|  |  |
| --- | --- |
|  | **Education 496 Secondary School Issues: Pedagogy, Culture, and MethodsSpring 2020** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor Information Course Information**Professor: Brian McDonald Class Meetings: Mondays, 4:15-6:45pm
Office: Jordan High School, Room 404 Credit: One Course Credit/4 Semester Hours
Office Phone: 919-560-3912 ext. 12721 Participating School: Charles E. Jordan High School
Cell Phone: 919-360-5837
Email: brian.l.mcdonald@duke.edu and Required for completion of Secondary Teacher Preparation
 brian.mcdonald@dpsnc.net Program and North Carolina Teacher Licensure
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Prerequisite(s)**The standard program of study for licensure candidates includes the following prerequisite courses:

* Education 101: Foundations of Education
* Education 240: Educational Psychology
* Education 495: Teaching Practices in Secondary Education
* Education 497: Reflective Practice and School Leadership (concurrent enrollment)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Required Texts and Resources**

* Tomlinson, C. and McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
* Lemov, D. (2014). *Teach like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. 2nd Edition. San Francisco, CA: Jossey-Bass.
* McDonald, Brian (2013). *Not the End, But the Beginning: The Impact of Race and Class on the History of Jordan High School, 1963-1988*. Durham, NC: Patterson & Quinn Press.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Conceptual Framework for the Professional Education Unit at Duke University**The professional teacher education unit is committed, both in our practice and the education of our candidates, to understanding the teacher as **LEARNER** (**L**iberally **E**ducated, **A**dvocating, **R**eflective, **N**urturing, **E**ngaged, and **R**espectful). These core concepts frame our work and shape both our programming and our ways of relating to with our candidates, school and community partners, one another, and the larger University. See the syllabus from Education 495 for a more details.
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Disability Statement**Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the Office of Services for Students with Disabilities at 684-5917 or disabilities@aas.duke.edu as soon as possible. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
**Diversity**EDU 496 specifically addresses student diversity alongside proactive, respectful, and effective teaching strategies for students with varying learning styles, interests, and readiness levels. This course includes foundational knowledge so that candidates recognize the influences that affect individual student learning including culture and language proficiency, race, ethnicity, sexual orientation, gender, socioeconomics and religion.

**Course Description**

*Overview*: In this course and in agreement with the conceptual framework and *the North Carolina Professional Teaching Standards*, candidates are being prepared to work effectively with 21st century learners in the high school classroom. EDU 496 focuses primarily on meeting the needs of diverse students in order to facilitate learning (NC Professional Teaching Standards II and IV). Candidates will examine their own values, beliefs, and assumptions about teaching and learning in order to assist them in establishing an engaging, respectful, and inclusive classroom environment. Pedagogical and methodological practices for the high school classroom will be explored with a specific focus on differentiation so that prospective teachers are pre-pared to respond positively to the influences and factors that affect individual student learning. Since teaching is a thoughtful practice that requires a constant questioning and revising of educational practice so that the promise of every student is recognized, critical reflection and discussion are key components of the course.

*Modes of Learning*: This class will include lecture/demonstration, small group work, whole class discussion, problem-based learning, field experiences, practice teaching, and critical reflection. Students should also rely on their content specialists for assistance throughout the semester including Brian McDonald (Social Studies), Ketty Thelemaque (English), and Katie Saveliff (Math)

*Course-Related Field Experience*: While you are in this course you will also be completing your student teaching experience. In addition to other resources, the student teaching experience should enhance your class discussions and serve as evidence for your reflections in this course.

*Syllabus*: This syllabus describes the general content course sessions; most assignments and specific expectations are listed throughout the calendar and/or will be described in class.
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Goals and Objectives**

***Objectives***: The objectives for this course are grounded in the *North Carolina Professional Teaching Standards* and the Professional Knowledge, Skills, and Dispositions identified by the Professional Education Unit. These standards provide guidelines and delineate what students are to know or demonstrate by the end of the course.

* List the learning objectives for the knowledge, skills and dispositions that students are expected to demonstrate in this course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Objectives** | **Unit KSDs** | **NC Professional Teaching Standards** | **Method of Assessment** |
| The candidate will determine appropriate instructional objectives and outcomes. | 1-5 | 1a, 2b, 2d,3a-f, 4a-h, 5a, 5c | Unit 2 with Lesson Plans |
| The candidate will design appropriate student assessments to inform instructional planning and practice. | 1-5 | 1a, 2b, 2d, 3a-f, 4a-h, 5a, 5c | Unit 2 with Lesson Plans |
| The candidate will plan and deliver differentiated lessons. | 1-5 | 1a, 1d, 2a-d, 3a, 4a-c, 4e, 4f, 4h, 5a, 5c | Video-taped lesson/ lesson plan/reflection |
| The candidate will select material and use technology to support instruction. | 1-5 | 1a, 2b, 2d, 3a-f, 4a-h, 5a, 5c | Unit 2 with Lesson Plans |
| The candidate will better understand the needs of diverse learners and develop strategies for working with diverse student populations and their families. | 1, 2, 4, 5 | 1a-e, 2a-e, 4c, 4f, 5a-c | Reflections 1 and 3; Educational Philosophy |

* When appropriate, align these learning goals with the Unit’s knowledge, skills, and dispositions, and NC Professional Teaching Standards using the supplied matrix (see below with example for completion)

***Goals***: By the completion of this course, candidates will:

* Have a better understanding of what they value and believe as teachers
* Use reflection as a tool for their continuous growth and professional development
* Exhibit behavior that demonstrates a belief that all students can learn and develop
* Exhibit behavior that demonstrates respect for all students
* Be able to plan and execute differentiated lessons for diverse learners

**Key Evidences**: These are embedded in courses required of licensure candidates and have been aligned with the North Carolina’s Professional Teaching Standard and the Knowledge, Skills, and Professional Dispositions expected of the Unit’s candidates. These key evidences are the means by which the Unit monitors and assesses the most significant candidate learning outcomes in a program of study. Instructors register data on candidates’ performance on key evidences in courses using the Chalk and Wire Assessment System. Rubrics have been designed specifically for these key evidences and will be shared with you on the first day of class. Evidences include three formal reflections and your educational philosophy.
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Technology Considerations

* ****The International Society for Technology in Education** (ISTE®)** has established the [National Educational Technology Standards](https://www.iste.org/standards/for-educators) for teachers. These standards will help to guide you as you work to incorporate the effective use of technology in the classroom. Utilize these standards for unit and lesson planning.
* *Framework for 21st Century Learning*: Candidates should also utilize these resources in unit and lesson planning. This framework includes [six key elements of a 21st century education](http://www.battelleforkids.org/networks/p21). Specifically related to technology considerations and one of the six key elements is Information and Communications Technology (ICT) literacy.
* ***Chalk and Wire:*** Chalk and Wire is a Web-based ePortfolio system required for all students enrolled in selected Education courses. You will use Chalk and Wire to create your Program in Education Assessment ePortfolio and to submit selected assignments for assessment. Duke’s Chalk and Wire login page can be accessed by clicking the Chalk and Wire button in the menu of your course Blackboard site.
* ***PowerSchool***: During the student teaching experience, candidates should familiarize themselves with the Power-School program*.* The entire state of North Carolina uses this system for attendance, grades, and student documentation. Though you will not be permitted to have personal access (faculty passwords may not be shared), you can and should find ways to use this program during the school day to enter grades and attendance.

**Course Policies and Guidelines**

**Institutional Policies**

**Academic Integrity** –Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

* I will not lie, cheat, or steal in my academic endeavors
* I will conduct myself honorably in all my endeavors; and
* I will act if the Standard is compromised.

**Due Process and Grievance Policy** – Students with a grievance should discuss the matter with the instructor (for grade disputes) or the director of undergraduate studies in the relevant department (for all other matters).  If no satisfactory resolution is reached at this level, the student may address, in turn, the department chair, the senior associate dean for academic affairs, and the dean of Arts and Sciences. See [Duke’s Undergraduate Grade Review Procedures](https://trinity.duke.edu/undergraduate/academic-policies/course-grade-complaints) for more information.

**Duke’s Policy on Class Attendance and Missed Work** – If you miss a class[, follow the proper procedures](https://trinity.duke.edu/undergraduate/academic-policies?c=class-attendance-and-missed-work) to receive credit.

**Instructor Policies**

* **Attendance**
	+ Attend all classes
	+ Be on time
	+ If you miss a class, ask for the make-up assignment and follow the proper procedures
* **Assignments**
	+ Late assignments, not otherwise delayed by the instructor, will result in a 10% deduction each day
	+ Completion of reading assignments is expected; failure to be prepared for class is unacceptable!
	+ Follow the syllabus. Take responsibility to learn of and adhere to any changes that are made to the syllabus.
* **Participation**
	+ Class discussion in this course is essential and participation is expected – take notes and ask questions
	+ If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agrees not to repeat the remarks. If constructive feedback is needed, preface your remarks with something positive.
	+ Cell phones, laptops and other technology are not allowed to disrupt class sessions.

 **Grading Procedures** – Students are expected to model the professional requirements of a teacher. This requirement means
 that students are expected to be active participants in this class – that is, to come to class regularly and on time, to complete
 all assignments, and to be prepared to discuss them in class. Due to the compacted course schedule, attendance is
 mandatory. The grading for the course is as follows:

1. Readings & Assignments 50%
	1. Integrating DI + UbD
	2. Article Preparation/Discussion
	3. Two School Event Reflections\*
	4. Minor Assignments
	5. Participation
2. Formal Reflections 30%
	1. Video Taped Analysis
	2. Diversity & Differentiation
	3. Educational Philosophy
3. edTPA Task 2: Instruction/Video Analysis 20%

*\*As part of the assignment portion of the course, students are required to attend two school events; this can include school improvement, service, cultural, athletic, or academic opportunities. Two additional events may be attended for extra credit.*

**COURSE SCHEDULE**Important Note: All of our classes will be on Monday afternoons and will begin promptly at 4:15. Please make sure that your students know that you are unavailable on those days.

|  |  |  |
| --- | --- | --- |
| **Meeting** | **Topic** | **Homework for Next Class** |
| January 13 | No Class | Read and complete assignments for:* Tomlinson and McTighe, Chapters 1-4

Review the following Student Teacher Preparation Program (STPP) documents:* STPP Calendar
* Student Handbook
 |
| January 20 | No Class – Martin Luther King, Jr. Day | See Above |
| January 27 | Course Overview and Syllabus* Fall Semester Reflection
* Student Teacher Handbook
* Weekly Observation Form

Differentiation: Teaching, Learning, and Planning* [Discussion: What It is](https://www.youtube.com/watch?v=PcU4GglCQP0)
* [New Teacher Survival Kit](https://www.youtube.com/watch?v=UwDbA1Dyyro)
 | Review “Differentiation in Practice: A Resource Guide for Differentiating Curriculum” handout from last semesterRead, complete assignment, and be prepared to “teach” the following chapters from Tomlinson and McTighe:* Chapter 5 – Emily
* Chapter 6 – Kaitie
* Chapter 7 – Peyton
 |
| February 3 | PresentationsDifferentiation: Evidence of Learning, Responsive Teaching, and Teaching for Understanding-[Read 53 Ways to Check for Understanding](https://backend.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf)-[15 Differentiated Instructional Strategies](https://www.youtube.com/watch?v=nmXr-rC5F-4)-[Differentiating Instruction, Part I & II](https://www.youtube.com/watch?v=akvDT9KFZPw&list=PLlN8LzEP6HQrY4ZFlLi1XMihoQRwSoq20)-[Station Rotation](https://www.youtube.com/watch?v=Kg38A1ggYiE) | Read and complete assignments for:* Tomlinson and McTighe, Chapters 8 and 9

Review best practices from Teach Like a Champion**Complete Reflection #1: Video Taped Analysis** (information will be shared in class and via the webpage) |
| February 10 | Video Presentations & AnalysisDifferentiation: Evidence of Learning, Grading and Reporting-[Why Teachers Teach but Kids Don’t Learn](https://www.youtube.com/watch?v=zKo69os94cU)-[Differentiated Assessment](https://www.youtube.com/watch?v=3SCcbU5HNkc)-[Formative Assessment & Differentiation](https://www.youtube.com/watch?v=x9T3H__Ge9I) | **Work on edTPA Task #2** |
| February 17 | Peer Editing Task #2Video: [Learning Styles and the Importance of Self-Reflection](https://www.youtube.com/watch?v=855Now8h5Rs)Debating High School Issues, Part I | **Finish edTPA Task #2**Consider attending the JHS Distinguished Speaker Series on Wednesday, February 19. Dr. Smith will offer a lecture titled: “Contextualizing Kaepernick: What America Doesn’t Want You to Know” (JHS Front Lobby, 7pm) |
| February 24 | Diversity in the Classroom, Revisited:Special Populations * [Teach to the Top: How to Keep High Achievers Engaged and Motivated](https://files.eric.ed.gov/fulltext/EJ794620.pdf?_sm_au_=iSVqW1S4HQ6752Jk) (Joseph Renzulli)
* [High Achiever, Gifted Learner, Creative Thinker](https://www.southlakecarroll.edu/cms/lib/TX02219131/Centricity/Domain/480/GIFTEDLEARNERvsBRIGHTKID.pdf) (Bertie Kingore)
* [Teaching Students with Special Needs](https://www.teachervision.com/special-needs/teaching-students-special-needs) (Teacher Vison)
* The Third Language of Academic English (Jeff Zwier), 60-63
 | Read, annotate and be ready to present the assigned:* Peyton – Understanding Unconscious Bias and Unintentional Racism (J. Moule, 2009)
* Emily – But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy (Ladson-Billings, 1995)
* Kaitie – I Didn’t Know What to Say: Four Archetypal Responses to Homophobic Rhetoric in the Classroom (Zack, Mannheim, & Alfano, 2010)

Review best practices from Teach Like a Champion |
| March 2 | Diversity in the Classroom, Revisited:* Article Presentations and Discussions (student led)
* Film: [A Class Divided](https://www.youtube.com/watch?v=nmXr-rC5F-4)
 | **Complete Reflection #2: Diversity & Differentiation Lesson Plan/Reflection**Note: JHS Distinguished Speaker Series on Wednesday, March 4. Dr. Festle will offer a lecture titled: “Playing Nice: What Women’s Sports Teaches Us about Gender & Social Change in the 20th Century” (Front Lobby, 7pm) |
| March 9 | Diversity in the Classroom, Revisited:* Lesson Plan Presentations
 | Work on edTPA Task #3 (due to Dr. Smith on March 12th) |
| March 16  | Debating High School Issues, Part II:--Film: Waiting for Superman | **Complete Educational Philosophy**Read and complete assignment for Tomlinson and McTighe, Chapter 10 *Note: Drop these assignments off to me in Room 404* |
| **IMPORTANT: EVERYTHING BELOW REPRESENTS CHANGES AS A RESULT OF DPS CLOSURE AND REMOTE LEARNING FOR DUKE** |
|  | **Topic** | **Homework for Next Class** |
| March 23 | If you have not already submitted the following assignments, please do so:* Tomlinson & McTighe, Chapters 8, 9 and 10
* Documentary: [A Class Divided](https://www.pbs.org/wgbh/frontline/film/class-divided/) (worksheet was distributed)
* Differentiation Reflection
 | Work on edTPA |
| March 30 | edTPA Work SessionSession will be scheduled with Matt (Morgan will be communicating this session | Work on your final submission of edTPA; final submission **due APRIL 9**After edTPA is submitted, finish your Educational Philosophy (final draft due 4/13) |
| April 6 | edTPA Work SessionAll edTPA materials should be submitted on or before April 9 |
| April 13 | Watch ONE of the following documentaries and submit a reflection which is 2-3 pages:* Waiting for Superman
* American Teacher
* Dropout Nation
* The Race to Nowhere
* Teach Us All
 | Email your reflection (due 4/20) to me at either email:--brian.l.mcdonald@duke.edu--brian.mcdonald@dpsnc.net |
| April 20 | Class will meet through a ZOOM meeting on this day. We will find out everyone’s available to make sure everyone can attend. |
| May 8 | ~~Department Graduation~~Our department graduation, along with Duke Graduation, has been indefinitely postponed. More information will be made available in the future. |