

FLORIDA INTERNATIONAL UNIVERSITY
DEPARTMENT OF CURRICULUM AND INSTRUCTION

EDG 3321

General Instructional Decision Making (03 Credits)

Semester: Fall 2014

Thursdays, 5:00 - 7:40

Location: Ziff Education Bldg. 110

Instructor

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I Course Description

This course with a mandatory micro-teach laboratory component. Through exploration of theoretical and practical knowledge, the course is tailored to prepare the preservice and/or certificate teacher to plan for instruction and practice various instructional strategies. In a cumulative fashion, theory and practice builds on itself, fostering the individual to become an effective, reflective teacher.

II COE Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement, College of Education Conceptual Framework (2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

While practicing the three outcomes of the Conceptual Framework of FIU's College of Education, EDG 3321
Major Unit Outcome: Stewards of the Discipline (Knowledge)

III Program Standards – Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of: Florida Educator Accomplished Practices (FEAP) and the Florida Standards for Teachers of English for Speakers of Other Languages (ESOL) endorsement 2010.

Florida Educator Accomplished Practices

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

FLORIDA ENGLISH SPEAKERS OF OTHER LANGUAGES

Domain 3 Standard 2:

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELL's English listening, speaking, reading, and writing skills. The teacher will support ELL's access to the core curriculum by teaching language through academic content.

3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

IV Course Objectives and Professional Standards

The objectives for this course are organized by understandings, skills, and dispositions. Each is aligned with the professional principles and standards.

Understandings:

Identify and demonstrate the traits of an effective teacher including the *Florida Educator Accomplished Practices*. FEAP # 2.e., 5.a. ESOL# Domain 3 Standard 2

Identify and define the components of the General Model of Instruction. FEAP#3.h., 5.b., c.

Develop appropriate objectives for a lesson and unit of study including appropriate coding to the *Sunshine State Standards*. FEAP# 1.a.

Recognize theories of learning and learning styles as applied to instructional planning and appropriate teacher behaviors. FEAP# 1.b., 2.h.

Skills:

Design instructional objectives according to Bloom's taxonomy and the *Sunshine State Standards*. FEAP# 1.a., 3.a., 3.f.

Demonstrate knowledge of the theoretical basis for effective teaching behaviors, including lesson planning, lesson presentation, use of higher order questions, evaluation, communication, group processes, and any other aspects presented in class. FEAP# 1.b, 1.c., 2.e.,2.h., 3.a, 3.d., 3.f., 3.g.

Demonstrate in a laboratory setting effective teaching behaviors including: set induction, effective explaining, closure, stimulus variation, variety, questioning/discussion skills, verbal and nonverbal communication, praise and corrective feedback and other necessary behaviors. FEAP# 1.b, 1.c., 2.e.,2.h., 3.a, 3.d., 3.f., 3.g

Understand and be able to apply the theory and process underlying several systems of classroom organization and management. 2.e., 2.h.

Demonstrate the application of theory, research, and practice to teacher decision-making through reflective activity. FEAP# 1.b, 1.c., 2.e.,2.h., 3.a, 3.d., 3.f., 3.g

Demonstrate knowledge of strategies and practices for teaching ESOL. ESOL# Domain3. Standard 2

Dispositions:

Develops that belief of all students including ELL students have fundamental rights to effective and educationally sound curriculum and universal design of instruction strategies should be considered to achieve this objective. ESOL# Domain3. Standard 2

Develops the belief that technology in the classroom is a powerful tool and can and should be implemented in conjunction with valuable instruction. FEAP# 3.g.

Develops the belief that all students and other (parents, administrators, community) in the learning community should be treated justly. #FEAP Continuous Professional Improvement d.

V Required Textbook, Readings, and Other Instructional Materials

Primary Text - Class Module – “General Teaching Skills 3321” A readings/presentations/training manuals module will be made available for purchase on the first day of class. Addendums and handouts (articles, journal excerpts, and case studies) will be made available online or directly handed out in class.

Internet Access - You are required to have access to the Internet to participate in certain assignments and for ongoing course participation.

VI Course Requirements and Grading Standards

COURSE REQUIREMENT PERCENTAGES

Code of Ethics	5%
ELL Strategy Presentation	5%
Reflection Paper	5%
Midterm	15%
Final	15%
Presentation of explanation and set	10%
Midterm Micro-Teach	20%
Final Micro-Teach	25%

GRADING PERCENTAGE SCALE

94% - 100% = A
90% - 93% = A-
87% - 89% = B+
83% - 86% = B
80% - 82% = B-
77% - 79% = C+
73% - 76% = C
70% - 72% = C-
69% - 67% = D+
63% - 66% = D
60% - 62% = D-
59% and below = F

Due Dates and Explanation of Assignments

Code of Ethics

Part 1: Selected Professional Ethics Resources

1. Review the Code of Ethics and Principles of Professional Conduct (FLDOE) from the following website:
<http://www.fldoe.org/edstandards/pdfs/ethics.pdf> -
2. To understand MDCPS policies and procedures related to professional ethics and to statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual, go to the following website:
<http://www.neola.com/miamidade-fl/>

- Select the 3000 policy option. Scroll to the following policies and open: 3210, Standards of Ethical Conduct; 3210.01; Code of Ethics; 3140, Suspension or Dismissal of Instructional Staff; and, 3140.1, Disciplinary Suspension Without Pay. Read the documents.
- 3. To understand MDCPS policies and procedures related to child abuse, neglect and other signs of distress, go to the following website: <http://www.neola.com/miamidade-fl/>
 - Select the 8000 policy option. Scroll to policy 8462, Student Neglect and Abuse. Read the document. Then, print the document and include it in the front part of your Literacy Portfolio directly behind the policy in #2 directly above.
- 4. To understand MDCPS policies and procedures related to appropriate use of technology, go to http://www.dadeschools.net/technology/acceptable_use_policy.htm Read the document.

Order of Professional Ethics Documents (Front of Literacy Portfolio)	
1.	<i>Code of Ethics and Principles of Professional Conduct</i> (FLDOE)
2.	3210, Standards for Ethical Conduct (MDCPS)
3.	3210.01, Code of Ethics (MDCPS)
4.	3140, Suspension or Dismissal of Instructional Staff (MDCPS)
5.	3140.1, Disciplinary Suspension Without Pay (MDCPS)
6.	8462, Student Neglect and Abuse (MDCPS)
7.	http://www.dadeschools.net/technology/acceptable_use_policy.htm

Note: For this class, you will be reading the specific policies and procedures from MDCPS that are related to Florida State Statute. In the future, if you work in or become employed in a different school district, you should make yourself aware of that district’s wording of its policies and procedures.

Part 2 – Professional Ethics: Relation to Instructional Experiences Paper

1. Read through the *Code of Ethics and Principles of Professional Conduct* (FLDOE) looking for items that you believe to be particularly relevant and important to your instructional context.
2. Select one (1) item from the *Code of Ethics and Principles of Professional Conduct* (FLDOE) that you believe are particularly relevant and important to your instructional context.
 - a. Label and write the wording of the item
 - b. In a well-developed paragraph, explain why the item is particularly relevant and important to your instructional context. **FEAP (2)b.1**
 - c. In a well-developed paragraph, explain what disciplinary action could be taken by the MDCPS district for an infraction of the item you have identified. **FEAP (2)b.2**

Then -

- d. Explain two key points of the MDCPS district’s expectations for reporting incidences of abuse, neglect, or other signs of distress. **FEAP (2)b.3**
- e. Explain two key points of the MDCPS district’s expectations for the safe, appropriate, and ethical use of technologies. **FEAP (2)b.4**
- f. Explain two key points of the MDCPS district’s expectations for the appropriate use and maintenance of students’ information and records. **FEAP (2)b.5.**

3. Upload your Professional Ethics: Relation to Instructional Experiences Paper onto *Taskstream*.

ELL Strategy Presentation

Students will provide an ELL accommodation narrative in lab (midterm – micro teach). The ELL accommodations need to be orally explained and correlate with the lesson plan on your midterm teach. Evaluation will be based on written work AND your presentation in the lab.

Reflection Paper

Students will reflect on the midterm teach and in paragraph format respond to the following questions:

1. Explain how you would differentiate instruction to meet individual student needs.
2. How would you use data informed research practices to improve instruction and student achievement?
3. How have the knowledge and skills learned in this course contributed to your professional development?

Midterm and Final Exams

Midterm and final exams will entail information from lecture, module, and demonstrations. Exams will be taken during the scheduled dates. See calendar in this document.

Presentation of Explanation and Set

In order to better prepare for the micro teach elements of this course and to foster the importance of planning, explaining, and “setting” the stage for instruction of new material, a presentation of afore mentioned pedagogical fundamentals will take place in the classroom. Due date as listed on calendar.

Micro Teaches

This course is designed to combine theory and practice. After learning the planning process and various instructional strategies, students will be required to plan for and present micro teaches in a lab setting. Information from lecture, module, and demonstrations will be employed to effectively accomplish these tasks.

Each micro teach has a specific time element. This means timeliness is paramount. If you are late to the labs, on your scheduled day, you will receive a deduction of 10 points off your final micro teach score. If you **DO** arrive late and the doors are closed, you will need to slip a note announcing your arrival under the closed door. You will be worked in after the student presenting has finished. The moral of this story is “be on time”.

Each student is required to present his/her teach in a professional manner. This means appropriate dress, language, and behavior (no texting, no checking a social network, no responding to email). Due to the time constraint for each student, you have a **30 second** cushion or “leeway”. You may be 30 seconds short or long with no penalty. After 30 seconds long, you will be asked to stop, and will only be evaluated on the skills you presented.

Taskstream

All students must submit the final artifact to taskstream by the assigned date. Failure to do so will result in failing the course. **This applies to all students** regardless of whether you are an education major or not.

VII TASKSTREAM Efolio Artifact and Artifact Scoring Rubric

TaskStream is the COE’s new web-based electronic portfolio application that will allow you to upload and share selected work via the world wide web. TaskStream also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units.

All students enrolled in the College of Education are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the

college. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website: <http://education.fiu.edu/taskstream/>

Explanation of Artifact – Final Lesson Plan Incorporating All Learned Strategies

Using the standard format for EDG 3321, complete a lesson plan for a content area and grade level of your choice. The lesson plan will be presented at the final micro-teach. The lesson plan and presentation will be scored using the rubric below. Please note that the lesson plan must include the following elements:

- The lesson plan must be typed and free from all punctuation, spelling errors, and grammatical errors.
- The Instructional Objective must be written at the evaluation level.
- The set must be fully explained and contain an example of stimulus variation.
- The learning modalities of V (visual), A (auditory), and K T (kinesthetic – tactual) are represented.
- The body of the lesson plan must include 6 questions covering all levels of Bloom’s Taxonomy, sequentially ordered, and labeled.
- The discussion must be planned for and all questions should point towards the discussion.
- Accommodations for ELL (English Language Learners) students are noted, thoroughly explained, and effectively coordinate with the lesson.
- Code the lesson plan to the Next Generation Sunshine State Standards (NGSSS) for the discipline covered (e.g., elementary education, art education, physical education etc). These can be found at <http://www.floridastandards.org/Standards/FLStandardSearch.aspx>

Course Objective(s)	<ol style="list-style-type: none"> 1. To develop objectives for a lesson plan that includes appropriate coding to the NGSSS. 2. To understand theories of learning and learning styles as applied to instructional planning and appropriate teacher behaviors. 3. To design instructional objectives according to Bloom's taxonomy. 4. To demonstrate knowledge of the theoretical basis for effective teaching behaviors, including lesson planning, lesson presentation, use of higher order questions, evaluation, communication, group processes, and any other aspects presented in class. 5. To demonstrate knowledge of strategies and practices for teaching ESOL.
Accomplished Practice(s) and Indicators	a.1.a; a.1.b; a.1.c; a.2.e; a.2.h; a.3.a; a.3.d.,a.3.f;a.3.g
Professional Education Competencies and Skills	1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.7; 1.8; 1.9; 1.10; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1; 3.2; 3.4; 3.6; 3.9; 3.10
ESOL Standards	Domain 3.Standard 2: Standards-Based ESL and Content Instruction
Other Elements of the Uniform Core Curriculum	f. Teaching strategies to meet the needs of diverse student populations.

Standards	Mastery (3 points)	Proficient (2 points)	Limited (1 point)
Instructional Design and Lesson Planning FEAP (a).1.a	Candidate in the lesson plan completely aligns instruction with the NGSSS standards at the appropriate level of rigor for the age level of the group being taught.	Candidate in the lesson plan aligns instruction with the NGSSS at the appropriate level of rigor for the age level being taught.	Candidate in the lesson plan has limited or no alignment of instruction with the NGSSS at the appropriate level of rigor for the age level being taught.
Instructional Design and Lesson Planning FEAP (a).1.b	Candidate in the lesson plan has successfully sequenced lesson and concepts to ensure coherence and required prior knowledge of the subject matter being taught.	Candidate in the lesson plan sequences lesson and concepts to ensure coherence and required prior knowledge of the subject matter being taught.	Candidate in the lesson plan fails to or provides limited sequencing of lessons and concepts to ensure coherence and required prior knowledge of the subject matter being taught.
Instructional Design and Lesson Planning FEAP (a).1.c	Candidate in the lesson plan successfully designs instruction for students to achieve mastery in the subject.	Candidate in the lesson plan designs instruction for students to achieve mastery in the subject.	Candidate in the lesson plan fails to design instruction for students to achieve mastery in the subject.
Learning Environment FEAP (a).2.e	Candidate in the development and presentation of the lessons effectively models very clear, acceptable oral and written communication skills.	Candidate in the development and presentation of the lessons models clear, acceptable oral and written communication skills.	Candidate in the development and presentation of the lessons fails to model clear, acceptable oral and written communication skills.
Learning Environment FEAP (a).2.h	Candidate in the lesson plan assignment very effectively adapts the learning environment to accommodate the differing needs and diversity of students.	Candidate in the lesson plan assignment satisfactorily adapts the learning environment to accommodate the differing needs and diversity of students.	Candidate in the lesson plan assignment fails to adequately adapt the learning environment to accommodate the differing needs and diversity of students.

Instructional Delivery and Facilitation FEAP (a).3.a	Candidate in the lesson plan assignment demonstrates mastery by delivering engaging and challenging lessons to students.	Candidate in the lesson plan assignment delivers moderately engaging and challenging lessons to students.	Candidate in the lesson plan assignment fails to deliver lessons that engage and challenge students.
Instructional Delivery and Facilitation FEAP (a).3.d	Candidate when engaging students in discussion of the subject very effectively modifies instruction to respond to any preconceptions and misconceptions related to the subject being taught.	Candidate when engaging students in discussion modifies instruction to respond to preconceptions and misconceptions related to the subject matter being taught.	Candidate when engaging students in discussion fails to or provides limited instructional modifications to respond to preconceptions and misconceptions related to the subject matter being taught.
Instructional Delivery and Facilitation FEAP (a).3.f.	Candidate when engaging students in the questioning of the subject instructed very effectively employs higher-order questioning techniques.	Candidate when engaging students in the questioning of the subject instructed effectively employs higher-order questioning techniques	Candidate when engaging students in the questioning of the subject instructed fails to employ higher-order questioning techniques
Instructional Delivery and Facilitation FEAP (a).3.g.	Candidate in the lesson plan development and presentation very effectively applies varied instructional strategies and resources, including appropriate technology, to provide comprehensive instruction and to teach for student understanding.	Candidate in the lesson plan development and presentation effectively applies varied instructional strategies and resources, including appropriate technology, to provide comprehensive instruction and to teach for student understanding.	Candidate in the lesson plan development and presentation fails to apply varied instructional strategies and resources, including appropriate technology, to provide comprehensive instruction and to teach for student understanding.
ESOL Standard 3.2: Standards-Based	Candidate in the lesson plan	Candidate in the lesson plan	Candidate in the lesson plan development and presentation

ESL and Content Instruction	development and presentation demonstrates excellence in managing, and implementing a variety of teaching strategies and techniques for developing and integrating ELLs English listening, speaking, reading, and writing skills and supports ELLs' access to the core curriculum by teaching language through academic content.	development and presentation satisfactorily manages, and implements a variety of teaching strategies and techniques for developing and integrating ELLs English listening, speaking, reading, and writing skills and supports ELLs' access to the core curriculum by teaching language through academic content.	fails to or provides limited demonstration of managing, and implementing a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills and supporting ELLs access to the core curriculum by teaching language through academic content.
ESOL Standard 3.2:a Standards-Based ESL and Content Instruction	Candidate in the lesson plan demonstrates excellence in organizing learning around standards-based ESL content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.	Candidate in the lesson plan satisfactorily organizes learning around ESL standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.	Candidate in the lesson plan fails to adequately organize learning around ESL standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

VIII Field Experience Requirement

There is no fieldwork required for this course.

IX Course Policies

Class and Lab Attendance: It is expected that all students will be in attendance for all class and lab sessions.

This is a class that requires comprehensive participation and attention from each member. It becomes particularly difficult to prepare for laboratory experiences if you miss a class session in which strategies are taught or modeled. Many times, strategies are modeled in only one class session. If you miss a class **YOU** are responsible for any material given. After three absences, you **may receive an F in the course**. If you miss a lab micro teach **YOU will receive a zero for the missed exercise and may fail the course**. You must notify me via e-mail of your absence prior to your absence. Opportunities for make-up exams and/or assignments are limited to documented medical emergencies or personal emergencies pre-approved by the professor.

Make-Up Exam/Assignment Due Date Policy: Any assignment turned in late will result in an automatic 5 pt. loss each week that it is late. Late is defined as the end of the class session in which the assignment is due. If you need to be absent from class because of religious observances, you will not be penalized. If you desire to be excused from class to observe a religious holy day because of your religious faith, you must notify me in writing at least two (2) weeks in advance. You are responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed

X Academic Integrity Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism
(http://www.fiu.edu/~sccr/standards_of_conduct.htm)

XI Disability Resource Center (<http://drc.fiu.edu/>)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

XII Course Outline – Schedule

The following schedule is an approximation of the material covered per week. Time, dates, or assignment due dates may need to be adjusted - particularly for the Monday evening class, due to holidays. Your professor will announce any changes to the calendar.

- August 28 Introduction to class, review of syllabus,
- September 4 traits of an effective teacher, FEAPs to be covered, instructional objective, lesson plan format and purpose, Common Core and SSS standards, Instructional Objectives, lesson plans, assign instructional objective, content outline, explanation, set, closure ***(Module Sale)***
Bring \$30 cash ONLY to class
- September 11 Data Driven Instruction, Review of planning process, lesson plan elements, IO, explanation, set, and closure
- September 18 Performance of presentations of explanation and set**, First Group reflection of performances,
- September 25 **Performance of presentations of explanation and set**, Second Group presents
- October 2 Learning styles (VAKT), stimulus variation Gardner’s multiple intelligences, attending behaviors, verbal-nonverbal communication, Multiple intelligences stimulus variation
- October 9 Midterm exam**
- October 16 ELL accommodation Instruction and Code of Ethics, Review of: SPED (Special Education students), Teach 2 review
- October 23 Midterm Micro-teach/ELL Explanation– In ZEB building**
- October 30 Bloom’s Taxonomy; convergent/divergent thinking, Wait time 1 & 2, feedback, praise, probing, prompting, discussion
Reflection Paper due
- November 6 Bloom’s Taxonomy; convergent/divergent thinking, Wait time 1 & 2, feedback, praise, probing, prompting, discussion continuous improvement model, Cooperative learning, Review for Final Teach
Code of Ethics paper due
- November 13 **Final Micro – in ZEB building** – teaching labs, teach to be performed and uploaded as TaskStream artifact. The following topics CANNOT be done for the final micro teaching lab: Euthanasia School uniforms, Capital punishment, and Abortion
ELL Strategies due as part of lesson plan
- November 20 **Final Micro – in ZEB building** – teaching labs, teach to be performed and uploaded as TaskStream artifact. The following topics CANNOT be done for the final micro teaching lab: Euthanasia School uniforms, Capital punishment, and Abortion
ELL Strategies due as part of lesson plan
- November 27 No Class – Thanksgiving Holiday

December 1 FEAPs reviewed; **Final exam administered**