FROSTBURG STATE UNIVERSITY
EDUCATIONAL PROFESSIONS
EDUC 200 ONLINE-PHASE I TEACHING AND PROFESSIONAL ASSESSMENT LABORATORY
SPRING 2021

Instructor: Vicki Hardman
E-mail Addresses: vahardman@frostburg.edu

Class time: 3:30-5:10 Day: Thursday Room: 105/126

Course Description
Through a series of short video-taped teaching sessions, students acquire skill in assessing their own strengths and weaknesses as teachers. Students will write instructional objectives, prepare lesson plans, and teach a series of ten-minute lessons to their peers. Includes screening for selected teaching proficiencies. This course is required in all teacher education programs. Graded P/F. Every semester.

Prerequisites: Admission to Phase I. Corequisite: Enrollment in EDUC202.

Course Purpose
This course is placed within Phase I of the educational program in order to provide students with the needed skills that ensure their success during their Phase II placement. Principle 6 of the INTASC Core Standards states: "The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom". These skills are developed and assessed through this class. In addition, this course emphasizes Principle 9, which states that, "The teacher is a reflective practitioner, who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally". Throughout this course the student is expected to evaluate their own performances and to utilize the evaluations of both their peers and instructor to effectively improve their teaching performance.

Required Materials:
There is no required textbook for this course, however each student will be responsible for purchasing a Taskstream account for lesson planning purposes. You will also need a device that can video for approximately 10 minutes such as a smartphone, tablet, or video camera.
## Course Objectives and Assessment Plan:

<table>
<thead>
<tr>
<th>COURSE OUTCOMES</th>
<th>INTASC STANDARDS</th>
<th>NAEYC STANDARDS</th>
<th>Assessments</th>
<th>Candidate Performance will be measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Knowledge of appropriate grammar and formal language in written and oral communication.</td>
<td>9</td>
<td>6</td>
<td>Demonstrations Lessons Lesson Plans Self-Evaluation</td>
<td></td>
</tr>
<tr>
<td>2. Knowledge of possible problems inherent in their own speech patterns, volume, pronunciation, and grammar that may be a distraction to their teaching.</td>
<td>9</td>
<td>6</td>
<td>Demonstrations Lessons Lesson Plans Self-Evaluation</td>
<td></td>
</tr>
<tr>
<td>3. Knowledge of instructional objectives and standards inherent to effective lesson planning.</td>
<td>1</td>
<td>5a</td>
<td>Demonstrations Lessons Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>4. Knowledge of instructional objectives, academic standards, resources to design and evaluate developmentally appropriate curriculum for each child.</td>
<td>1</td>
<td>5c</td>
<td>Demonstrations Lessons Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>5. Knowledge of technology used to inform and improve practice.</td>
<td>5</td>
<td>4b</td>
<td>Taskstream</td>
<td></td>
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</tbody>
</table>

### Skills

<table>
<thead>
<tr>
<th></th>
<th>INTASC STANDARDS</th>
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<th>Assessments</th>
<th>Candidate Performance will be measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate appropriate grammar and formal language in written and oral communication.</td>
<td>9</td>
<td>6</td>
<td>Demonstrations Lessons Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>2. Use their knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum.</td>
<td>1, 7</td>
<td>4 a, b, d 5 a, b, c</td>
<td>Demonstrations Lessons Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates ability to critically evaluate effectiveness of instructional decisions to improve teaching practice.</td>
<td>9</td>
<td>4, 5c</td>
<td>Demonstrations Lessons Lesson Plans Self-Evaluation Peer Evaluation Demonstrations Lessons Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>4. Use technology to improve teaching practice.</td>
<td>5</td>
<td>4b</td>
<td>Demonstrations Lessons Lesson Plans</td>
<td></td>
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</tbody>
</table>

### Dispositions

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<tr>
<th></th>
<th>INTASC STANDARDS</th>
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<th>Candidate Performance will be measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively seek out opportunities to grow professionally by locating and using appropriate professional literature and resources.</td>
<td>9</td>
<td>5c, 6 a</td>
<td>Demonstrations Lessons Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>2. Appreciates the need to differentiate instruction for a range of differences in culture, developmental levels, and learning styles.</td>
<td>1, 2</td>
<td>1b, 4</td>
<td>Demonstrations Lessons Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>3. Use developmental knowledge to create healthy, respectful, supportive,</td>
<td>1c, 4c, 5c</td>
<td>Demonstrations Lessons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


POLICIES

Attendance and Punctuality

Students will be expected to attend each class. For any unexcused absence you will lose 10 points from your final grade per absence. Excused absences require proper documentation. (Leniency for severe weather, serious health conditions or family emergency will be at the professor’s discretion.) Missing classes due to participation in University-sponsored academic, performing or athletic events or observances of recognized religious holidays will not be counted as absences, preferably in advance. Work must be made up.

Late Assignments and Makeup Work

All assignments and projects are due on the date scheduled. If an assignment is late, the student’s grade for the assignment will be lowered two points for each day (including Saturdays and Sundays) it is late. Assignments submitted more than one week late will NOT be accepted.

Makeup tests and assignments will be submitted or taken on the next school day pending individual discussion/meeting with the instructor. It is the student’s responsibility to contact the instructor for makeup work and tests.

Disruptive Behavior and Personal Devices

University regulations require that the following statement be included in any course syllabus:

“The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course.”

Cell Phone usage and/or text messaging is prohibited during class sessions. All cell phones should be turned off or on vibrate during class meetings. Exceptions will be made only when concerning family or medical emergencies and the need for these exceptions should be communicated to the instructor prior to the start of the class session. Leaving the classroom during instructional time to answer a cell phone (if not previously discussed with the course instructor) will be considered an absence from class. Students caught texting during class will be reprimanded verbally; additional texting after this warning will result in the student being asked to leave the classroom. If you are asked to leave the classroom due to inappropriate technology usage, this will be considered an unexcused absence. Laptop computers/ tablets may be used for
note-taking during class sessions if permission has been granted by the instructor in advance. The use of laptops/tablets/cell phones for social networking, email, or internet surfing is not permitted during class. Inappropriate use of laptops/tablets during instruction will result in a verbal warning. Continued use after this warning will result in the student being asked to leave the classroom.

**Academic Dishonesty**

According to the Student Code of Conduct: “Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland. Suspension or expulsion for academic dishonesty is noted on a student's academic transcript."

**Mandatory Reporting Statement and Confidentiality**

Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.
If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

**Diversity**

It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners.

*In this course, teacher candidates will look more closely at some of the demographic characteristics of children in diverse classrooms. Teacher candidates will study the diversity concepts under the umbrella of differentiated instruction. The course will also explore the changing demographics of today’s classrooms. Teacher candidates will learn how to understand diverse classrooms and the guidelines for teaching in diverse classrooms. Specific activities that will explore diversity topics through class discussion and lesson plans. Teacher candidates will be assessed on their understanding of these topics through a variety of assignments.*

**Disability**

If a student has a disability, one that may require special consideration by the instructor, and has been confirmed by the Office of Student Services, he/she should provide information in writing to the instructor that includes suggestions for assistance in participating in and completing class assignments. This should be accomplished no later than the end of the second week of class.

**Participation and Professional Behavior**

This course will adhere to the university disruptive student policy. In addition, teacher candidates are expected to demonstrate dispositions of professional educators. They must be dependable in matters such as attendance, punctuality, and responsibility. They must demonstrate attitudes and behaviors consistent with professional conduct and reflect a seriousness of intent in learning to teach. Teacher candidates are held accountable for their actions and are expected to be respectful of all individuals.

The course instructor has developed clear descriptions and grading tools for class assignments. If you have a question or concern about assignment expectations or grading please feel free to ask at any time. The course instructor is available through email, office hours, and would be happy to schedule additional meeting times.

If there is a disagreement or question regarding scoring of any assignment, please arrange to meet with the course instructor to discuss the assignment outside of class time or following a class session.
**Mask and Social Distancing Expectations:**

Your health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact (see next section). Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

**Course Expectations:**

This is a pass/fail course. Requirements for this course include the following: two required lesson plans; two performances for scoring verbal and non-verbal communication skills and lesson performance; self-reflection of teaching performances, a self-reflection paper, a video reflection, and a Gallery Walk assignment. Other assignments may be given at instructor discretion. All rubrics are included in hardcopy handouts, and will be discussed during class. In order to pass this course all teacher candidates should receive no ineffective score ratings on their first teaching lesson or it will need to be re-planned and re-taught and on their second lesson plan students should again receive no ineffective score ratings and at least a 75% total score. Every teacher candidate has the opportunity for (1) make-up performance. Upon attaining the required score on the make-up performance, the teacher candidate will be considered as passing the course. Failure to successfully complete these steps will result in course failure. Failure to pass this course will prevent the teacher candidate from proceeding onto Phase II.

**Assignments and Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roundtable Lesson Plan 1</td>
<td>35</td>
</tr>
<tr>
<td>Roundtable Lesson Plan 2</td>
<td>35</td>
</tr>
<tr>
<td>Teaching Lesson 1 w/reflection</td>
<td>100</td>
</tr>
<tr>
<td>Teaching Lesson 2 w/reflection</td>
<td>100</td>
</tr>
<tr>
<td>Video Reflection Assignment</td>
<td>30</td>
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<tr>
<td>Pass = 210-300 points (70-100%)</td>
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</table>
Fail = 209 points or below (0-69%)

Detailed Description of Each Requirement

Roundtable Lesson Plans -

You will create two lesson plans on a specific topic/content area for a specific age/grade of children. Be sure the activities included in the lesson plans are developmentally appropriate. You will be critiqued according to the following? The lesson plan should be developmentally appropriate. The lesson plan should be process oriented ) not product oriented. The lesson plan should be something that would be interesting and engaging to children of the appropriate age group. The plan should reflect an understanding of children’s developmental needs. The plan should include differentiation strategies specific to the children in the specified age/grade selected. The plan must follow the Taskstream lesson plan format including: Introduction and Motivation, Lesson Procedure, Lesson Closure (application of learning objectives) and Assessment (How will you know if your students meet your objectives?)

Teaching Performance Lessons

Each lesson plan will be taught to a small group of students, a family or group of friends and videoed to assess growth. Students will then watch his/her video and write a reflection on the lesson plan. The student will upload the lesson plan and video to Canvas to be evaluated and scored.

Self Reflections

Reflections will be written on the lesson plan after the lesson has been taught.

Resources


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**Recommended Websites**

- **Maryland Academic Standards**  [www.mdk12.org](http://www.mdk12.org)
- **Read, Write, Think (International Reading Association)**  [www.readwritethink.org](http://www.readwritethink.org)
- **National Council of Teachers of Mathematics**  [www.nctm.org](http://www.nctm.org)
- **National Science Teachers Association**  [www.nsta.org](http://www.nsta.org)
Kennedy Center for the Arts  https://artsedge.kennedy-center.org/educators/lessons

Core Standards  http://www.corestandards.org