



**College of Education and Health Professions
Department of Curriculum and Instruction**

Program Affiliation: Career and Technical Education
Course Number and Title: CATE 5016 Teaching Internship
Co-requisite: CATE 4052: Seminar
Meets: Off Campus

Office Hours:

Instructor: Sheri Deaton
313 Peabody Hall
sddeato@uark.edu
479-575-2581

Monday: By appointment
Tuesday: By appointment
Wednesday: By appointment
Thursday: By appointment
Friday: By appointment

Course Description/Justification

Catalog Description: This seminar is taken concurrently with student teaching. Topics discussed are designed to link the university/school experience and practice to the knowledge base of the teacher education program.

Relationship to Knowledge Base: This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis assessments with special emphasis given to the following standards:

InTASC Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistics, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard 2: Learning Differences. The teacher used understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 4: Content Knowledge. The teacher understands the central concepts, tolls of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Textbooks and/or Supplementary Materials

Arkansas and national standards, Instructor's library, Professional journals, State Department of Education resources; High school textbooks

Goals and Objectives

Goals: Candidates will engage in facilitating learning and managing classrooms during an internship at a cooperating school. Teacher candidates will demonstrate professional growth and dispositions in all ten InTASC standards related to learners, the classroom environment, content and pedagogy knowledge, assessment, instructional strategies, professionalism, leadership, and collaboration. Candidates will engage in authentic settings with guidance and support from an instructional team for a minimum of 15 weeks.

Objectives: By completing the assignments and/or tasks of this course, each candidate will:

- *Submit weekly lesson plans that demonstrate knowledge of students, content, and best teaching practices
- *Demonstrate effective classroom and laboratory management skills
- *Facilitate assessments and use results of assessments to guide instruction
- *Reflect on teaching effectiveness, embracing feedback as a formative tool for one's personal growth and development
- *Practice professionalism, ethical behavior, and inclusion to promote success of all learners

Technology:

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice.

Content Outline

Week One

1. Become familiar with the school building, policies, and handbooks.
2. Assist the mentor teacher in preparing the classroom for the first day of school.
3. Begin to learn the students' names.
4. Observe the mentor teacher's teaching style: how to start class, classroom management strategies, and routines. Take notes.
5. Assist the mentor teacher with all duties.
6. Collaborate with the mentor teacher on next week's lesson plans.
7. Circulate the room on the first day. For example, you could work with individual students on a specific task.
8. Conduct tasks which are low risk, but which put you in a position of control.
9. Submit your teaching schedule to your University Supervisor via email.
10. Work on the lesson plan for next week **on your own time at home**. Become familiar with the curriculum frameworks for the classes you will be teaching.
11. Start an organization system for each class.

Week Two

1. Teach one class, minimum.
2. Distribute graded papers.
3. Assist mentor teacher in grading.
4. Record attendance.
5. Assume responsibility for some classroom routines, such as transition between classes (stand at door and greet students, giving permission for restroom breaks, etc.)

Weeks Three to the End

1. Assume teaching responsibilities for all of the courses.
2. Plan, implement, manage and assess independently as much as possible.
3. Maintain full teaching responsibility.
4. You will maintain full teaching responsibilities until your last day.
5. Attendance and full involvement is **mandatory** until the last day

Assignments/Tasks

Each student must upload assigned artifacts to Google Classroom as a required component of this class. Assignments not posted on time will be deducted points.

- **Lesson Plans (50 points each week)** –Teacher candidates are required to submit weekly lesson plans by 8:00 AM each Monday during their internship. Candidates should follow the CATE lesson plan template for all lesson plans.

- **Weekly Reflections (10 points each week)**—Teacher candidate will submit a weekly reflection via Flipgrid each week to highlight grows and glows for the week. Becoming a reflective practitioner is essential as candidates continue to grow in their pedagogical knowledge and professional dispositions.

Assignments/Tasks Aligned with General Education Learning Outcomes

- **Weekly Teaching (Learning Outcome 1.2)**—Candidates will engage in preparing written and oral presentations each day and will receive explicit instruction on how to modify their presentations to meet the needs of all students. Throughout the course of the semester, candidates will research, and compile information related to each subject they are responsible for teaching. Candidates are expected to integrate technology into their presentations each week and cite all sources appropriately. Mentor teacher and university supervisor will assist with documentation of this task and will provide feedback to candidates.
- **Self –Reflection Paper (Learning Outcome 6.1)**—Students will write a comprehensive reflection paper of their student teaching experience, recalling learning experiences, challenges, opportunities, etc. Papers must be a minimum of 1,250 words and should reflect diversity awareness and ethical thinking.

Evaluation Policies

Grades for the course will be based on successful completion of all required assignments. Grades will be assigned using the scale below:

- A = Distinguished – 100% - 93%
- B = High Quality – 92% - 83%
- C = Acceptable – 82% - 70%
- D = Poor Quality – 69% – 60%
- F = Not Acceptable – below 60%

Student Activities and Experiences

Accommodations: Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Academic Integrity: The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php>. Although students are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All

assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

Inclement Weather: For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at: <http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your e-mail.

Academic Contingency Plan: In the unlikely event of an extended campus closure or increased absenteeism during a pandemic outbreak or other emergency, this course will continue without face-to-face meetings. I will use your university email to notify you of any changes and modifications to the course requirements, policies, due dates, and schedules. I will provide guidance on alternative methods of delivering course content and completing class assignments and activities in the absence of face-to-face meetings. Please make sure that you are checking your UARK email and your contact information in UAConnect is up to date.

Professional Dispositions: This course is reserved for candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. All teacher candidates are expected to follow the Arkansas Code of Ethics. <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas> Violation of these principles may result in probation, suspension, or dismissal from the internship.

Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students overall grade will be affected by absences. All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per instructor's evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This "constructive criticism" is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

Classroom Behavior: Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Syllabus Change

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.



**College of Education and Health Professions
Department of Curriculum and Instruction**

Program Affiliation: Career and Technical Education

Course Number and Title: CATE 5003: Professionalism

Meets: Tuesday and Thursday, 11:00-12:15
Graduate Education Building, Room 146A

Office Hours:

Instructor: Dr. Sheri Deaton
313 Peabody Hall
sddeato@uark.edu
479-575-2581

Monday: By appointment
Tuesday: By appointment
Wednesday: **9:00-11:00 via Zoom**
Thursday: By appointment
Friday: By appointment

Zoom Office Hours Link: <https://us02web.zoom.us/j/84845451206>

Textbooks and/or Supplementary Materials

Required text: Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Second Edition. ASCD. 9781416605171

Mrs. Deaton has copies of this book if you would like to check it out and return it at the end of the semester.

Course Description/Justification

Catalog Description: Studying the status of career and technical education, developing professional concepts and career and technical organizations.

Relationship to Knowledge Base: This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis Core assessments with special emphasis given to the following standards:

InTASC Standard 2: Learning Differences. The teacher used understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Technology:

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.

Goals and Objectives

Goals: This course is designed to provide a comprehensive overview of career and technical education programs and teacher professionalism. The specific goal in this course is to provide a comprehensive overview of career and technical education programs and teacher professionalism.

Objectives: By completing the assignments and/or tasks of this course, each candidate will:

1. Identify characteristics of professional educators.
2. Describe the goals of career and technical education at the secondary and postsecondary level.

3. Describe the roles and responsibilities of career and technical education teachers, especially understanding the role of teachers and schools as educational leaders in the greater community.
4. Examine issues related to educational reform and standards while understanding the implications of major legislation and court decisions relating to students and teachers.
5. Understand differences in school organizational plans and governance.
6. Choose acceptable ways to work effectively with youth and adults by becoming aware of school support personnel who assist students, teachers and families.
7. Recognize cultural differences in learners.
8. Choose acceptable ways to work effectively and develop collaborative relationships with parents and clients.
9. Choose acceptable ways to work effectively and develop collaborative relationships with colleagues and administrators.
10. Experience ways to work effectively as a team member.
11. Participate in professional organizations while understanding the implications of research, views, ideas and debates on teaching practices and being aware of a variety of professional development practices and resources.
12. Understand purpose and operation of career and technical student organizations.
13. Present a professional portfolio while recognizing the role of reflective practice for professional growth.

Content Outline:

- ❖ Characteristics of professional educators
- ❖ Educational reform and standards: major legislation and court decisions impacting American education
- ❖ Teacher Evaluation and Support System (TESS): Expectations for today's teachers
- ❖ Diversity and Inclusion: Recognizing, appreciating, and embracing diverse learners
- ❖ Hot Topics in Education
- ❖ Arkansas Code of Ethics and mandated reporter training
- ❖ Social media/Branding
- ❖ Career and technical education student organizations (CTSOs)
- ❖ Substance abuse and misuse: warning signs/how to help students and families
- ❖ School organizational plan and governance: Educational standards
- ❖ Working with students, colleagues, support personnel, parents, and clients
- ❖ National Board Certification
- ❖ Professional organizations
- ❖ Working as a member of an educational team
- ❖ Career Success: resume, cover letter, interviews; career fair
- ❖ Professional portfolio: reflection and growth

Evaluation Policies

Grades for the course will be based on successful completion of all required assignments.

Grades will be assigned using the scale below:

A = 93% - 100%	Outstanding achievement, given to a relatively small number of excellent scholars
B = 82% - 92%	Good achievement
C = 70% - 81%	Average achievement
D = 65% - 69%	Poor but passing work
F = 64% or below	Failure, unsatisfactory work
XF	Failure, academic dishonesty
I	Incomplete course requirements

Assignments/Tasks:

Grades for each student will be based on the successful completion of all weekly assignments.

- ✓ Determine the characteristics and goals of professional educators
- ✓ Research how to obtain a teaching license
- ✓ Reflect on personal philosophy of education
- ✓ Analyze educational reform and standards
- ✓ Research Arkansas Code of Ethics for educators
- ✓ Evaluate and implement Teacher Evaluation and Support System TESS
- ✓ Research “hot topics” and current practice
- ✓ Investigate resources for individuals suffering from substance abuse
- ✓ Explore diversity and appropriate accommodations
- ✓ Research Career and Technical Student Organizations (CTSOs)
- ✓ Establish and reflect on personal code of ethics and philosophy of professionalism
- ✓ Observe and collaborate with mentor teacher
- ✓ Develop a professional portfolio
- ✓ Investigate national board certification

Assignments/Tasks Aligned with General Education Learning Outcomes

Hot Topics in Education (Learning Outcome 3.2): To better articulate the changes occurring in society today, each learner will be responsible for investigating a “hot topic” related to education. Candidates will analyze texts and other artifacts through the lens of educational reform and trends related to education today. Candidates will produce an essay and presentation about their specific topic after carefully analyzing and interpreting texts from various historical, intellectual, and cultural contexts. After completing this assignment and listening to classmates present their perspectives, candidates will be able to articulate vital concepts of aesthetic, humane, and ethical sensibilities.

Diversity (Learning Outcome 4.1): All teacher candidates will complete training related to diversity design to assist them as they examine and interpret an intercultural experience from both one’s own and another’s worldview. Candidates will identify and participate in cultural difference in verbal and nonverbal communication, examining their impact in the classroom. Additionally, candidates will articulate the essential tenets of a cultural worldview other than one’s own through analysis of its components as they explore diverse cultures and consider best teaching practices for reaching all learners. Upon completion of this discussion and assignment, all students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts.

History of American Education (Learning Outcome 4.2): Teacher candidates will conduct research on the history of American education as they seek to uncover more about the history of the evolution of teaching. Candidates will identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. They will explain the historical and contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, citing legal, political, and social changes which have occurred over time. Candidates will work together to research this topic, create a presentation, and teach this topic to their peers. Special emphasis will be given to describing advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion in the classroom. Upon reaching this goal, teacher candidates will have developed familiarity with concepts of diversity in the United States and their impacts in the classroom.

Code of Ethics for Educators (Learning Outcome 5.1): After unpacking the Arkansas Code of Ethics for Educators, teacher candidates will engage in a debate designed to showcase candidates' abilities to explain and contrast competing ethical theories related to teacher practice, articulating at least one principle for ethical decision making. Candidates will use principles of critical thinking or ethical reasoning to analyze scenarios presented and respond (orally and/or in writing) to the moral dilemmas faced by educators. Additionally, candidates will use their critical thinking and ethical reasoning to construct rational and moral arguments (orally and/or in writing) to defend their perspective. Upon completion of this activity, candidates will be able to demonstrate essential principles of critical thinking and ethical reasoning as they apply them to the evaluation and construction of rational moral arguments.

Student Activities and Experiences

Academic Contingency Plan: In the event of an extended campus closure, the continuity plan for this course includes the following: We will utilize our Blackboard course as the portal for the delivery of course materials and UARK email for communications. Please check both of these areas immediately for guidance and directions from your instructor. We will utilize Zoom to connect as a class during our regularly scheduled class days/times. I will utilize Zoom to connect with students during my regularly scheduled office hours and by appointment. Office hours are on Wednesdays from 9:00-11:00 using the following Zoom link: <https://us02web.zoom.us/j/84845451206>. Additional office hours can be scheduled with Mrs. Deaton as needed. In this class our official mode of communication is through uark.edu email. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional. Mrs. Deaton's email is sddeato@uark.edu.

Academic Integrity: The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person's work. All assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of

'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

The instructor will record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Accommodations: Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Candidates with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Classroom Behavior and Participation: While we recognize the circumstances and situations for learners may vary, we also understand the importance of keeping students engaged in learning at this time. It is critical that students remain active and attentive in remote or hybrid courses to support learning. See these specific expectations for this course by clicking [HERE](#). Attendance is expected for all classes. If you are going to be absent or are going to change your attendance mode (virtual/traditional), communicate with your instructor prior to this change or absence.

By attending this class, students understand the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times. Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct. You can contact the Help Desk at help.uark.edu or 479-575-2905 if you have any technical issues accessing Zoom. Inappropriate remarks or comments disrespectful to other teacher candidates or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook. All students enrolled in remote or hybrid courses are expected to participate in remote learning.

Inclement Weather: For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at: <http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.

- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your e-mail.

Professional Dispositions: This course is reserved for teacher candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students' overall grade will be affected after two absences. All work will be turned in on time. Late work will not be accepted for full credit, or accepted at all per instructor's evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This "constructive criticism" is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.



**College of Education and Health Professions
Department of Curriculum and Instruction**

Program Affiliation: Career and Technical Education

Course Number and Title: CATE 5023: Classroom Management

Meets: Thursday, 8:00-10:45

Instructor: Dr. Sheri Deaton
313 Peabody Hall sddeato@uark.edu 479-575-2581

Textbook and/or Supplementary Materials

Required texts:

Edwards, C. (2008). *Classroom Discipline & Management*. 5th Edition. Wiley. ISBN 978-0-470-08758-2.

*Wong, H. and Wong, R. (2009). *The First Days of School: How to be an effective teacher*. Harry K. Wong Publications, Inc. ISBN 978-0-9764233-1-7.

*Dr. Deaton has copies of this book if you would like to check it out & return it at the end of the semester.

Catalog Description: Theory and techniques in classroom management, including professional ethics, and school policies related to students, faculty, and educational programs. (Typically offered: Fall)

Learning Goals: This course is designed to provide knowledge and practice about creating a positive environment for learning and use of effective classroom management practices.

Objectives: By the end of the semester, teacher candidates will possess the following behaviors and competencies. (Aligned with *Teacher Excellence Support System (TESS) standards*, *Arkansas Teaching Standards (ATS)*, *InTASC National standards for Teachers*, (*InTASC Standards*). By completing the assignments and/or tasks of this course, each candidate will:

1. Compare and contrast a variety of theories and strategies of classroom management (*ATS 3h, 3i, 3q; InTASC Standard 4*)
2. Be familiar with ethical and legal issues related to classroom management (*ATS 1j, 93, 9f; InTASC Standard 4; TESS 2e*)
3. Understand the cultural and societal implications of classroom management strategies (*ATS 1h, 1i, 3b, 3l; InTASC Standard 5; TESS 1b*)
4. Recognize how classroom management affects classroom instruction (*ATS 1a, 1b, 1e, 3g, 3j; InTASC Standard 7, 8; TESS 2a*)

5. Compare and contrast existing school policies and handbooks (*ATS 3m, 3r; TESS 2c, 2d*)
6. Recognize different approaches that might be used in the same behavioral situations (*ATS 3d, 3e, 3f, 3k; InTASC Standard 2; TESS 3c*)
7. Recognize the role of all school personnel in effective classroom management (*ATS 1d, 3a, 3n; InTASC Standard 9; TESS 4d*)
8. Articulate a personal philosophy related to classroom management (*ATS 3c, 3o, 3p; InTASC Standard 3; TESS 1e, 2b*)

Assignments/Tasks:

Please see complete details and instructions for assignments on Blackboard. Grades for each student will be based on the successful completion of all weekly assignments.

- ✓ **Digital Notebook (DNB).** We will be using a DNB in this class. Throughout the semester, you will be responsible for documenting your growth and understanding through completing the DNB. The purpose of the DNB is to help you organize your thoughts/notes, and to assist you with gathering and organizing resources. See further details on Blackboard. (*ATS 1h, 1i, 1k, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 2n, 2o, 3l, 4i, 4m, 4q, 5g, 6p, 6u, 6v, 7j, 7k, 8a, 8k, 9i, 9j, 10j, 3b, 3c, 3i, 3j, 3p, 4h, 5n, 5o, 5s, 6q, 8j, 8m, 1a, 1b, 1d, 1e, 1f, 1j, 4p, 5a, 5b, 5m, 6s; InTASC Standard 3; TESS 2b, 3a, 3b, 3c, 3d, 3e*)
- ✓ **Classroom Management Team Teaching.** Teacher candidates will demonstrate research and collaborative skills as they work in teams to uncover key components for various models of classroom management. Integrating best practices into their presentations, teacher candidates will demonstrate their teaching and management abilities as they present their findings to the class. See further details on Blackboard. (*ATS 1a, 1b, 1d, 1e, 1f, 1h, 1i, 1j, 1k, 4j, 4k, 4r, 7n, 8e, 8j, 1g, 2a, 2b, 2c, 2d, 2e, 2f, 4b, 6e, 7i, 8f, 8l, 1c, 2g, 2h, 2i, 2j, 2k, 2m, 2n, 3l, 4e, 5i, 5p, 5r, 7b, 7m, 8g, 8h, 10b, 3f, 3g, 3h, 3m, 4g, 5c, 5l, 6i, 6t, 8n, 8o, 8r, 10g, 6j, 6k, 3i & 3d; InTASC Standard 2, 8; TESS 1b, 1f, 1e, 3.1, 3.2, 3.3 & 3.4*)
- ✓ **Chapter Flip Grid Reflections.** Teacher candidates will reflect on presentations over specific discipline models presented in class. Consider the following prompts as you create your reflection: What were three of your greatest takeaways from this chapter? How do you see yourself using these concepts in your future classes? What did the presenter(s) do that you found interesting? See further details on Blackboard. (*ATS 3d, 3e, 3f, 3k, 1a, 1b, 1e, 3g, 3j, 1h, 1i, 3b, 3l, 3h, 3i, 3q; InTASC Standard 2, 4, 5, 7, 8; TESS 1b, 2a, 3c*)
- ✓ **Article Critiques.** Teacher candidates will research scholarly journals to uncover research related to classroom management. Articles must be from a peer-reviewed journal or professional article and should be substantive. Article findings must be related to classroom management or behavior modification strategies. Critique should include the author's main points, your opinion of the material, and how you will use the findings in your own classroom. See further details on Blackboard.
- ✓ **First Days of School Script.** To prepare for the first day of internship, teacher candidates will create a script to use which will address policies, procedures, expectations, limits, and norms in their classroom. See further details on Blackboard. (*ATS 3d, 3e, 3f, 3k, 1a, 1b, 1e, 3g, 3j, 1h, 1i, 3b, 3l, 3h, 3i, 3q; InTASC Standard 2, 4, 5, 7, 8; TESS 1b, 2a, 3c*)

- ✓ **Classroom Management Philosophy.** The purpose of this assignment is to assist teacher candidates as they begin to work through what they believe about how students learn, process, and need to be managed. As a compilation of research throughout the semester, teacher candidates will address specific topics within their classroom management philosophy. See further details on Blackboard. (*ATS 3d, 3e, 3f, 3k, 1a, 1b, 1e, 3g, 3j, 1h, 1i, 3b, 3l, 3h, 3i, 3q; InTASC Standard 2, 4, 5, 7, 8; TESS 1b, 2a, 3c*)
- ✓ **School Handbook Analysis.** Teacher candidates will compare and contrast the philosophies represented by various schools. Analysis of the school handbooks will enable teacher candidates to more clearly see the philosophies represented by selected districts. (*ATS 3m, 3r; TESS 2c, 2d*)
- ✓ **Observations and Reflection.** Outside of class hours, teacher candidates will observe their mentor teacher, complete the documentation associated with this course, and complete an interview with their mentor. See further details on Blackboard. (*ATS 1a, 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 5h, 7d, 7l, 8c, 8s, 9g, 1c, 3a, 3k, 3n, 3o, 4f, 4o, 5f, 6m, 7e, 7f, 7p, 7q, 9h, 9l, 10h*); *InTASC Standard 7; TESS 2a, 3e*)

Tentative Schedule

Week	Topics
Week 1	Orientation to the course; Discipline problems and their causes (Chapter 1)
Week 2	Making decisions about discipline (Chapter 2)
Week 3	Behavior Modification: B.F. Skinner (Chapter 3) and Assertive Discipline: Lee Canter (Chapter 4)
Week 4	Logical Consequences: Rudolf Dreikurs (Chapter 5) and The Jones Model: Frederick H. Jones (Chapter 10)
Week 5	Reality Therapy and Choice Theory: William Glasser (Chapter 8) and Classroom management scenarios
Week 6	Classroom management and student diversity (Chapter 14)
Week 7	Managing the classroom (Chapter 15)
Week 8	Guest speaker and building tour: TBA
Week 9	The First Days of School: Unit A--The Teacher (Chapters 1-5)
Week 10	The First Days of School: Unit B--Positive Expectations (Chapters 6-9)
Week 11	The First Days of School: Unit C--Classroom Management (Chapters 10-17)
Week 12	The First Days of School: Unit D--Lesson Mastery (Chapters 18-21)
Week 13	Guest speaker and building tour: TBA
Week 14	Thanksgiving break
Week 15	Observation Hours Flex Day
Week 16	Classroom Management Philosophy Presentations

Assignment details, point allocations, and deadlines are posted on Blackboard

Evaluation Policies

Grades for the course will be based on successful completion of all required assignments.

Grades will be assigned using the scale below:

A = 93% - 100%	Outstanding achievement, given to a relatively small number of excellent scholars
B = 82% - 92%	Good achievement
C = 70% - 81%	Average achievement
D = 65% - 69%	Poor but passing work

F = 64% or below	Failure, unsatisfactory work
XF	Failure, academic dishonesty
I	Incomplete course requirements

Student Activities and Experiences

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Academic Integrity: The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person's work. All assignments must be original and completed individually. All citations must be documented using the most recent edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

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copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

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Classroom Behavior and Participation: Attendance is expected for all classes. If you are going to be absent, it is your responsibility to communicate with the instructor. Missing class will impact your grade. Improper classroom behavior is not tolerated and may result in a referral to the Office of Student Conduct. Inappropriate remarks or comments disrespectful to other teacher candidates or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Inclement Weather: For information regarding whether the university is closed, or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at: <http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your email.

Professional Dispositions: This course is reserved for teacher candidates preparing to become professional teachers. Teacher candidates are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Teacher candidates are expected to attend all classes and participate in all activities. Teacher candidates are expected to show up to class on time, prepared to work. Teacher candidates' overall grade will be affected after two absences. All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per instructor's evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of

each member of the course will occur throughout the semester. This “constructive criticism” is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

Syllabus Change

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Technology

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.



**College of Education and Health Professions
Department of Curriculum and Instruction**

Program Affiliation: Career and Technical Education

Course Number and Title: CATE 5033: Assessment and Program Evaluation

Meets: Tuesday and Thursday, 12:30-1:45

Instructor: Dr. Sheri Deaton

313 Peabody Hall

sddeato@uark.edu

479-575-2581

Textbooks and/or Supplementary Materials

Required Text: Popham, W.J. (2016). *Classroom Assessment: What Teachers Need to Know*, 8th edition. Boston: Pearson.

Catalog Description: An introduction to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations. (Typically offered: Fall)

Learning Goals: This course is intended to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations. The specific goal of this course is to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations.

Objectives: By the end of the semester, students will possess the following behaviors and competencies. (*Aligned with Teacher Excellence Support System (TESS) standards, Arkansas Teaching Standards (ATS), InTASC National standards for Teachers (InTASC Standards)*). By completing the assignments and/or tasks of this course, each candidate will:

1. Understand the role and purpose of formal and informal assessment in informing the instructional process (*ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g; InTASC Standard 2; TESS 1a, 1b*)
2. Understand the distinctions among the different types of assessment (*ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g; TESS 1f*)
3. Know how to create and select an appropriate assessment format to meet instructional objectives for all learners (*ATS 1f, 1g, 2a, 2e, 2h, 2m, 2o, 4k, 4m, 6b, 6g, 6h, 6u, 7a, 7b, 7j, 7k, 7n, 8a; InTASC Standards 3, 5, 8; TESS 1c, 1d, 1e*)
4. Know how to select from a variety of assessment tools to evaluate student performance (*ATS 1b, 1e, 2g, 3e, 4q, 6n, 6t, 7p, 8h, 8i; InTASC Standard 4; TESS 1f*)
5. Understand the rationale behind and uses of students' self and peer assessment (*ATS 2b, 2j, 4f, 6d, 6m, 6s; TESS 2b*)
6. Know how to use a variety of assessment formats (*ATS 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; TESS 3a, 3b, 3c, 3d, 3e*)
7. Understand the types and purposes of standardized tests (*ATS 4i, 6o, 6p, 9j; TESS 4.4*)

8. Understand the distinction between norm-referenced and criterion-referenced scoring (*ATS 1h, 1i, 2f, 4j, 8b*)
9. Understand terminology related to testing and scoring (*ATS 1a, 4c, 4j, 6q, 7g, 7h, 7i, 8j*)
10. Understand the distinction between holistic and analytical scoring (*ATS 4c, 4h*)
11. Know how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver/ and school personnel (*ATS 1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l 7m, 7o, 9c, 9h; InTASC Standard 7*)
12. Understand the role of assessment as it relates to teacher evaluation and professional growth as a novice teacher (*ATS 4p, 4r, 6f, 7q, 9d, 9a, 9i, 9k, 9m, 9n, 9o, 10a; TESS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4*)

Assignments/Tasks

Please see complete details and instructions for assignments on Blackboard. Grades for each teacher candidate will be based on the successful completion of all weekly assignments.

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- ✓ **BBP #1: What Teachers Need to Know about Assessment.** Teacher candidates will complete research regarding terminology related to testing and scoring. Through creating an in-depth summary of the terminology, teacher candidates will explore advantages and disadvantages for various assessments and will include ideas for implementation in their classroom. See further details on Blackboard. (*ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g, 6e, 6k, 7c, 7f, 8f, 8g, 2b, 2j, 4f, 6d, 6m, 6s, 1d, 1j, 4g, 8c, 8d, 8e, 4i, 6o, 6p, 9j 1a, 4j, 6q, 7g, 7h, 7i, 8j, 1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l 7m, 7o, 9c, 9h; InTASC Standard 2, 6, 7; TESS 1a, 1b, 1f, 2b, 3a, 3b, 3c, 3d, 3e, 4.4*)
- ✓ **BBP #2: Assessment Critique.** Teacher candidates will find three examples of assessments in their unique discipline and will critique them using the protocol developed in this course. Teacher candidates will use their understanding of terminology to make inferences and judgements on the selected assessments. See further details on Blackboard. (*ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g, 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; TESS 1f, 3a, 3b, 3c, 3d, 3e*)
- ✓ **BBP #3: Curriculum Map.** Teacher candidates will research current state standards for one class in their area of concentration. They will create a curriculum map for this course, demonstrating their abilities to develop a curriculum that meets the needs of a variety of students through use of both formative and summative assessments. Additionally, teacher candidates will select one unit of study from this course for which they will develop in-depth lesson plans, a pre-assessment, formative assessments, and a summative assessment. See further details on Blackboard. (*ATS 1d, 1j, 4g, 8c, 8d, 8e, 1f, 1g, 2a, 2e,*

2h, 2m, 2o, 4k, 4m, 6b, 6g, 6h, 6u, 7a, 7b, 7j, 7k, 7n, 8a; *InTASC Standard 3, 5, 6, 8; TESS 1c, 1d, 1e, 3a, 3b, 3c, 3d, 3e*)

- ✓ **BBP #4: Test Prep Analysis.** Teacher candidates will find three examples of test preparation practices in their unique discipline and will critique them using the protocol developed in this course. Teacher candidates will use their understanding of terminology to make inferences and judgements on the selected review strategies. See further details on Blackboard.
- ✓ *(ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g, 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; TESS 1f, 3a, 3b, 3c, 3d, 3e)*
- ✓ **BBP #5: Portfolio.** Throughout the semester, teacher candidates will be developing specific assessments to put in this summative portfolio. Key assessments housed in this assignment include but are not limited to: what teachers need to know about assessment summary, curriculum maps for two courses, lesson plans, unit exam example, justification and modification, performance assessment rubric, self-assessment rubric, and peer assessment rubric. See further details on Blackboard. *(ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g, 6e, 6k, 7c, 7f, 8f, 8g, 2b, 2j, 4f, 6d, 6m, 6s, 1d, 1j, 4g, 8c, 8d, 8e, 4i, 6o, 6p, 9j 1a, 4j, 6q, 7g, 7h, 7i, 8j, 1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l 7m, 7o, 9c, 9h; InTASC Standard 2, 6, 7; TESS 1a, 1b, 1f, 2b, 3a, 3b, 3c, 3d, 3e, 4.4)*
- ✓ **Professional Growth Plan (PGP).** Teacher candidates will begin to develop a professional growth plan as an extension of their understanding of the TESS model and how it relates to their growth as novice teachers. See further details on Blackboard. *(ATS 4p, 4r, 6f, 7q, 9d, 9a, 9i, 9k, 9m, 9n, 9o, 10a; TESS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4)*

Tentative Schedule

Week	Topics
Week 1	Orientation to the course; Laws, Assessment vs. Testing (Chapter 1); What should teachers know about assessment?
Week 2	Understanding by Design, What to Assess (Chapter 2) and Standardized Tests (Chapter 13)
Week 3	Reliability of Assessments (Chapter 3) and Validity of findings (Chapter 4)
Week 4	Assessment Bias (Chapter 5), modifications for ELLs and students with special needs, Formative assessment vs. Summative (Chapter 12)
Week 5	Developing effective selected response questions (Chapter 6) and how to modify for students with special needs
Week 6	Developing effective constructed response questions (Chapter 7) and how to modify for students with special needs
Week 7	Developing effective performance assessments and rubrics (Chapter 8) and how to modify for students with special needs
Week 8	Developing and using portfolios in the CTE classroom (Chapter 9) and evaluate without bias
Week 9	Curriculum Mapping: Sequencing learning, developing assessments (both formative and summative); aligning objectives and assignments with standards
Week 10	Fall break and Project based learning in the Google Classroom
Week 11	Educationally defensible and ethical test preparation procedures (Chapter 14) and Formative assessments that work
Week 12	Assessment based grading (Chapter 14) and Evaluation of Instruction and PGPs (Chapter 15 and TESS model)

Week 13	Examination justifications and modifications and resources for CTE teachers
Week 14	Curriculum Mapping and Thanksgiving break
Week 15	Self and peer evaluation and performance assessments
Week 16	Summative Portfolio development and evaluation

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- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations
- Check your email.

Professional Dispositions: This course is reserved for teacher candidates preparing to become professional teachers. Teacher candidates are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Teacher candidates are expected to attend all classes and participate in all activities. Teacher candidates are expected to show up to class on time, prepared to work. Teacher candidates' overall grade will be affected after two absences. All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per instructor's evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This "constructive criticism" is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

Syllabus Change

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Technology

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this

course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number: SPED 5733
Course Title: Inclusive Practices for Diverse Populations

Catalog Description: This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of characteristics of individuals with severe disabilities while emphasizing advance learning in assessment, instruction, and emerging issues specific to students with significant needs.

Prerequisite: Admission to Graduate School

Instructors: Dr. Suzanne Kucharczyk
Office hours – by appointment virtually or in person
410 Arkansas Ave, Room 303
Office tel - 479.575.6210
Email – suzannek@uark.edu

Karen Lange
Office hours – by appointment virtually or in person
410 Arkansas Ave, Room 302
Email – khoward@uark.edu

I. Relationship to Knowledge Base:

ADVANCED LEVEL (M.Ed.)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

II. Course Goals

The goal of this course is to prepare students who will be knowledgeable concerning the identification and needs of individuals with exceptional learning needs. The students will demonstrate knowledge of the characteristics of individuals with exceptionalities and implications in terms of service provision within the general education classroom.

III. Course and skill objectives:

1. Students understand and use general and specialized knowledge for teaching across

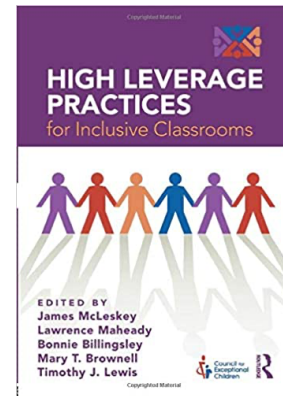
curricular content areas to individualize learning for students with exceptionalities by using research based practices that support inclusion. *Related to CEC Initial Preparation Standard 3, 5*

2. Students will discuss the history of exclusion of people with disabilities, its ramifications, educational laws which support access to a least restrictive environment, and develop a personal philosophy of inclusion based on this knowledge. *Related to CEC Initial Preparation Standard 6*
3. Students identify the key roles and responsibilities of effective inclusion stakeholders and apply communication and collaboration supports to ensure active engagement across these groups. *Related to CEC Initial Preparation Standard 2, 6, 7*
4. Students link the specific needs of learners based on disability with effective inclusion practices to better ensure learner progress. *Related to CEC Initial Preparation Standard 5*
5. Students will plan inclusive classrooms and opportunities which employ differentiated, multicultural, culturally responsive, research-based, and universally designed practices to address unique learning needs of students from diverse backgrounds. *Related to CEC Initial Preparation Standard 2, 6, 7*
6. Students will identify and demonstrate application of Universal Design for Learning Guidelines within their settings. *Related to CEC Initial Preparation Standard 5, 2*
7. Students will modify general and specialized curricula to make them accessible to individuals with exceptionalities. *Related to CEC Initial Preparation Standard 3, 5*
8. Students will identify, plan for, and apply opportunities for inclusion beyond the classroom. *Related to CEC Initial Preparation Standard 2*
9. Students will design teacher- and student-based progress monitoring processes to evaluate the effectiveness of inclusive practices and student learning through the use of the practices. *Related to CEC Initial Preparation Standard 4*

IV. Required Texts

The following text is required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson. Those who will be completing a practicum will be using this text again during that time. This is a resource being used by many districts.

McLeskey, J., Maheady, L, Billingsley, B., Brownell, M. T., and Lewis, T. J. (2019). High leverage practices for inclusive classrooms. New York: Rothledge.



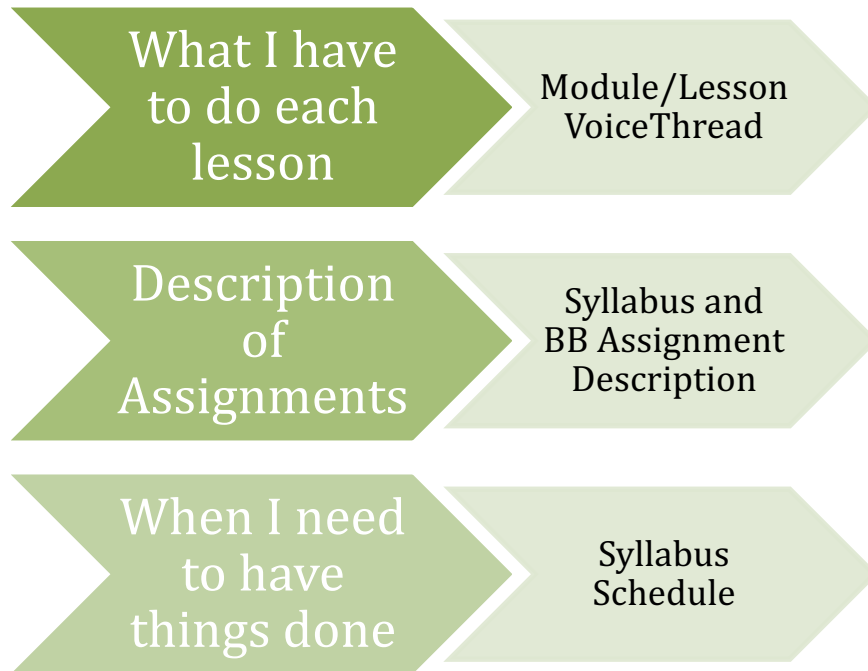
V. Philosophy Grounding Course

1. Inclusion is NOT a place - it is an attitude, which demands we create opportunities and design supports to include students with disabilities in various ways in various settings.
2. We as a society, we as schools, and we as teachers have a history of excluding as a default, which requires us to consciously consider inclusion and identify when we are unwittingly continuing exclusion
3. That appropriate, effective inclusive practices are good for all students.

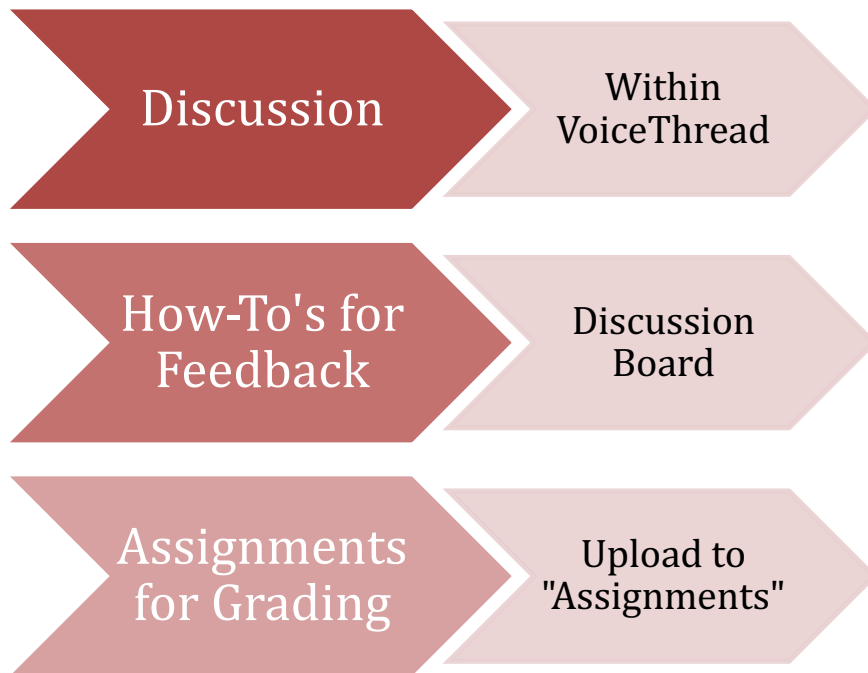
VI. Course Structure

This course is structured in an online format across 4 learning modules. Within each module are 3-5 lessons. Each module is threaded by a VoiceThread to introduce the topics and provide space for discussion. Each lesson is organized into 3 tasks: read, explore, and do. These will be your course activities for each week and may include some of the following activities. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity within the lesson.

Where do I find?



What do I put where?



VII. Modules and Lessons

The course is divided into 4 content modules which each include 3-5 lessons. These modules are:

1. Foundations and Fundamentals of Inclusion
2. Creating Inclusive Environments
3. Differentiating Instruction
4. Evaluating Student, School, and Classroom Progress Behavioral Support

Class Schedule Summer 2020:

<i>Module</i>	<i>Date to Complete</i>	<i>Lesson</i>	<i>Content</i>	<i>Chapter in Text</i>	<i>Assignment (Blogs & Disc listed in each lesson)</i>
Foundations and Fundamentals of Inclusion	By June 30	1	Introduction to Course Introduction to Self Introduction to Inclusion	Introduction	
		By July 5	2	Understanding Special Education Process related to inclusion	
	3		Diverse Needs of Students with Disabilities	4	
	4	Cultural Competence and Inclusion			
Creating Inclusive Environments	By July 12	5	Collaborative Relationships	1, 2, 3	How To - Collaboration How To - Positive Behavior
		6	Fostering Transition, Self-Determination, Acceptance and Friendship	7, 9	
		7	Supporting Positive Behavior	8, 10	
Differentiating Instruction	By July 19	8	Differentiating Instruction	12, 13, 15	How To – Social Support How To: Assessment
		9	Large and Small Group Instruction	17,18	
		10	Academics	14, 16, 20	
	By July 26	11	Functional Skills in Inclusive Settings	11	How To – Instruction
		12	Inclusion beyond the classroom	19, 21, 22	
Evaluating Student, School, and Classroom Progress	By July 30	13	Evaluating Student Progress	5, 8	Due – COMPLETE & Edited - How Tos Assessment
		14	Evaluating Programmatic Progress	6	
		15	Supporting inclusion – big and small	23	

VIII. Assignments

Please note:

This course includes a series of mini-assignments with the intention of ensuring you are engaging in the content of the course, applying the concepts, and reflecting on your work and the work of others. Feedback is a critical aspect of this course. Review thoroughly assignment and discussion rubrics to ensure you are providing feedback that is critical, supportive, and specific.

All assignments are due by 11:59pm on the due date indicated on the Class Schedule above. There are a number of assignments due on one day. Given the structure of the summer course, you may choose how to use your time to complete these. You may submit these earlier and stagger uploads as you wish. The due date reflects the last day that the assignment will be accepted. Assignments should be uploaded through BlackBoard. Rubrics for many assignments are provided online to guide your development.

The due dates also reflect the date by which the previous grouping of lessons must be completed by to ensure you receive credit for your thinking and work. The points for these add up – please ensure you stay engaged.

All written assignments are to be prepared on a computer. Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. For more information concerning the APA format refer to the APA manual 6th edition or use the APA format navigation link on the left menu.

Avoid language that is sexist, culturally biased, reinforcing of stereotypes, or offensive to persons with disabilities (ableist). The instructor will assess the content of each chapter and its assigned readings through products and examinations. Products must be submitted by the due date published in the syllabus. Assignments will be completed; otherwise, the student will earn an "F" in the course.

Assignments	Possible Points
1. Position Paper on Inclusion	45
2. Movie Review	35
3. How To – Assessment	15
4. How To – Collaboration	15
5. How To – Social Support	15
6. How To – Positive Behavior	15
7. How To – Instruction	15
8. Reflection on Inclusion	45
total	200

Assignment 1: Position Paper on inclusion

Purpose of Assignment:

- To gather your early thoughts on inclusion and how these were developed.
- To gather your current knowledge of effective inclusive practices.
- To consider questions you have about inclusion and effective implementation of inclusive practices and how you will use this course to engage your learning on these.

Instructions:

Write a 3 page, double spaced paper with 12 pt font which includes the following.

- Introduction to your paper which prepares the reader for what you will discuss
- A statement which answers the following:
 - o "I believe that inclusion means..."
 - o "I believe that inclusion is for (whom)..."
 - o "I believe that well implemented inclusion has the possibility to ..."
- Support your position statements with...
 - o A paragraph or two on how your current understanding/position on inclusion developed (e.g., experience, study, teaching)
 - o A paragraph or two on practices which you believe are essential to effective inclusion
 - o A paragraph or two on school, teacher, or other issues which challenge effective inclusion.
 - o A paragraph on how you would like to expand your understanding of inclusion with specific questions you hope to answer through this course.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Assignment 2: Movie/Media Review

Purpose of Assignment:

- To reflect on cultural perspectives of people with disabilities in schools and communities
- Describe how popular media portrays the segregation and inclusion of people with disabilities

Instructions:

Consume a form of popular media (e.g., watch a popular media film, TV series YouTube series, listen to a Podcast, follow a TikToker) which depicts the lives of children or adults with disabilities. There are possible movies or TV series listed at end of syllabus. If you choose a movie or TV series other than one of these please check in with your professor to ensure it's

appropriate for the assignment. When discussing media that is in parts (e.g., TV series, podcast, newspaper/magazine write up of person or group) make sure to describe it as a whole (at least one season rather than specific episodes. Specific episodes can be used to make specific points but the series should be considered across multiple episodes. Write a 3-4 page paper reflection on the media by including the following:

- Brief description of how the character with disabilities is depicted in the movie. What is the archetype of the character (e.g., hero, victim, magical, typical experience). Does the movie stereotype disability by reducing the individual to false social constructs (<https://attitudes2disability.wordpress.com/category/stereotypes/>)? Which ones? Describe how?
- Describe ways in which the character is portrayed as included within their home, community, school, work, etc. How would you characterize their inclusion (full, false, token).
- Describe supports provided to the character throughout the movie that supports their inclusion.
- Describe missed opportunities that might have positively impacted the character's inclusion.
- Describe how supportive of the character's inclusion other characters in the film are or are not.
- Describe how the time when the media was created (if not contemporary) or if depicting the past informs the story.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.
- The paper focuses on my reflection of the film, rather than a description of the film

Assignment 3-7: How Tos

Due:

Post to Discussion - Various, See Schedule (25 points total/5 each)

Upload ALL to Assignment edited based on feedback BY July 30 (50 points)

Points: 15 each – 75 total

Purpose:

1. To identify core components of key instructional practices which support effective implementation of inclusion.
2. To apply these practices by designing How-To snapshots prepared for implementation.
3. To gather a library of effective inclusive practices to use in own setting and support the work of other educators.

Instructions:

1. You are expected to create How-Tos for the following High Leverage Practices:
 - a. Collaboration High Leverage Practices
 - b. Social/Emotional High Leverage Practices
 - c. Behavioral High Leverage Practices
 - d. Instruction High Leverage Practices
 - e. Assessment High Leverage Practices

2. For each of these, choose a SPECIFIC research-based practice and/or high leverage practice identified in the text and complete the How-To Worksheet relevant for each practice area. *For example, collaboration is NOT a specific strategy. A specific collaboration strategy could be family/school partnerships, professional learning communities, weekly meetings, shared binders, and so on.* See assignment section in Blackboard. If you wish to choose a practice not identified in the text you must include evidence of its effectiveness through referencing at least 1 peer reviewed journal articles of the study of the practice in schools and/or description in the High Leverage Practices text.

3. Post each DRAFT to the appropriate discussion by the due date.
 - a. This will give you a chance to get feedback from peers
 - b. Please review practices posted by other students and respond to at least 2 students for each practice
 - c. You may wish to revise any of these based on peer and instructor before uploading them to the assignment section. All revisions MUST be marked in whichever way is best for you (e.g., highlight, underline, bold, use built in revision function of word) but so it is clear the changes you made to your instructor. The final grade will be based on the final version with expectations for revision based on feedback from peers and instructors

4. All 5 MUST be revised and uploaded under Assignments for a final grade by last day of course.

Assignment 8: Position Paper Reflection

Purpose: This position paper provides an opportunity for you to merge and synthesize your experiences in this course and to consider in what ways if any your position on inclusion has changed, expanded, become more complex.

Write a 3 page position paper which expands on your first position paper, which includes the following:

- Introduction to your paper which prepares the reader for what you will discuss
- A statement which answers the following:

- At the beginning of the course, I believed effective inclusion meant...
 - At this point in the course, my position has...(e.g., changed, solidified, expanded, become more complex, simplified)
- Provide explanations by identifying:
 - Course content (e.g., readings, explorations, assignments, discussions, blogs) which have further formed your position
 - How these have further formed your position
- High Leverage Practices:
 - How would you define high leverage practices to a general education teacher, newly hired paraprofessional, or to a parent?
 - What resource would you provide to support them?
- Conclude with reflections which include:
 - 2 ways in which your engagement in the course will support your current and/or future work
 - 3 inclusive practices which you believe you will be eager to implement in your work. If you will teach in a non-inclusive classroom, how might you apply these?
 - One question that remains for you related to inclusion.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Lesson Participation

Points: 10 per lesson (150 Total)

Each lesson's participation is worth 10 points embedded into a VoiceThread. To earn full credit, you must provide a thorough answer to the discussion question as described in VoiceThread for that module's lesson, post these in appropriate location, and reply to at least two of your colleague's posts across each question. It is your responsibility to keep up on these posts. Do not attempt to complete all posts for a week on one day. All posts and replies MUST be posted by the due date for that set of lessons. Since this is an intensively spaced summer class we are responsible for ensuring we plan our time to complete our work. Please make sure to seek out support from professor and peers if you need help.

Feedback is a critical element of discussion. *Your responses to peers should evidence helpful reflection on your peer's post, consideration of critical feedback, support in their growth, and specific ideas. Why did you appreciate their statement? What did you connect with? How might they expand their thinking? What elements may they be missing?*

Your engagement in VoiceThread discussions and feedback is essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, and so forth. *Being respectful doesn't mean we cannot challenge each other's thinking. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together.*

Here's a rubric to check your own participation.

Participation & Engagement Rubric	Incomplete	Almost there	Complete	COMPLETEST!
Peer Engagement - Response	You did not share any thoughts with the group.	You replied to someone else's post.	You replied at least 2 posts from others and added a unique perspective on their thoughts.	You replied to at least 2 posts from others and added a unique perspective on their thoughts and responded to the replies others left on your thread.
Peer Engagement – Reflection	You did not ask any questions and did not reply to questions left for you.	You did not ask anyone a follow up question or join a threaded conversation, but you responded to any question asked of you.	You asked at least closed ended questions of anyone who left a comment for and replied to all questions left for you.	You asked open ended questions meant to support reflect or seek clarification and replied to all questions left of you.

Points Per Assignment:

Assignments 200
 Weekly Discussions/Blogs 150

Total Points: 350

A (90 – 100%) 315-350
 B (80 – 89%) 280-314
 C (70– 79%) 245-279
 D (60 – 69%) 210-244
 F (0-59%) below 209

IX. Writing Expectations

All assignments should be completed in a **grammatically correct and well organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>
4. Online Writing Center Supports <https://class.uark.edu/writing-support.php>

X. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

XI. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

XII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XIII. Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or

disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XIV. Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville “bad weather” can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University’s inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>.

XV. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week’s lesson

XVI. Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your professor (or any professional):

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

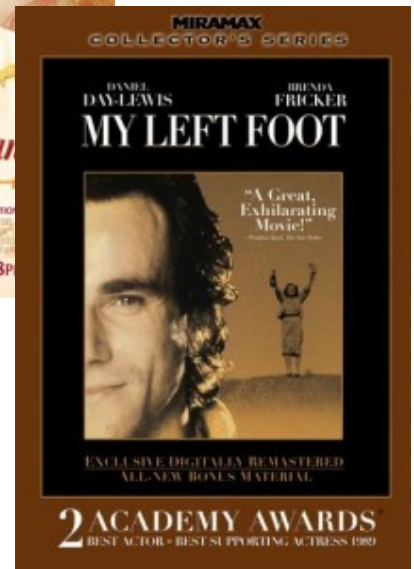
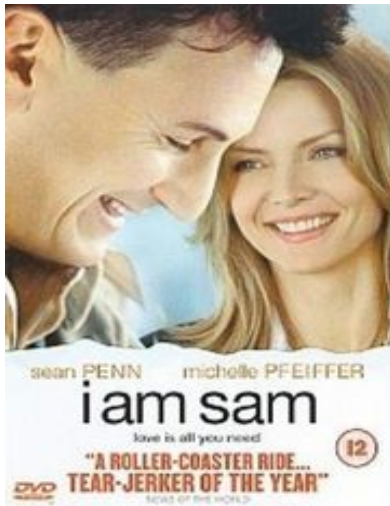
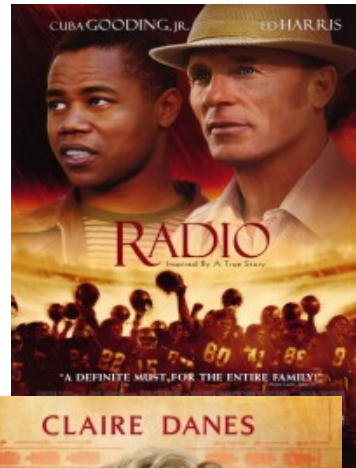
<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

XVII.

XVIII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Movie/Media Possibilities



Podcasts:



YouTube Series:

