based. The library is a great resource for finding scholarly articles. (<http://library.shsu.edu/>) **Articles should be not be more than 7 years old.**

### **The following should be included in the article critique:**

- **A cover page** (APA style)
- **Summary- Title and create** a summary section in which the nature of the article and its key concepts and ideas are shared. **(You are not required to complete an abstract)**
- **Evaluation- Title and create** an evaluation section in which you critique the claims of the article and the bases for those claims. Should anyone take action based on this article? If so, explain what action(s) should be taken and why.
- **Application-Title and create** an application section in which you explain how reading and analyzing the article could affect your teaching practices in the classroom. After reading this article, explain how you will implement the information from this article in your classroom in the future? Give examples of what you will do and the educational impact this will have on your future students' education.
- **References-** Include at least two article references in your article critique. The cited articles should be cited on a reference page using APA formatting.

Your critiques should be 2-3 double space pages **(not including the reference page)**. If you need guidance on that format, see <http://owl.english.purdue.edu/owl/resource/560/07/>. Your entire article critique needs to follow APA style. The paper should be well-written and free of grammar and context errors.

### **Directions for writing the critique:**

- Article critique should have a cover page (APA style)
- Title and create a **summary** section in which the nature of the article and its key concepts and ideas are shared.
- Title and create an **evaluation** section in which you critique the claims of the article and the bases for those claims. (Basically, should anyone take action based on this article? If so, explain what action(s) should be taken?)

## Course Evaluation:

	Points:	Due Date:
1. Why I want to teach paper	50	Feb 1 <sup>st</sup>
2. TEKS Activity	100	Feb 8 <sup>th</sup>
3. Timeline	100	Feb 22 <sup>nd</sup>
4. Article critique	200	March 22 <sup>nd</sup>
5. InTASC Podcast/comments	100	April 19 <sup>th</sup>
6. ACE Reflection Paper	30	May 3 <sup>rd</sup>
7. Theorist presentation	25	April 3 <sup>rd</sup>
8. Historical event presentation	25	
9. Reading quizzes	50	
10. Videos and questions	50	
11. Professionalism	100	
12. Midterm	200	March 6 <sup>th</sup>
13. Final	200	May 1 <sup>st</sup>

Total points = 1,230

A =	1,230-1,107 points	(90%-100%)
B =	1,106-984 points	(80%- 89%)
C =	983-861 points	(70%- 79%)
D =	860- 738 points	(60%- 69%)
F =	737 and below	(below 60%)

**A RUBRIC SHOULD BE INCLUDED WITH ALL SUBMITTED ASSIGNMENTS! FAILURE TO DO SO WILL RESULT IN A DEDUCTION OF 5 POINTS FROM FINAL GRADE ON THE ASSIGNMENT!**



# Assignments Aligned with Standards:

## 1. TEKS Activity

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill)

Conceptual Framework: #1 (Knowledge Base) #2(Technological learning environment) #3 (Communication)

ISTE 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 3.d (process data and report results), 4.c (plan and manage activities to develop a solution or complete a project), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

## 2. Timeline

Conceptual Framework #1 (Knowledge base) #2 (Technological learning environment) #3 ( Communication)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill) 4.12K (Understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness) 4.13K (Understands the legal requirements for educators [e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse])

ISTE 1.a (applies existing knowledge to generate new ideas, products, or processes), 1.b (creates original works as a means of personal or group expression), 2.a (interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media), 2.b (communicates information and ideas effectively to multiple audiences using a variety of media and formats), 2.d (contributes to project teams to produce original works or solve problems, 3.a (plans strategies to guide inquiry), 3.b (locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media), 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 4.a (identifies and defines authentic problems and significant questions for investigation), 4.b (plans and manages activities to develop a solution or complete a project), 4.d (uses multiple processes and diverse perspectives to explore alternative solutions), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

## 3. Reflection Paper

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

Conceptual Framework #5 (Effective Field Experience)

TX PPR Standard 2.2K (Understands the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development) 2.3K (Understands ways to establish a positive classroom climate that fosters active engagement in learning among students) 4.12K (Understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness)

NCATE #4 (Diversity)

ISTE 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

## 4. Why I Want to Teach Paper

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill)

Conceptual Framework: #1 (Knowledge Base) #2(Technological learning environment) #3 (Communication)

ISTE 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 3.d (process data and report results), 4.c (plan and manage activities to develop a solution or complete a project), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).



## 5. Article Critique

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill)

Conceptual Framework: #1 (Knowledge Base) #2(Technological learning environment) #3 (Communication)

ISTE 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 3.d (process data and report results), 4.c (plan and manage activities to develop a solution or complete a project), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

## 6.InTASC Podcast

Conceptual Framework #1 (Knowledge base) #2 (Technological learning environment) #3 ( Communication)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill) 4.12K (Understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness) 4.13K (Understands the legal requirements for educators [e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse])

ISTE 1.a (applies existing knowledge to generate new ideas, products, or processes), 1.b (creates original works as a means of personal or group expression), 2.a (interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media), 2.b (communicates information and ideas effectively to multiple audiences using a variety of media and formats), 2.d (contributes to project teams to produce original works or solve problems, 3.a (plans strategies to guide inquiry), 3.b (locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media), 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 4.a (identifies and defines authentic problems and significant questions for investigation), 4.b (plans and manages activities to develop a solution or complete a project), 4.d (uses multiple processes and diverse perspectives to explore alternative solutions), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

## 7. Theorist Presentation

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

Conceptual Framework #5 (Effective Field Experience)

TX PPR Standard 2.2K (Understands the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development) 2.3K (Understands ways to establish a positive classroom climate that fosters active engagement in learning among students) 4.12K (Understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness)

NCATE #4 (Diversity)

ISTE 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

Date	Topics In Class	Items to Complete Before the next Class
Jan 18 <sup>th</sup> TH	Introductions - bring an All About Me bag that contains 3 to 5 items that describe you- be creative	3 paragraph Writing Sample: 1. Your Current Self 2. Your growing self 3. Your future self in 10 years
Jan 23 <sup>rd</sup> TU	<b>Make Name</b> <b>Plates Discuss Syllabus – Questions?</b> <ol style="list-style-type: none"> <li>1. Must enroll in ED PREP program</li> <li>2. 10 ACE Volunteer Hours record on log found in blackboard</li> <li>3. Sign Syllabus Receipt and turn in</li> </ol> <b>Discuss Should I be a Teacher Quiz</b>  <b>Discuss Expectations for Why I Want to Teach Paper</b>  <b>Discuss TEKS website:</b> <a href="http://tea.texas.gov/index2.aspx?id=6148">http://tea.texas.gov/index2.aspx?id=6148</a>  <b>5 Cohort Groups – List can be found in blackboard – please sit with your Cohort Group during class – Work on Cohort Contract &amp; Submit to Professor next class.</b>  <b>Discuss Expectations of 7 Articles in BB (class discussion – not used for Article Critique)</b>  <b>Discuss Article Critique (different from articles in BB)</b> <b>Bring Ipad or Laptop to class daily.</b>	Print Bloom's Taxonomy Verbs from Course Documents  Obtain TEKS in one of the core subject areas for a specific grade (Math, Science, Social Studies, or Language Arts)  Meet with Cohort and Write Cohort Contract  Work on Why I want to teach paper
Jan 25 <sup>th</sup> TH	<b>Discuss Bloom's Taxonomy Verbs</b> <b>Deconstructing TEKS</b> Powerpoint: Blooms/21 <sup>st</sup> Century Learners <b>EXIT TICKET</b>	Read Journal article #1 from blackboard "Notes from an Accidental Teacher"  Work on Why I want to teach paper
Jan 30 <sup>th</sup> TU	<b>Deconstructing TEKS</b> <b>Introduce TEKS Assignment</b> <b>Discuss Journal article #1</b> <b>Cohort Notes Check – one group member from each cohort to provide to Professor at the beginning of class.</b>	Work on TEKS Activity Write Cohort Notes Work on Why I want to teach paper
Feb 1 <sup>st</sup> TH	<b>Writing Center Presentation</b> Cohort Group time Discuss Significance of Historical Educational Events <b>BRING IPAD OR LAPTOP TO CLASS</b> Obtain a historical significance event that influenced/impacted education. How did this event impact the education of the generation at the time? Did this event impact your education or the education of anyone in your family, if so how? <b>Write a short paragraph and bring this to next class – be ready to discuss – 25 points</b>	Read Chapters 1-3 Textbook Write Cohort Notes Work on TEKS Activity <b>Why I want to teach paper due on or before 5PM today in BB.</b>
Feb 6 <sup>th</sup> TU	Discuss Chapters 1-3 Textbook & <b>Reading Quiz</b> Discuss Timeline Assignment Discuss Timeline Assignment – example on BB *Dates for Timeline Presentations	Write Cohort Notes Work on Cohort TEKS Activity (Due next class) Read Chapters 4-5

	Discuss Historical Event <b>Cohort Notes Check</b>	
Feb 8 <sup>th</sup> TH	<b>Video #1</b> Discuss Chapters 4-5 Reading Quiz Turn in Cohort TEKS Activity in pocket folder (One folder per cohort) Due at the start of class	Work on Timeline Read Journal article #2 on blackboard "Keep a Question in your Kup." <b>TEKS ACTIVITY DUE at the beginning of class</b>
Feb 13 <sup>th</sup> TU	<b>Video #2</b> Discuss Article #2 <b>Cohort Notes Check</b>	Write Cohort Notes Work on Timeline Read Journal article #3 "Hallmarks of Good Homework." Read Chapters 6-7
Feb 15 <sup>th</sup> TH	Discuss Article #3 Discuss Chapters 6-7 Reading Quiz	Work on Timeline Read and Complete : Journal article #4 "Countering Standardization"
Feb 20 <sup>th</sup> TU	<b>Video 3</b> Discuss Article #4 <b>Cohort Notes Check</b>	Write Cohort Notes Work on Timeline Read Chapters 8-9
Feb 22 <sup>nd</sup> TH	<b>Video 4</b> Chapters 8-9 Reading Quiz	<b>All timelines uploaded to BB by 5PM</b>
Feb 27 <sup>th</sup> TU	Timeline Presentations <b>Cohort Notes Check</b> Discuss Article Critique Assignment	Write Cohort Notes
March 1 <sup>st</sup> TH	MIDTERM REVIEW	
March 6 <sup>th</sup> TU	<b>Cohort Notes Check</b> MIDTERM Bring a scantron and pencil to complete midterm	Write Cohort Notes Read Journal Article #5 "The Bridge to Character"
March 8 <sup>th</sup> TH	Timeline Presentations	Read Chapters 10-12 Write Cohort Notes
March 20 <sup>th</sup> TU	<b>Video 5</b> Discuss Article #5 Discuss Chapters 10-12 Reading Quiz <b>Cohort Notes Check</b>	Write Cohort Notes
March 22 <sup>nd</sup> TH	Timeline Presentations	Write Cohort Notes <b>Article Critique Due at beginning of class</b> Read Journal Article #6 "Being human in the classroom"
March 27 <sup>th</sup> TU	<b>Video 6</b> Discuss Article #6 Discuss InTASC Standards Discuss InTASC Standards Assignment <b>Cohort Notes Check</b>	Work on InTASC Standards Podcast Write Cohort Notes
March 29 <sup>th</sup> TH	Timeline Presentations	Read Chapters 13-14 Write Cohort Notes
April 3 <sup>rd</sup> TU	<b>Video 7</b> Discuss Chapters 13-14 Reading Quiz InTASC Standards Work Day –bring laptop or ipad to class Discuss Group Theorist Presentation Assignment <b>Cohort Notes Check</b>	Work on InTASC Standards Podcast Write Cohort Notes
April 5 <sup>th</sup> TH	Timeline Presentations	Write Cohort Notes
April 10 <sup>th</sup> TU	<b>Assignment Day</b>	Write Cohort Notes
April 12 <sup>th</sup> TH	Timeline Presentations	Read chapters 15-16 Read Journal Article #7 Good failures great

		<b>Successes!</b>
April 17 <sup>th</sup> TU	<b>Video 8</b> Discuss <b>Chapters 15-16</b> Discuss Article #7 <b>Cohort Notes Check</b>	Read chapter 17
April 19 <sup>th</sup> TH	<b>Video 9</b> Discuss Chapter 17 <b>Cohort Notes Check</b>	Read chapter 18-19 <b>Upload InTASC Podcast to BB by 5pm</b>
April 24 <sup>th</sup> TU	<b>Video 10</b> Discuss Chapters 18-19 <b>Cohort Notes Check</b>	Find an article that demonstrates a teacher doing something unethical and/or illegal v-bring article to next class. Listen to or watch InTASC Podcast and comment on BB
April 26 <sup>th</sup> TH	<b>Group Theorist Presentations</b> Discuss legal and ethical issues articles Final Review	<b>Listen to or watch InTASC Podcast and comment on BB by 5pm today</b>
May 1 <sup>st</sup> TU	<b>Final</b> <b>Bring a scantron and pencil to complete final</b>	
May 3 <sup>rd</sup> TH	<b>Make Up Timeline Presentations</b>	<b>ACE Reflection Paper Uploaded to BB by 5pm today</b> <b>Community Service Log Due</b> <b>Peer Reviews are due</b>
May 7-11	<b>Finals Week</b>	

# **PROJECT**

# **RUBRICS**

Name: \_\_\_\_\_ Sec. \_\_\_\_\_ Date: \_\_\_\_\_

### **Why I Want to be a Teacher Assignment Rubric**

Reasons for wanting to be an educator \_\_\_\_\_/10 points

\*The teacher candidate gives an explanation as to why he/she wants to be an educator

Purpose of education \_\_\_\_\_/10 points

\*The teacher candidate clearly and thoroughly describes his/her perception of the purpose of education by defining the role of the: 1) teacher, 2) the student and 3) the curriculum

Describe strengths you may have that are associated with teaching \_\_\_\_\_/10 points

\*The teacher candidate clearly shows thorough understanding of the strengths of his/her personality and the impact the strengths will have on his/her success in the classroom. How will these strengths help to propel you to excellence?

Describe weaknesses you may have that are associated with teaching \_\_\_\_\_/10 points

\*The teacher candidate clearly shows thorough understanding of the weaknesses of his/her personality and explains how he/she will target these weaknesses and change them to strengths.

Mechanics of writing \_\_\_\_\_/5 points

\*The teacher candidate has no errors in capitalization, spelling, grammar, or punctuation making the assignment exceptionally easy to read.

Rubric was included \_\_\_\_\_/5 points

Total points \_\_\_\_\_/50

\*\*\*\* If you decide to write an essay, please ensure that your formatting is fully compliant with assignment requirements (cover page, double spaced, Times New Roman, 12 pt. font) failure to do so will result in a deduction of points.

Name \_\_\_\_\_ Sec. \_\_\_\_\_ Date \_\_\_\_\_

### Timeline Rubric

Section	Approaching Expectations	Meets Expectations	Exceeds Expectations
<b>Family members/Friends</b>  Approaching = 0-1 Meets = 2-4 Exceeds = 5 TOTAL: _____	Family members/Friends are not clearly identified by name and relationship  The information is vague and does not lead to even a general understanding	Family members/friends are clearly identified with name and relationship to cohort member  All information is accurate  The information is enough for a general understanding	Family members'/friends' slides are clearly identified and pictures of the family members are included. There is also additional information given about them such as what school they went to or what state they started school in.  The information is sufficient for a clear understanding.
<b>Information About Event</b>  Approaching = 0-9 Meets = 10-12 Exceeds = 13-15 TOTAL: _____	Some information is not accurate  The information is vague and does not lead to even a general understanding	Information is not important to the event.  All information is accurate  The information is enough for a general understanding	Event slide includes important information about event. All information is accurate  The information is sufficient for a clear understanding.
<b>Significance of Events on Generation</b>  Approaching= 0-14 Meets= 15-18 Exceeds= 19-20	A slide is provided that has two bulleted examples of the significance of the event.  Information is not significant to the event.	A slide is provided that has <b>three</b> bulleted examples of the significance of each event on each generation's education.	A slide is provided that has <b>five</b> bulleted examples of the significance of each event on each generation's education.
<b>Significance of Events on Family Members'/friends' Education</b>  Approaching = 0-14 Meets = 15-18 Exceeds = 19-20 TOTAL: _____	The significance of each event on each generation's education is either not mentioned or is only implied through vague statements.	A slide is provided that has <b>three</b> bulleted examples of the significance of each event on your family member's education. Slide also includes some examples for additional clarification.	A slide is provided that has <b>five</b> bulleted examples of the significance of each event on your family members' education including examples for additional clarification.
<b>Events are placed on a Timeline</b>  Approaching = 0-1 Meets = 2-4 Exceeds = 5 TOTAL: _____	No timeline is included. Events are not in order.	There is a timeline but the timeline is not in order or the events are not placed on the timeline	There is a timeline and events are included in order.
<b>References</b>  Approaching = 0-1 Meets = 2-4 Exceeds = 5 TOTAL: _____	There is not a hyper link to the exact page where the information is located  Some information is not referenced	There is a hyper link to the exact page where the information is located  All information is referenced	There is a hyper link to the exact page where the information is located There is a clear connection between the citation and all information is referenced
<b>Presentation</b>  Approaching = 0-4 Meets = 5-8 Exceeds = 9-10 TOTAL: _____	Read from slides Slides were cluttered Too many words on slide  There was little interaction with the audience as a result of: voice volume, eye contact, lack of enthusiasm, was not dressed appropriately ,etc.	Read some of slides Some information was bulleted  There was some connection with the audience (voice volume, eye contact, dressed appropriately, etc.)	Gave a synopsis of information Slides had only important information  There was an obvious connection with the audience (voice volume, eye contact, enthusiasm, dressed professionally, etc.)
<b>Posted Timeline to BB 10 _____</b>			
<b>Quality of Writing</b>  Approaching = 0-7 Meets = 8-9 Exceeds = 10 TOTAL: _____	Writing was not commensurate with college level work	Writing was commensurate with college level work	Writing was mistake-free

Total points: \_\_\_\_\_/100



Name: \_\_\_\_\_ Sec. \_\_\_\_\_ Date: \_\_\_\_\_

## TEKS/Bloom Activity Rubric

### Highlighted Verbs \_\_\_\_\_ /20 points

*The teacher candidate has found and highlighted all appropriate verbs in the designated TEKS*

### Verbs Labeled with Bloom's levels \_\_\_\_\_ /20 points

*The teacher candidate has accurately labeled all appropriate Bloom's Taxonomy verbs.*

### Graph/technology \_\_\_\_\_ /20 points

*The teacher candidate:*

*Uses technology to construct the graph*

*Includes all parts of the graph.*

*Uses technology to present raw numbers and percentages.*

*Constructs a graph that represents **raw numbers** as well as **percentages**.*

*The teacher candidate includes tally marks using technology.*

*Correct information was graphed and easily understood.*

*Effectively uses technology to clearly represent the data*

### Statement \_\_\_\_\_ /20 points

*The teacher candidate:*

*Interprets data*

*Reflects and explains findings which demonstrate the teacher candidates' understanding of the data.*

*Reflects why this information is important in order to effectively plan future lessons.*

*Explains how the information will help him or her plan lessons in the future.*

### Quality of writing \_\_\_\_\_ /15 points

*The teacher candidate:*

*Presents slides that were free of grammatical and spelling errors.*

### Rubric included \_\_\_\_\_ /5 points

**Total points: \_\_\_\_\_ / 100**

Name \_\_\_\_\_ Date \_\_\_\_\_ Section \_\_\_\_\_

CIEE 2333

## ACE Reflection

Instructions: Your reflection is to be written to reveal your personal thoughts/experience with regard to being a volunteer in the community. The object of this assignment is to synthesize what you have learned in this course with your personal knowledge and experience. The reflection is to be approximately 2 to 3 pages double spaced, typewritten, with the four paragraph headings below. The questions below are to help you focus your thoughts in each paragraph. You are not required to answer each question below instead they should be used to help guide your ideas for each paragraph.

**Previous Perceptions:** This semester, you volunteered 10 hours in the community, tutoring students, working with small groups, teaching computer skills to seniors, etc. Before taking this course, did you volunteer in the community? If so, where and what did you do? (Give a specific example). If not, why not? Do you think you impacted your community by completing 10 hours of community service? If so, what impact did your service have on the community?

**Link Between Theory and Practice:** Were you able to apply the subject matter taught in this course to a real world situation during your community service? Did it help you better understand the material taught in this course? Do you think the idea of combining volunteering in the community with university coursework/material should be practiced in more classes?

**Long Term Impact:** How has the service you provided this semester help you to become aware of the needs in your community? After becoming aware of these needs in your community this semester will you continue to volunteer in your community? Do you believe you can make a difference in the world? Will you continue to volunteer after this course?

**Conclusion:** Do you think participating/interacting with the community help to enhance your leadership skills and help improve your communication skills? Did completing this service component help define your personal strengths and weaknesses? Do you think the service aspect of this course was valuable? Do you think you have made a difference in your community?

**Total** \_\_\_\_\_/30

# Historical Event Presentation

Name: \_\_\_\_\_ Sec. \_\_\_\_\_ Date: \_\_\_\_\_

Historical Event \_\_\_\_\_

## Event Information \_\_\_\_\_/10 points

*Paragraph includes:*

*important information about the event*

*Provides accurate information about the event*

*Sufficiently paraphrases event information*

## Significance of event on your education \_\_\_\_\_/10 points

*The teacher candidate:*

*Has three bulleted examples of how this event impacted his/her education*

*Thoroughly explains the impact this event has had on his/her education*

*\*Impacts can be either positive or negative*

## Volume and rates \_\_\_\_\_/5 points

*The teacher candidate:*

*Is easy to hear and his/her rates of speech are appropriate.*

Total points \_\_\_\_\_/25

## Theorist Presentation

Name: \_\_\_\_\_ Sec. \_\_\_\_\_ Date: \_\_\_\_\_

Theorist's name \_\_\_\_\_

### Theorist Information \_\_\_\_\_/10 points

*The teacher candidate:*

*Gives background information of theorist (birthplace, educational history, etc.)*

*Simple explanation of the key points of the theory and how it applies to education.*

### Key Points of theory \_\_\_\_\_/10 points

*The teacher candidate:*

*Demonstrates at least one way in which this theory could be used in the classroom*

*Gives explanation of the theory using real-world examples*

### Volume and rates \_\_\_\_\_/5 points

*The teacher candidate:*

*Is easy to hear and his/her rates of speech are appropriate.*

Total points \_\_\_\_\_/25

Name: \_\_\_\_\_ Sec. \_\_\_\_\_ Date: \_\_\_\_\_

### Podcast Rubric

#### Introduction \_\_\_\_\_ /15 points

*The teacher candidate:*

*Provides a catchy and clever introduction.*

*Provides relevant information*

*Establishes a clear purpose*

*Engages the listener immediately*

*Tells who is speaking*

*Gives the date the podcast was produced*

*Tells where the speaker is located.*

#### Content \_\_\_\_\_ /25 points

*The teacher candidate:*

*Creates a creative and original content*

*Enhances the purpose of the podcast in an innovative way.*

*Provides accurate information and succinct concepts are presented.*

*Uses academic vocabulary which enhances content.*

*Includes a wide variety of appropriate, well-researched and informative sources*

*Provides well-edited quotes from "expert" sources.*

*Quotes and sources of information are credited appropriately.*

*Stays focus on the topic.*

*Conclusion clearly summarizes key information.*

#### Delivery \_\_\_\_\_ /20 points

*The teacher candidate:*

*Has a podcast that is well-rehearsed, has a smooth delivery in a conversational style.*

*Has a podcast that is engaging and keeps the audience's attention.*

*Uses correct grammar throughout the podcast.*

#### Graphic or Music \_\_\_\_\_ /20 points

*The teacher candidate:*

*Uses graphics and/or artwork to create a unique and effective presentation to enhance the podcast.*

**OR**

*Uses music to enhance the mood, quality, effectiveness and understanding of the presentation.*

#### Technical Production \_\_\_\_\_ /15 points

*The teacher candidate:*

*Transitions smoothly without noise or dead space*

*Uses volume of voice, music, and effects to enhance the podcast.*

*Has a podcast that is a minimum of 5 minutes long.*

#### Comments \_\_\_\_\_ /5 points

*The teacher candidate:*

*Post relevant comments to other cohorts' podcast to BB on or before the due date.*

**Total points \_\_\_\_\_ 100**

Name \_\_\_\_\_ Sec. \_\_\_\_\_ Date \_\_\_\_\_

### Journal Article Critique Rubric

	<b>Excellent 50-29 points</b>	<b>Very Good 28-18 points</b>	<b>Satisfactory 17-9 points</b>	<b>Minimally Responsive 8-0 points</b>
<b>Summarizes the context and content of the selected article</b>	Provides a very thorough and clear and concise summary of the article context and content.	Provides a clear and concise summary of the article context and content.	Provides a clear but shallow summary of the article; may be excessively brief or may include some extraneous information	Provides a somewhat muddled, unclear and rambling summary of the article.
<b>Evaluate the context and content of the selected article</b>	Thoroughly describes your personal reaction to the article; includes discussion of the relevant issues within the article.	Describes your personal reaction to the article; includes a simplistic discussion of the relevant issues within the article	Describes your personal reaction to the article; includes no discussion of the relevant issues within the article.	Attempts to describe your personal reaction to the article, but lacks a logical flow and reaction is muddled; no discussion of any relevant issues in the article.
<b>Application of content of the selected article in the classroom</b>	Thoroughly describes how you will apply the relevant issues within the article in your future classroom.	Includes a simplistic discussion of the relevant issues within the article and how it will apply these issues in your classroom in the future.	Includes no discussion of how you will incorporate these relevant issues within the article in your future classroom.	Attempts to describe how you will use any relevant issues in the article in your future classroom are muddled; no discussion of any relevant issues in the article are discussed.
<b>Grammar, mechanics, and APA style for references and citations</b>	Contains all correct information regarding article title, author name, and article source and date. Consistently contains accurate and proper grammatical conventions, spelling, and punctuation. Clearly and consistently uses proper APA formatting	Contains all correct info regarding article title, author name, and article source and date. Contains accurate and proper grammatical conventions and spelling.	Contains mostly correct info regarding article title, author name, and article source and date. Contains frequent errors in grammatical conventions, spelling, and punctuation; errors begin to interfere with paper's meaning. Inconsistently uses APA.	Contains incorrect info regarding article title, author name, and article source and date. Contains numerous errors in grammatical conventions, spelling, and punctuation; substantially interferes with paper's meaning.

Total points: \_\_\_\_\_/200

## Article Reading List

Tomlinson, C.A. (2015). Being human in the classroom. *Educational Leadership*, 73(2), 74-77.

Vatterott, C. (2017). One size doesn't fit all homework. *Educational Leadership*, 74(6), 34-39.

King, K., Gurian, M., & Stevens, K. (2010). Gender friendly classroom. *Educational Leadership*, 68(03), 38-42.

Hoerr, T. R. (2016). Good failures great successes! *Independent School*, 75(2), 88-92.

Hirsch, M. (2016). Keep a question in you kup. *Educational Leadership*, 67(5), 62-64.

Tomlinson, C.A. (2010). Notes from an accidental teacher. *Educational Leadership*, 10(68), 22-26.

Dylan, W. (2016). The secret of effective feedback. *Educational Leadership*, 73(7), 10-15.

Tomlinson, C. A. (2010). One kid at a time. *Educational Leadership*, 67(5), 12-16.

Tomlinson, C. A. (2008). The goals of differentiation. *Educational Leadership*, 66(3), 26-30.

Hoerr, T.R. Engaging learners in your classroom. *Early Childhood Today*.

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/engaging-learners-your-classroom/>

## Technology tools for presentation

Knovio	Jux	Photopeach	Slide six	Popplet	Nearpod
Ahead	Slidestaxx	Slideboom	Zoho show	Prezi	Tellagami
Helloslide	Present.me	Zentation	Prezentit	Keynote	Haiku deck
Powtoon	Animoto	Bunkr	Visme	Canva	Flowvella
Impress	Knowledge vision	Move note	Pear deck	Slide dog	Glogster

\*\*\*\*\*All of the technology tools for presentations above are at no cost to you.



I have received a copy of the course syllabus for **CIEE 2333**. I have read it and understand the course content, class procedures, and what is expected of me to earn credit with a specific grade in this class. I am also aware that if I do not receive a C or better in this course I will be required to retake this class.

If circumstances are such that I cannot complete the semester, I understand that it is my responsibility to withdraw officially from the course. If I do not withdraw officially, I know that I will receive a course grade of an **F** and that the instructor is required by law to report when I last attended class.

_____	_____	_____
Student's signature	Section #	Date