

EDUC 3900 Preparing, Teaching, and Assessing Instruction
EDUC 3930 Reading and Writing Across the Secondary Curriculum

Level Goals

Becoming teachers. The aim of these courses is to facilitate candidates' preparation for student teaching by providing activities designed to develop competency in teaching pedagogy.

Goals

The goals are reflected in the conceptual framework of Teacher Education at Weber State University: **Teachers, Students, and Communities Working Together.**

Increased Student Achievement through program renewal, leadership and professional growth. But the base is part of the growth for candidates. This growth includes the candidates' knowledge, skills, and dispositions, and with proper assessments will yield teachers who reflect on their teaching, engage students, and collaborate with other professionals and parents.

1. **Reflecting.** Each candidate will develop and display patterns of reflective thinking by writing a course journal and participating in action research
 - a. Using a variety of assessments to determine student needs, and inform teaching.
 - b. Using observation of group processes to suggest needed changes in instruction.
 - c. Using formative and summative data to alter current lesson plans and upcoming Teacher Work Samples (TWS) plans.

2. **Engaging.** Candidates will plan, implement, and evaluate units of study in a secondary school setting.
 - a. In developing their TWS, candidates will synthesize their course work in content specialties and education courses with the pedagogical skills and strategies presented in EDUC 3200, EDUC 3260, EDUC 3900, & EDUC 3930.
 - b. Candidates will develop professional competencies related to pedagogical skills and strategies through a series of individual learning activities.
 - c. Candidates will demonstrate classroom and behavior management skills by including specific strategies within the TWS they develop.

3. **Collaborating.** Candidates will develop and demonstrate patterns of professional collaboration through:
 - a. Working in cooperative teaching groups to accomplish the development and teaching of the TWS whenever possible.
 - b. Completing field experience under the direction of a cooperating teacher.
 - c. Appropriate interaction with secondary school students.
 - d. Consultation with course instructors.

**The requirements of these courses necessitate good organizational skills.

Candidates must schedule the teaching activities with a cooperating teacher early in the term and plan time efficiently for successful completion of the courses. All

seminars require attendance. These seminars will facilitate the understanding of the strategies and assist integration of a chosen strategy into required lesson plans or prepared material. Approximately two weeks is allotted in the class calendar to enable a group to work in the public schools. Candidates should begin early to familiarize themselves with the students, class routine, and subject matter they will be teaching. Take every opportunity available to observe and participate with the class throughout the term.**

ADA Statement

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternate formats if necessary.

Disclosure Statement for Secondary Core Level

- Candidates must receive at least a B- in these courses or they must recycle until minimum grade is completed before student teaching.
- Tests are to be completed individually without any collaboration. Failure to do so will result in referral to the Admissions and Retention Committee and possible dismissal from the Teacher Education Program.
- Writing coming from other sources must be documented. Plagiarism is not acceptable. Failure to comply will result in referral to the Admissions and Retention Committee and possible dismissal from the Teacher Education Program

Required Dispositions:

1. Motivated and dedicated candidates: Inclined to action/show initiative, committed, enthusiastic
2. Caring and responsive: Concerned, thoughtful and receptive to others
3. Ethical: Acting in accordance with the rules and standards for right conduct
4. Responsible: Adherence to schedule, accountable and principled decision maker
5. Open-minded and inclusive: Fair, impartial, unprejudiced, unbigoted
6. Collegial or collaborative and cooperative: Sharing responsibility in a group endeavor, works effectively with others, friendly and mutually respectful
7. Reflective and resourceful: Thoughtful, insightful, deliberative, decision maker, problem solver, deals skillfully and promptly with new situations and difficulties
8. Poised and self-controlled: Self-confident, self-assured, tactful, restraint over one's own impulses and emotions
9. Teachable: Apt and willing to learn, receptive to new ideas and feedback

Grading Policy

Grading could include any of the above required dispositions as well as the following:

The grade of “A” is awarded for outstanding/excellent work.

1. Candidates participate **equally** with team members in preparation and in teaching the TWS.
2. The TWS packaging demonstrates **excellence** in planning, organization, teaching and evaluating.
3. Candidates participate in **all** group activities and discussions within the courses.
4. Candidates notify instructors in case of absence (illness or family emergency are excused. Instructors choose to excuse candidates for other types of absences.). A maximum of one unexcused absence is permitted. After one unexcused absence, grades may be affected.
5. All required assignments (on the checkout form) are **typed and submitted on time**.
6. Candidates submit in-class practice exercises on due dates. **Late assignments are accepted but with a reduction in credit or grade.**
7. Writing and assignments are reflective and thoughtful.
8. Use of teaching methods within the TWS is innovative.
9. Constructive feedback is honestly given and used.
10. Dispositions are met.

The grade of “B” is awarded for adequate work.

1. Candidates participate with team members in preparation and in teaching of the TWS. If a partner does not participate equally and fully, he/she may be asked to teach the TWS on their own or create a new TWS and teach it on their own before being cleared to student teach.
2. The TWS packaging demonstrates planning, organization, teaching and evaluating.
3. Candidates participate in some group activities and discussions within the courses.
4. Candidates notify instructors in case of absence (illness or family emergency are excused. Instructors choose to excuse candidates for other types of absences.) A maximum of 2 unexcused absences per course is permitted. After 2 unexcused absences, grades are affected.
5. Some required assignments (on the checkout form) are typed. Some are submitted on time.
6. Candidates submit some in-class practice exercises on time. **Late assignments are accepted but with a reduction in credit or grade.**
7. Some writing assignments are reflective and thoughtful.
8. A variety of teaching methods is contained in the TWS.
9. Constructive feedback is given and used.
10. Dispositions are met.