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|  | **Education 495Teaching Practices in Secondary Education**Fall Semester 2019 |

**INSTRUCTOR INFORMATION** **COURSE INFORMATION**Professor: Brian McDonald Meetings: Wednesdays, 6:15-8:45pm (West Duke 212)
Office: 213 West Duke Building Credit: One Course Credit/4 Semester Hours
Office Phone: 919-660-3075, 919-560-3912 x12721 Partner School: Charles E. Jordan High School
Cell Phone: 919-360-5837
Email: brian.l.mcdonald@duke.edu Required for completion of Secondary Teacher Preparation
Office Hours Wednesdays, 5:00-6:00 & by appt. Program (STPP) and NC Teacher Licensure
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**PROGRAM IN EDUCATION**
Program Chair: Dr. Susan Wynn
STPP Director: Dr. Martin Smith
Teaching Fellow: Morgan Carney (919-660-3078)
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**PREREQUISITES**Education 101: Foundations of Education
Education 240: Educational Psychology

**READINGS & RESOURCES**

 **Required Texts**

* 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

* Wiggins, G., & McTighe, J. (2005). **Understanding by Design** (Expanded 2nd Edition). Alexandria, VA: Association
 for Supervision and Curriculum Development.

 **Required Online Resources**

* [K-12 Standards, Curriculum and Instruction](http://www.ncpublicschools.org/curriculum/)(NC Department of Public Instruction)
* [Framework for 21st Century Learning](http://www.p21.org/our-work/p21-framework) (P21 - Partnership for 21st Century Skills)
* [North Carolina Testing Program](http://www.ncpublicschools.org/accountability/testing/) (NC Department of Public Instruction)
* [edTPA](http://www.edtpa.com/Home.aspx) (Educative Teacher Performance Assessment, Pearson Education)

 **Professional Organization Membership** *Note: Membership in the national organization related to your subject area (at the student rate) is required.*

* English – [National Council of Teachers of English](http://www2.ncte.org/)
* Science – [National Science Teachers Association](http://www.nsta.org/)
* Social Studies – [National Council for the Social Studies](https://www.socialstudies.org/)
* Math – [National Council of Teachers of Mathematics](https://www.nctm.org/)

**CONCEPTUAL FRAMEWORK (Professional Teacher Education Unit at Duke University)**The professional teacher education unit is committed, both in our own 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 University. As a conceptual framework, understanding the teacher this way reflects our vision as we expect all members of our learning community to continue becoming:

* **Liberally Educated**: The teacher preparation program’s positioning within the University’s larger commitment to a “superior liberal education” makes us somewhat unique in our design. The Unit does not offer an education major, but rather builds on the excellence and depth of content knowledge our students acquire through their studies across campus and beyond. It is our conviction that our graduates benefit from this commitment to supporting rigorous study in multiple disciplines, met with the excellence of our intensive preparation programs.
* **Advocating**: We recognize that good teachers are good leaders. We prepare our teachers to be advocates for students and schools both within the institutions where they will be employed and in the greater community. We model our commitment to cultivating leadership by our own participation in advocating for the place of teacher preparation within a Tier 5 research institution as well as our commitments to advocacy for PreK-12 students in our region.
* **Reflective**: Central to our praxis is an ongoing commitment to reflection. Our previous conceptual framework (ALERT: A Liberally Educated, Reflective Teacher), placed “reflective” as the most significant modifier in describing the teachers we educate. We continue our deep, institutional commitment to this value!
* **Engaged**: The University has made its commitment to civic engagement a clear priority, and our programs have been leaders in Duke’s efforts. We are international leaders in the development of service-learning pedagogies in teacher preparation. Beyond the scope of traditional fieldwork, the program emphasis on engagement re-conceptualizes the partnership between pre-service teachers, community schools, and the University by drawing attention to broader social and ethical considerations of the schooling experience. Graduates of our program are unequivocally clear that their commitment to teaching is a commitment to a life of civic engagement.
* **Respectful**: The University emphasizes a culture of respect as we companion emerging professionals towards teaching diverse populations. By actively and critically engaging questions of power and privilege, we prepare our candidates to meet their students where they are, and bring all of those students into the learning community.

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**TECHNOLOGY CONSIDERATIONS**

* [**Chalk and Wire**](http://www.chalkandwire.com/assessment-technology/) – Each student is required to maintain an account through Chalk and Wire, a Web-based ePortfolio system required. You will use it to create your Assessment ePortfolio and to submit selected assignments.
* [**Learning & Unlearning**](https://learningandunlearning.weebly.com/education-495-teaching-high-school.html)– Professor McDonald’s website will be used to distribute course materials, upload important documents, and link all necessary course documents.
* [**edTPA**](http://www.edtpa.com/Home.aspx) – This “is a performance-based, subject-specific assessment and support system used…to emphasize, measure and support the skills and knowledge that all teachers need…in the classroom.”
* **Sakai** –Course sites are automatically created for most Duke courses based on information from the Registrar’s office. Support is provided by the OIT Help Desk at 684-2200.

**COURSE DESCRIPTION**

*Overview:* This course will prepare you for your **high school student teaching experience** in the Spring semester. The class sessions will focus on methods of teaching adolescents in American secondary schools, using a framework that combines Grant Wiggins’s and Jay McTighe’s “backward design” process for organizing units of study with the “best practices” as identified by Doug Lemov and other scholars. By the end of this course, you will have completed “major evidences” for licensure including – among other resources – a unit plan (including daily lesson plans) and summary reflections.

*Modes of Learning:* This class will include lecture/demonstration, small group work, practice teaching episodes, whole-class discussion, written reflection, and the field experience described below. Participation and discussion will be not only crucial to the success of the class but also an expectation of everyone in the course.

*Content Specialists*: Additional instructors in this course will include **Content Specialists**. These specialists will provide guidance and expertise specific to your chosen content area and direct the completion of your **unit plans**. You will meet with your Content Specialist four to six times during the semester – at times to be arranged with your particular specialist. The STPP Specialists include Professor McDonald for Social Studies.

*Course-Related Field Experience:* During this course, you will visit Jordan High School one to two times a week to complete your Internship Portfolio assignments and meet with your mentor teacher consistently for at least one class period per week. Particulars should be arranged with your mentor teacher and any concerns regarding the logistics should be addressed to the program chair. Your mentor teacher and the on-site coordinator will assist you with the logistics of interviews, classroom observations, and teaching episodes related to the Internship Portfolio.

*Internship Portfolio*: Throughout the semester, you will complete an internship portfolio based on your weekly visits to Jordan High School. This portfolio will allow for a variety of observations, interviews, and analyses with regards to teacher leader-ship, diversity, and teaching and learning.

*Diversity*: This course addresses issues involved with teaching a range of diverse students including gifted students, English Language Learners, and students being served by the Exceptional Children’s program. Opportunities include formal interviews (Exceptional Children’s teacher, an AP classroom teacher, and a guidance counselor) and observations (ESL classroom).

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 **KEY EVIDENCES**

Key evidences are embedded in courses required of licensure candidates and have been aligned with the NC Professional Teaching Standard and the Knowledge, Skills, and Professional Dispositions expected of the each candidate. These key evidences are the means by which the Program in Education 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 provided.

The key evidences for this course are:

* **Two fully developed unit plans (covering 2-3 weeks of study)** appropriate for the courses you will be teaching in the spring internship. One of these unit plans will also include detailed lesson plans for each day of the unit. Your content specialist will work with you on unit/lesson planning.
* A **fall internship portfolio** (completed during your weekly visits) with **three summary reflections.**

**COURSE GOALS & OBJECTIVES**

* ***Goals***: This course is intended to impact three of the five KSDs that govern the Secondary Teacher Preparation Program. EDU 495 will provide you with the necessary background knowledge and some practical experience in honing your teaching skills; however, the fulfillment of these standards and indicators will occur primarily during your student teaching practicum in the spring semester.
* KSD 2: Candidates understand the needs of diverse learners and model the behaviors of culturally responsive teachers.
* KSD 3: Candidates demonstrate core content knowledge in the academic area for which they seek state licensure.
* KSD 4: Candidates use a variety of effective instructional methods to positively impact student learning.
* KSD 5: Candidates practice regular reflection to increase their effectiveness in the classroom and to grow and thrive in their profession.
* ***Objectives***: The objectives for this course are grounded in the North Carolina Professional Teaching Standards and the Professional Knowledge, Skills, and Dispositions (KSDs) identified by the Program in Education. These standards provide guidelines and delineate what students are to know or demonstrate by the end of the course. As a result of this course, you will be able to:
1. Demonstrate depth of understanding in your chosen content area. [KSD 3]
2. Align unit and lesson plans with the NC Standard Course of Study. [KSDs 2, 3, 4]
3. Design a unit of study using the Understanding by Design “backwards design” framework. [KSDs 2, 3, 4]
4. Develop and assess performance tasks that require students to demonstrate understanding of key learning outcomes. [KSD 4]
5. Design lessons using a variety of research-based “best practice” strategies. [KSDs 2, 4]
6. Reflect on your reading, your observations in a high school, and your development as a teacher. [KSD 5]
7. Model the behaviors of a culturally responsive teacher.

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| Course Objectives | Unit KSDs | NC ProfessionalTeaching Standards | Method of Assessment |
| Demonstrate depth of understanding in your chosen content area | 3 | 3 | Transcript |
| Align unit and lesson plans with the NC Standard Course of Study | 2, 3, 4 | 2, 3, 4 | Two unit plans in UbD format; one with a complete set of daily lesson plans |
| Design a unit of study using the *Understanding by Design* “backwards design” framework | 2, 3, 4 | 2, 3, 4 | Two unit plans in UbD format |
| Develop and assess performance tasks that require students to demonstrate understanding of key learning outcomes | 4 | 4 | Two unit plans in UbD format |
| Design lessons using a variety of research-based strategies | 4 | 4 | One unit plan with complete set of daily lesson plans |
| Reflect on your reading, your observations in a high school, and your development as a teacher | 2, 5 | 2, 5 | Fall Intern Portfolio assignments; 3 required summary reflections on Teacher Leadership, Student Diversity, and Teaching and Learning |

**GRADING PROCEDURES**

Students are expected to model the professional requirements of a teacher. These requirements mean that students are expected to be active participants in this class – that is, on time and prepared. The course evaluation of each student’s performance will be based on the following components:

1. Internship Portfolio, Part I: Activities 30%
	1. 12 activities with reflections
2. Internship Portfolio, Part II: Reflections 15%
	1. Teacher Leader and Collaboration
	2. Student Diversity
	3. Teaching and Learning
3. Unit Plans 30%
4. Class Assignments/Presentations 25%

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**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 this Standard is compromised
* [**Class Attendance and Missed Work**](http://trinity.duke.edu/undergraduate/academic-policies/class-attendance-and-missed-work) **–** It is expected that you will follow the proper procedures if you are absent from class due to religious observances, illness or athletic participation. If you know that you cannot make it to class, please speak to your instructor.
* **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 disabilities@aas.duke.edu or 684-5917 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.
* [**Due Process and Grievance Policy**](http://trinity.duke.edu/undergraduate/academic-policies/course-grade-complaints) – 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.
* [**Academic Policies and Procedures for Undergraduates**](http://trinity.duke.edu/undergraduate/academic-policies) – All other policies that govern the undergraduate curriculum are available through the Duke website. Questions should be directed to your professor, chair, or dean.

 **Instructor Policies**

* Attend all classes
	+ If you miss a class, ask for the make-up assignment and submit based on agreed-upon schedule
	+ Class will begin and end at the scheduled time
* Be “present”
	+ Participation in class discussion and activities is expected
	+ Cell phone use is not permitted during class time – silence them before class
* Complete all assigned readings and written reflections on time
	+ Readings are crucial to class discussion and larger understandings
	+ Late assignments, not otherwise delayed by the instructor, will not be accepted

**Duke/DPS Policy**
Undergraduates enrolled in the Elementary and Secondary Teacher Preparation methods courses register as a volunteer with Durham Public Schools. This registration process includes a background check conducted by DPS.

1. Students must complete two forms for Durham Public Schools, including the [Consumer Report Notice](https://learningandunlearning.weebly.com/uploads/5/1/4/4/51442353/dps_crc_form__2_.pdf) (background check) and the [NC Public Schools Health Examination Certificate](https://learningandunlearning.weebly.com/uploads/5/1/4/4/51442353/nc_public_schools_health_form_with_tb_line.pdf).
2. Students must complete the Duke Minors Policy online training and quiz to work in the Durham Public Schools. Emily Rymell, staff assistant for the Program in Education, will be sending you a link to complete this training.

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**RECOMMEDED READING**

 Brenny, Kathleen and Kandace Martin. *1000 Best New Teacher Survival Secrets*. Sourcebooks, 2005.

 Edutopia. *Resources Toolkit for New Teachers*. <https://www.edutopia.org/article/new-teacher-resources-toolkit>.

 Jensen, Eric. *Teaching with Poverty in Mind: What Being Poor Does to Kids’ Brains and What Schools Can Do About It*. Association for
 Supervision & Curriculum Development, 2009.

 Johnson, LouAnne. *Teaching Outside the Box: How to Grab Your Students By Their Brains*. Jossey-Bass, 2005.

 Kelly, Melissa. *The Everything New Teacher Book*. F&W Publications, 2004.

 Michie, Gregory. *Holla If You Hear Me: The Education of a Teacher and His Students*. Teachers College Press, 2009.

 Pogrow, Stanley. *Teaching Content Outrageously: How to Captivate All Students and Accelerate Learning, Grades 4-12*. Jossey-Bass,
 2008.

 Tatum, Beverly. *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race*. Basic Books,
 2003.

 Thompson, Julia G. *The First-Year Teacher’s Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Meeting the Challenges of
 Each School Day* (3rd Edition). Jossey-Bass, 2013.

 Whitaker, Todd. *What Great Teachers Do Differently: 17 Things That Matter Most*. Routledge, 2013.

 Wong, Harry K and Rosemary Wong. *The First Days of School: How to be an Effective Teacher*. Wong Publications, 2009.

**IMPORTANT DATES**

* Thursday, September 12 – Jordan High School Open House, 5:30-7:30 (**Required**)
	+ Jordan High School – 6806 Garrett Road, Durham
* Friday, September 24 – PiE Brown Bag Lunch Discussions/Dr. Li-Chen Chin, 12:00-1:30 (**Extra Credit**)
	+ West Duke Building, Room 212 – Program in Education Suite
* TBD, October TBD – edTPA Orientation, TBD (**Required**)
	+ West Duke Building, Room 212 - Program in Education Suite
* Saturday, October 26 – Color of Education: Ta-Nehisi Coates Keynote Address, 3:30-4:30 (**Extra Credit**)
	+ Raleigh Convention Center, 500 South Salisbury Street, Raleigh
* Saturday, October 26 – Peaceful Schools NC Conference: The School to Peace Pipeline (**Extra Credit**)
	+ Gross Hall at Duke, 140 Science Drive (West Campus)
* TBD by Wednesday, November 28 – Extracurricular Event at JHS (**Extra Credit**)
	+ Events can include School Improvement, Athletics, Arts or Culture

**COURSE SCHEDULE**

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| **Meeting** | **Topics** | **Homework Due Next Class** |
| Wed., Aug. 286:15-8:45(Duke) | Introductions – * Why Teaching?
* Current Event: “Strip Search”
* Video: Every Kid Needs A Champion

Course Overview – Syllabus, Books, Mentor Teaching Assignments, Forms, Schedule, Dates | * Read and complete assignments for:

--UbD: Introduction and Chapters 1-2* Complete the Checklist (hard copies provided in class and additional copies on [class website](https://learningandunlearning.weebly.com/education-495-teaching-high-school.html))
 |
| Wed., Sept. 46:15-8:45(Duke) | Warm-Up: “This Is Water”Presentation: The Roles of the TeacherDiscussion - Understanding By Design: An Introduction to Backward Design and UnderstandingFall Internship Portfolio Overview | * Read and complete assignments for:

--UbD: Chapters 3-4* Internship Portfolio (due 9/11)

--#1: [School Improvement Plan](http://indistar.org/) (The username and password is GuestS16128)* Formally meet with mentor teacher to discuss both the fall semester and Teacher Leadership & Collaboration (see Portfolio)

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| Wed., Sept 116:15-8:45(Duke) | Warm-Up:Understanding by Design: STAGE 1--Gaining Clarity on our Goals--Six Facets of Understanding--Interacting with Knowledge | * Read and complete assignments for:

--Teach Like a Champion, Part I: Checking  for Understanding* Internship Portfolio (due 9/18)

--#3: School Counselor Interview* **IMPORTANT: NEXT CLASS AT JHS**
 |
| Wed., Sept. 186:15-8:45(Jordan, 404) | Warm-Up: Classroom ObservationsInternship Portfolio* School Site Visit and Orientation
* Discussion of Counselor Interview

Discussion: Review Goals, Understandings, and Knowledge | * Read and complete assignments for:

--UbD: Chapters 5-6 * Internship Portfolio (due 9/25)

#2 – School Site Visit and Orientation * Unit Design Work
 |
| Wed., Sept. 256:15-8:45(Duke) | Warm-Up: [The Power of Questions](https://www.youtube.com/watch?v=5K842cXNlEI)Understanding by Design: STAGE 1--Essential Questions: Doorways to Understanding--Crafting Understanding--Videos: Essential Questions Portfolio Interviews:* AP Teacher – Professor McDonald
* Students – Gabi Overcast-Hawks & Maria Caiola
 | * Complete **Summary Reflection #1 on Teacher Leadership and Collaboration** (due 10/2) – completion of this assignment will require a discussion with your mentor teacher
* Internship Portfolio (due 10/2)

#4 – Student Interview#5 – AP Teacher Interview* Unit Design Work
 |
| Wed., Oct 26:15-8:45(Duke) | Warm-Up: “Last Week Tonight: Standardized Testing”Understanding by Design: STAGE 2--Thinking Like an Assessor--Criteria and Validity--RubricsVideos--The Growth Mindset--How Should We Measure Learning? 5 Keys to  Comprehensive Assessment (Edutopia)--Using Games for Assessment (Edutopia) | * Read and complete assignments for:

--UbD, Chapter 9* Internship Portfolio (due 10/9)

#6 – ESL Classroom Observation#7 – EC Teacher Interview* Read, annotate, and be prepared to discuss the following readings:

---AP Students* + [Challenge Your Top Students](https://www.scholastic.com/teachers/articles/teaching-content/challenge-your-top-students/)
	+ [What It Means To Teach Gifted Learners Well](http://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well)

---EC Students* + [Specific Learning Disability Strategies](http://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html)
	+ [Teaching Children w/ Development Disabilities: Classroom Ideas](https://www.interventioncentral.org/behavioral-interventions/special-needs/teaching-children-developmental-disabilities-classroom-ideas)

---ESL Students* + [Strategies and Resources for Mainstream Teachers of English Language Learners](https://educationnorthwest.org/sites/default/files/ell.pdf) (only pp. 21-33, if printing it is 12-18):
	+ [ESL/Bilingual Resources Guide for Mainstream Teachers](http://www.tesolchina.org/pdf/ESL%20Bilingual%20Resource.pdf) (only pp. 4-9)
* Unit Design Work
 |
| Wed., Oct 96:15-8:45(Duke) | Warm-Up: Great Teachers Challenge Students to SucceedUnderstanding By Design: STAGE 3--Instructional Strategies: Authentic Experiences--Special Populations: AP, ESL, EC Peer Feedback on Unit Plans/Lesson Plans | * Complete **Summary Reflection #2 on Student Diversity** (due 10/16)
* Additional Reading: TBA (in preparation for Professor Fuller’s presentation next class)
* Unit Design Work
 |
| Wed., Oct. 166:15-8:45(Duke) | Warm-Up: Constitutional or Unconstitutional?Understanding By Design: STAGE 3 --Presentation: The 90 Minute Lesson Plan --Guest Speaker: Professor Cheryl Fuller, “21st  Century Skills and Content” | * Complete reading and assignments for Teach Like a Champion

--Part 2: Academic Ethos--Part 3: Ratio* Internship Portfolio (due 10/23) #8 – Observation (in department)

 #9 – Observation (out of department)* Unit Design Work
 |
| Wed., Oct. 236:15-8:45(Duke) | Warm-Up: “Three Rules to Spark Learning”Understanding by Design: STAGE 3--Review: 90 Minute Lesson Plan--Discuss: Teaching for Understanding: Instructional  Strategies and Student Engagement--Video (Edutopia): Exit TicketsPresentations: Teach Like a Champion | * Read and complete assignments for

 --UbD, Chapters 10 and 11* Read & Prepare the following articles for our next class session:
* [Understanding Unconscious Bias and Unintentional Racism](https://pdfs.semanticscholar.org/3da8/f7e03fc5617201e3768b46d5476443b251d9.pdf)
* [Isn’t Culturally Responsive Instruction Just Good Teaching](https://www.socialstudies.org/publications/socialeducation/may-june2009/isnt_culturally_responsive_instruction_just_good_teaching)
* [Essential Characteristics of a Culturally Conscientious Classroom](https://www.socialstudies.org/system/files/publications/articles/yl_190204.pdf)
* [Challenges and Opportunities for Discussion of Controversial Issues in Racially Pluralistic Schools](https://learningandunlearning.weebly.com/uploads/5/1/4/4/51442353/challenges_and_opportunities_for_discuss.pdf)
* Internship Portfolio (due 10/30)

 #10 –Teaching Experience, 30-45 minutes  (must be videotaped) |
| Wed., Oct 306:15-8:45(Duke) | Warm-Up: “High School Training Ground”Understanding by Design: STAGE 3--Presentation/Discussion, “Diverse Learners, Race,  and Pedagogy”--Video: A Class Divided | * Internship Portfolio (due 11/6)

#11 – Teaching Experience, 30-45 minutes (must be videotaped)* Unit Design Work

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| Wed., Nov 66:15-8:45(Duke) | Warm-Up: “The Paradox of Choice”Understanding by Design: STAGE 3--Video Sharing & Feedback--Unit Plan Presentation | * Read and prepare your assigned articles from the following list:
	+ [19 Big and Small Classroom Management Strategies](https://www.edutopia.org/blog/big-and-small-classroom-management-strategies-todd-finley)
	+ [Reducing Student-Behavior Problems: Notes From a High School Teacher](https://www.edweek.org/tm/articles/2013/10/14/cm_barnwell.html)
	+ [7 Simple Steps to Maintain Classroom Culture](https://www.edutopia.org/discussion/7-simple-steps-maintain-classroom-culture)
	+ [​](https://www.edutopia.org/discussion/7-simple-steps-maintain-classroom-culture)[5 Innovative Ways to Create Positive Classroom Culture](https://www.edutopia.org/discussion/5-innovative-ways-create-positive-classroom-culture)
	+ [Restorative Justice in Schools: An Overview](https://www.cultofpedagogy.com/restorative-justice-overview/)​
	+ [21 Simple Ways to Integrate Social-Emotional Learning throughout the Day](https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/)
* Internship Portfolio (due 12/4)

#12 – 90 Minute Teaching Experience (This teaching experience must also be videotaped)* Unit Design Work
 |
| Wed., Nov 136:15-8:45(Duke) | Warm-Up: “Unexpected Benefit of Celebrating Failure”Presentation/Discussion: Classroom Culture and Classroom Management | * **First unit plan (with lesson plans) due to content specialist by 11/20**
* Read, annotate, and be prepared to discuss the handout “Differentiation in Practice: A Resource Guide For Differentiating Curriculum” (Copies will be distributed)
 |
| Wed., Nov 206:15-8:45(Duke) | Warm-Up: “[Learning Styles and the Importance of Critical Self Reflection](https://www.youtube.com/watch?v=855Now8h5Rs)”Presentation: Differentiation | * **Complete Summary Reflection on Teaching and Learning Due 12/4**
* **UbD Unit 2 Due 12/4**
 |
| Wed., Nov 27 | NO CLASS – THANKSGIVING BREAK |
| Wed., Dec 46:15-8:45(Duke) | Warm-Up: Presentation: “Sprint, Not a Marathon”Discussion* Final Announcements
* 3rd Quarter at Jordan
* “Ask Me Anything”
 | * Arrange a final conference with Dr. Smith before December 12th (30 minutes)
* Speak with your mentor teacher before your break to confirm plans third quarter
* Download a DPS student calendar
* Provide your mentor teacher with a copy of your unit plans for them to review
* Review edTPA “Making Good Choices: A Support Guide for edTPA Candidates”
 |