FIU | Education
FLORIDA INTERNATIONAL UNIVERSITY

Department of Teaching and Learning
EDG 3321/5414
Creating and Managing Teaching Environments:
Instructional Decisions and Classroom Management (3 credits)
SPRING 2018
Section: RVC 1181
Online

Professor: Robin Faith Amparo

Office: FIU at I-75

Mobile: TEXT ONLY! BETWEEN 9AM AND 7PM! 954-649-3290 (Identify yourself)

Office Hours: Arranged upon request

Email: amparor@fiu.edu

- ➢ **This syllabus is subject to change.**
- ➢ **I will respond to email communication within 36 hours.**
- ➢ **All assignments will be evaluated within 14 days.**

I.   COURSE DESCRIPTION

Effective, ethical, engaging instruction in combination with appropriate classroom management approaches help to create teaching environments that best support student learning. It is important for teacher education candidates to understand that skillfully managing teaching environments involves interplay between instructional decisions and classroom management.

EDG 3321 provides candidates with understandings, skills and dispositions necessary for successfully creating and managing teaching environments to support the learning of all students. The classroom teacher of the 21st century will be required to create positive teaching environments for diverse, multicultural students. Candidates must develop competence in making culturally responsive decisions that reflect an awareness of the interrelatedness of culture, diversity, instructional choices and classroom management. This course will assist teacher education candidates in developing their abilities to create culturally appropriate teaching environments through four broad strands (see table below): (1) Effective Instructional Planning and Delivery, (2) Classroom Management; (3) Assessment; and, (4) Ethics. In addition, several common themes will permeate these strands: Habits of Mind (HoMs), School Resources, Collaboration with Parents and Peers, School Structure, Teacher Evaluation Systems, Use of Technology in Teaching Environments. Through this course, teacher education candidates will come to understand that

1. Effective instructional planning and deliver encompass crucial knowledge, skills and dispositions.
2. Culturally responsive classroom management interplays with instructional decisions.
3. Appropriate assessments are derived from instructional decisions and call for relevant classroom management approaches.

4. Ethical considerations are foundational for a teacher's ability and willingness to make culturally appropriate instructional and classroom management decisions towards developing caring teaching and learning environments.

Among topics addressed in this course that support the 4 broad strands and common themes are the following:

	Effective Instructional Planning and Delivery (FEAP 1 and 3/18%)	Classroom Management (FEAP 2/15%)	Assessment (FEAP 4/14%)	Ethics (FEAP 6/9%)
Enduring Understandings				
	Lesson Planning: Objectives and components of Lesson plans and Professional Teaching Standards (Common Core, LAFS/MAFS)	Design and implement a classroom layout and behavior management plan that maximizes academic learning time and meets the needs of diverse learners	List and describe different assessments and their uses (Standard, criterion, formative, summative, portfolios, rubrics, etc.)	Governing Documents/Guidelines for Educators – Florida Code of Ethics for the Teaching Profession
	Demonstrate the basic attributes of effective questioning (i.e., scaffolding, prompting, probing, wait-time, feedback, praise)	Identify Surface Management Techniques to deal with misbehavior	Data and accountability – measuring student progress over time	School Board Rules – resources
	Selection and sequence of appropriate learning activities	Research behavior theorists and identify skills related to the management techniques used by the behavior theorists	Reflection of teaching strategies that are effective with diverse learners	Continuous Personal Improvement – Reflective Practices (recording, journaling, cultural biases)
	Engaging and motivating learners	Develop Classroom Rules and Procedures and identify the differences between the two		

| Important to Know & Do				
	Authentic Teaching methods (including higher order, Bloom's Taxonomy, and DOK)	Identify Cultural influences and bias effects on classroom management	Considerations for test construction – alternate-choice, multiple-choice, matching, completion, essay, rubrics	Child abuse, technology (social media), student records, student grades
	Differentiated Instruction (including ESE, ELL, 504)	Identify the selection and appropriate uses of Incentives and Rewards	Grading Systems	Behavioral SB Rules – Need to select (example: Pledge, bathroom, corporal punishment
	Feedback – Corrective/Positive Academic/ Behavioral	Define transitions and best practices for time management		Reporting Requirements for teachers
	Teaching Experiences			
Worth Being Familiar With				
	Use of technology as a tool - Promethean	Communication with parents	Awareness of current standardized testing in schools	IPEG's; Marzano
	Cooperative Learning Strategies (Academic/ Behavioral)	Collaboration with peers and other professionals	Grading in schools – Technology, parent supervision, two grades	
	Pacing Guides and Curriculum Maps	Bullying		
Common Strands – Habits of Mind (HoMs), School Resources, Collaboration with Parents and Peers, School Structure, Teacher Evaluation Systems, Technology				

Prerequisites: None   Corequisites: None

HOWEVER:

All ElAll Elementary and Special Education majors must pass the GK Exam and be fully admitted to their program by the end of the semester they successfully complete 72 credit hours.

- If the student has not passed all four sections of the GK Exam by 72 credit hours, the student must take a required 1-credit course, pay lab fee, complete all required assignments, register and take the FTCE Exam.
- Students who do not pass the FTCE Exam by the completion of 90 credit hours may be counseled out of the program.
- If you have any questions, please speak with your adviser in Student Advising.

II.   REQUIRED TEXTS
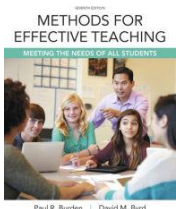
***Methods for Effective Teaching: Meeting the Needs of All Students,* 7th Edition**

Burden & Byrd, 2015. Pearson, ISBN-10: 0134057589 • ISBN-13: 9780134057583

Click here to buy your textbooks online at the FIU Bookstore

III.   CONCEPTUAL FRAMEWORK

The desired future of the School of Education and Human Development 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 of the Conceptual Framework of the College of Education – Revised 2007, p.1). Teacher candidates are expected to demonstrate proficiencies, or learning outcomes, which are explained in the School's Conceptual Framework. Students are required to know, do, and understand the proficiencies of their specific program.

The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the School of Education. The outcomes include:

- o Unit <u>Content</u> Outcome: Stewards of the Discipline (Knowledge);
- o Unit <u>Process</u> Outcome: Reflective Inquirer (Skills); and
- o Unit <u>Dispositions</u> Outcome: Mindful Educator (Dispositions-HoM).

The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state standards (Florida Educator Accomplished Practices – FEAPs), the Florida Standards for Teachers of English for Speakers of Other Languages 2010, Professional Educations Competencies for Elementary K-6, and professional standards (Interstate New Teacher Assessment and Support Consortium - INTASC).

While practicing the three concepts of the Conceptual Framework of the FIU's School of Education, this course's Major Unit Outcomes are Stewards of the Discipline and Reflective Inquirer.

IV.   COURSE OBJECTIVES AND EXPECTED LEARNING OUTCOMES

EFFECTIVE INSTRUCTIONAL PLANNING AND LESSON DELIVERY:
- Lesson Planning: Objectives and components of Lesson plans and Professional Teaching Standards (Florida Standards, LAFS/MAFS)
- Demonstrate the basic attributes of effective questioning (i.e., scaffolding, prompting, probing, wait-time, feedback, praise)
- Selection and sequence of appropriate learning activities - Pacing Guides and Curriculum Maps
- Identify methods for engaging and motivating learners
- Compare and contrast authentic teaching methods (including higher order, critical thinking, Bloom's Taxonomy, and Webb's Depth of Knowledge (DOK)
- Describe and apply Differentiated Instruction in lesson plans (including ESE, ELL, 504)
- Identify effective lesson delivery components
- Identify appropriate feedback (Corrective/Positive and academic/behavioral)

- Implement technology in the classroom
- Cooperative Learning Strategies (Academic/Behavioral)
- List and describe different assessments and their uses (Standard, criterion, formative, summative, portfolios, rubrics, etc.)
- Using data and accountability for measuring student progress over time
- Reflection of teaching strategies that are effective with diverse learners
- Identify necessary components for test construction – alternate-choice, multiple-choice, matching, completion, essay, rubrics
- List different types of grading systems (weighted, percentage, etc.)
- Identify current standardized testing in schools
- Identify components of grading that is currently used in schools (technology, requirements, parent communication

STANDARDS MET:
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES: Instructional Design and Lesson Planning: A.1.a.; A.1.b.; A.1.c
The Learning Environment: A.2.e.; A.2.h.
Instructional Delivery and Facilitation: A.3.a.; A.3.d.; A.3.g.; A.3.h

PROFESSIONAL EDUCATION COMPETENCIES AND SKILLS: Knowledge of Instructional Design and Planning: 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10
Knowledge of Appropriate Student Centered Learning Environments: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7
Knowledge of Instructional Delivery and facilitation through a comprehensive understanding of subject matter: 3.1; 3.2; 3.4; 3.6; 3.9; 3.10)

TESOL STANDARDS: Standard 3.2: Standards-Based ESL and Content Instruction; 3.2.a Organize Learning around standards based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

OTHER ELEMENTS OF THE UNIFORM CODE CURRICULUM: f. Teaching strategies to meet the needs of diverse student populations.

CLASSROOM ENVIRONMENT AND MANAGEMENT:

- Design and implement a classroom layout and behavior management plan that maximizes academic learning time and meets the needs of diverse learners
- Research behavior theorists and identify skills related to the management techniques used by the behavior theorists
- Develop classroom rules and procedures and identify the differences between the two

- Identify cultural influences and bias effects on classroom management
- Identify the selection and appropriate uses of incentives and rewards
- Define transitions and best practices for time management
- Describe appropriate communication with parents (including those that are English Language Learners)
- Develop methods and skills for collaboration with peers and colleagues
- Describe bullying and best practices for addressing in the classroom

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES:
The Learning Environment: A.2.a.; A.2.b.; A.2.d.; A.2.f.

PROFESSIONAL EDUCATION COMPETENCIES AND SKILLS: Knowledge of Appropriate Student Centered Learning Environments: 2.1; 2.2

ESOL STANDARDS: Standard 1.1: Culture as a factor in ELL's Learning: 1.1.e Understand and apply knowledge about home/school connections to build partnerships with ELL.s Families

PROFESSIONAL ETHICS:

- Identify the governing documents for educators in Florida - Florida Code of Ethics for the Teaching Profession
- Identify pertinent rules regarding: child abuse, technology (including use of social media), student records and grades
- Participate and develop skills for continuous personal improvement through reflective practices
- Identify the Code of Ethics and School Boards Rules for Self Reporting Requirements for Teachers
- Compare and contrast teacher evaluation systems

STANDARDS MET:
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES:
Continuous Professional Improvement: B.1.c; B.1.f Professional Responsibility and Ethical Conduct: B.2.b

PROFESSIONAL EDUCATION COMPETENCIES AND SKILLS: Knowledge of the Code of Ethics and the Principles of Professional Conduct of the Education Profession: 6.1; 6.2; 6.3; 6.4; 6.5

ESOL STANDARDS: N/A

OTHER ELEMENTS OF THE UNIFORM CODE CURRICULUM: i. Educational Law; j. Professional Ethics; k. Write and speak

V.   COURSE EXPECTATIONS

This course affords students the opportunity to develop and intentional, mindful, and ethical dispositions that are characteristic of effective teachers. It is expected that students will participate actively as demonstrated by punctual completion of all assignments and activities, and the application of Habits of Mind as appropriate (Costa & Kallick, 2000) to their teaching and learning behaviors. Habits of Mind (HOMs) are an identified set of 16 problem-solving, life-related skills that assist teaching professionals and their students in realizing positive outcomes. The HOMs are:

1. Persisting
2. Managing Impulsivity
3. Listening with Understanding & Empathy
4. Thinking Flexibility
5. Thinking about Thinking (Metacognition)
6. Striving for Accuracy
7. Questioning & Posing Problems
8. Applying Past Knowledge to New Situations
9. Thinking & Communicating with Clarity & Precision
10. Gathering Data through All Senses
11. Creating, Imagining, Innovating
12. Responding with Wonderment & Awe
13. Taking Responsible Risks
14. Finding Humor
15. Thinking Independently
16. Remaining Open to Continuous Learning

Some personal thoughts: The role of educators is significant in all arenas of our lives. Our work must be reflective of intellectually serious decision-making by resourceful, intelligent, caring, and creative professionals. This course stresses the development of reflective, collaborative practice and praxis contextualized in all dimensions of diversity, inclusion, critical and culturally sustaining pedagogy, and social justice. You should have an awareness of your personal professional dispositions. Your goal as education professionals should be to become:

- **Competent scholars** well-informed in your content area, curriculum, and pedagogy, who intentionally translate theory into practice;
- **Reflective practitioners** who combine clinical experience with an evolving scholarly knowledge base to continually develop as professionals;
- **Concerned professionals** who model exemplary practice, demonstrate sensitivity to and respect for the diverse characteristics and perspectives of student learners;
- **Emerging leaders** who actively continue your professional learning and seek opportunities to assume professional responsibility;

- **Collaborative partners** who successfully demonstrate interpersonal skills and establish collegial relationships in professional settings; and
- **Informed advocates** who collaborate with colleagues and institutions to effect positive community change.

I view all educators as professional leaders who must possess a complex understanding of major social, economic, political, cultural, and ideological issues that affect and influence you, the students and families you serve, and the communities in which you live. **<u>Education is, therefore, inherently political work.</u>**

Diversity and Inclusion: Everyone is welcome in this course. I value all aspects of diversity grounded in the understanding that diversity comprises the complexity of intersecting identities including race, ethnicity, class/socioeconomic status, gender, gender performance, educational needs, language, perspective, religion, sexual orientation, age, physical ability, ways of learning and understanding, and geographic location. I strive to create abundant spaces of academic study through which my students and I construct and reconstruct our understanding of ourselves as educators, citizens, and human beings and clarify and develop our values as we continue to become teachers.

My Expectations: I take my work as a scholar-educator-advocate very seriously and regard education as some of the most important social and political work done in our society. My personal and professional expectations of my colleagues, my students, and myself are, thus, extremely high. As educators, the most powerful messages we send to our students, colleagues, and communities come through our actions, and it behooves us to model responsible, positive, thoughtful behavior. Each of us has our own way of being in the world, our own values, and our own beliefs about what constitutes a good society. Nevertheless, I expect that we will all strive to model certain professional attitudes, dispositions, and behaviors. Primary among these are respect for all aspects of diversity, a positive and supportive attitude toward the groups of which we are a part, a strong sense of ethics, civility, respect for public space, offering helpful, constructive feedback, sharing knowledge and experiences, and meeting our commitments. We should work to represent the university, our program, and ourselves in the best possible light.

If you are experiencing any issues that threaten to affect you or your performance in the course, it is your professional responsibility to notify me immediately. The earlier that you identify problems and inform me of them, the easier they are to solve. I am committed to your success in the course, in the program, and in your careers, but you are ultimately responsible for your own achievement.

Course Throughlines (Essential Questions)

1. What is the importance of evolutionary critical reflection on identity, subjectivity, ethical practice, and personal/professional growth and development as an educator?
2. How can we create and engage all students in rich, abundant, equitable, ethical, and culturally sustaining learning opportunities?
3. How can we establish collaborative professional learning communities with all community members including colleagues, students, parents, the community, and other professionals?

Course Curricular Aims: Through academic study in this course, you will begin to understand the nature of our work and the complexity of teaching. You are not "just" a teacher; you are a professional, a public intellectual, a learner, and an advocate. Our schools embody the complexities of social context, history, ideology, politics, economics, and culture; they are neither neutral nor objective "spaces apart" from the communities in which they exist. You will also begin to develop an understanding of the importance of continuous critical reflection on and clarification of your values as a professional educator, which is essential in evaluating, critiquing, interrupting, and countering oppressive education policies, practices, institutional structures, curricula, and pedagogical practices.

Note: This class is not an instrumental "strategies" or "how-to" course that purports to impart a standardized model of education. Rather, this course challenges you to consider how teaching methods can become part of your work to engage ALL students successfully in the process of learning. Although you will be asked to critically reflect on how you might apply the concepts under study to your practice, in reality, application to practice is highly contextual.

Participation: Participation and preparedness for class are expected and required. I consider this at the very least a professional courtesy. A significant portion of this course requires weekly discussions, which function as a course seminar. Time management and adequate preparation are required for effective engagement and participation. Persistent and/or excessive failure to participate in the course discussions, late submissions of assignments, etc., will necessitate a conference to determine the feasibility of remaining in the course. If a withdrawal is indicated, the student is responsible for completing the formal withdrawal process according to mandated deadlines.

Written Assignments: All written work must be submitted in APA style as prescribed in the *Publication Manual of the American Psychological Association* (6th ed.). See also the [Purdue Online Writing Lab](#) for further guidance on APA format. Written assignments must be submitted in Microsoft Word by the appropriate due dates. Graded work is evaluated for content quality, organizational effectiveness, and APA style. Rubrics will be provided for written assignments.

Late Assignments: All assignments must be completed and submitted by the dates listed on the syllabus and the weekly overviews. Assignments submitted late will not be accepted for credit. I will make exceptions in appropriate circumstances at my discretion if the learner has made prior arrangements with me. If you cannot complete an assignment on time because of work requirements, travel, or illness, you must notify me as soon as possible.

University Policies: Please review the [FIU Policies Webpage](#), which includes important information regarding university policies, rules, academic misconduct, and acceptable netiquette for online courses.

I am especially concerned about plagiarism which is defined as: *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*. There are no legitimate excuses for plagiarism. If you are unclear about what plagiarism is or how to legitimately reference the work of others in your own scholarship, ASK ME!

Incompletes: The grade of "I" (incomplete) is given at the sole discretion of the professor and is reserved for situations in which exceptional circumstances prevent a student who has satisfactorily participated in the course from completing the remaining work by semester's end. An incomplete must be made up as quickly as possible, but no later than two consecutive semesters after the initial taking of the course. Failure to do so will result in the instructor awarding the grade the student would have earned in the course.

Accessibility: The [Disability Resource Center](#) collaborates with students, faculty, staff, and community members to create learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students special needs the necessary supports to successfully complete their education and participate in activities available

to all students. If you have diagnosed special needs and plan to use academic accommodations, please contact the DRC at 305-348-3532 or visit them at the Graham Center (GC) 190.

Please visit the ADA Compliance Webpage for information about accessibility involving the tools used in this course. Please visit Canvas's Commitment to Accessibility Webpage for more information.

Assignments: Detailed instructions and assessment criteria will be provided. All written assignments are due no later than the due dates noted for each week's Module.

1. **Module Reading Responses:** Learning and understanding occur in both solitary study and in social context through which we formulate understanding by reflecting on our own thoughts and experiences in combination with the ideas and experiences of others. I expect you to thoroughly read and analyze all assigned readings. As a group, you will discuss and analyze essential themes in the readings and their relationship to the course. Discussions will be in the form of a Q-R-Q:

   - One **quotation** from the reading that particularly resonates with you (provide a page reference);
   - A critical, **analytical response** to the quotation. Your response can critique, question, support the concept inherent in the quotation, **should reflect on connections to previous readings**, and it should reflect on **possible implications for your practice**; THIS MEANS THAT YOU DO NOT SUMMARIZE OR RETELL THE QUOTATION THAT YOU SELECT!
   - One **question** that emerged from the reading that you would like to pose to the group, which can generate discussion and help us develop understanding of the reading

   Your original discussion post will be due on the THURSDAY by 11:59 pm of the respective Module. You MUST PASTE YOUR Q-R-Q OR TYPE DIRECTLY into the discussion box. You will then have until Sunday evening at 11:59 pm to engage with at least two of your colleagues' posts. Your original post, exclusive of the quoted text and your ultimate question, MUST BE at least 250 words. Your responses to your colleagues MUST BE AT LEAST 175 words. Remember: DO NOT simply summarize or retell the reading. I AM LOOKING FOR ANALYSIS – DISCUSS THE IMPLICATION AND/OR RELEVANCY OF WHAT YOU CHOSE TO QUOTE.

   Graduate Students (registered in EDG 5414 RVC) are required to include at least 2 additional sourced references in each Discussion Board Q-R-Q, and develop an original post of at least 500 words, with responses to colleagues of at least 300 words.

2. **Teaching Practicum:** After studying teaching concepts, strategies, and methods of lesson planning and delivery, you will be asked to complete a task or examine given scenarios by which to identify, apply, and analyze the effectiveness of these concepts, strategies, and methods. These assignments can require responses written continuous prose (short essays), lesson plan template completion, or be in the form of objective test questions.

3. **Lesson Plan/Reflection [Taskstream]:** Submit a fully developed lesson plan using the format provided. I will evaluate your lesson plan according to the following:
   - Free of punctuation, spelling, and grammatical errors.
   - Your curricular aims.
   - The set must be fully explained and contain an example of stimulus variation.
   - The body of the lesson plan must include essential questions to stimulate high-order thinking.
   - Connect prior knowledge to sequence the activities and concepts.

- Explain appropriate culturally sustaining practices (ELL, SPED).
- Note appropriate Florida State Standards (http://www.cpalms.org/Public/).

The reflection should address how you might further differentiate instruction to better meet diverse learning needs and other ways in which you would modify the lesson plan.

4. **Classroom Map and Narrative [Taskstream]:** Create a classroom diagram that promotes cooperative learning by creating computer generated diagram with the physical layout of your classroom for a minimum of 20 students including:

- Two English Language Learners (ELLs);
- Two Exceptional Student Education (ESE) program students: 1) one dyslexic student who confuses letter names and sounds, has difficulty blending sounds into words, and reads slowly while struggling to remember what was read; 2) one student diagnosed with Attention-Deficit/Hyperactivity Disorder (AD/HD) who has difficulty focusing and concentrating, is easily distracted, impulsive, can't sit still, loses interest easily and tends to daydream.
- Two students with more than typical behavioral issues
- 14 general education students

The diagram must graphically display:
- Seating arrangements that promote cooperative learning
- Labels for desks of each of the students described above.
- The teacher's desk
- Small group teaching station
- A minimum of two other centers (library center, math center, etc.)

Your narrative must provide your rationale for placement of your ELL and special needs students, the teacher's desk, small group teaching station, and your two centers.

5. **IRIS MODULES [Taskstream]:**

1. Go to the following website:
   a. http://iris.peabody.vanderbilt.edu/index.html
2. Click on the toolbar button titled Resources
3. In the drop down menu, go to IRIS Resource Locator
4. This will take you to a screen based on topic.
5. You will complete THREE different modules during the semester.
   a. Under the topic: **Behavior and Classroom Management**, you will be completing the following three modules titled:

MODULE #1: Classroom Management Part #1 – **AND** Self-Survey of Cultural Awareness [TASKSTREAM]
MODULE #2: Addressing Disruptive Behaviors Part #1
MODULE #3: Addressing Disruptive Behaviors Part #2

For each of the modules, you will complete the following activities:

6.   Click on the icon, Perspectives and Resources.
7.   Read all content, view all media content, and take notes as you navigate through the module. When you have finished the entire Thoughts and Perspectives section of the modules, respond to all questions in the Assessment section. All answers must be in complete sentences and answer all questions thoroughly, using proper grammar and sentence structure. Cut and paste answers will not be accepted.

5. **Professional Competencies Quiz [Taskstream]:** Based on the Florida Department of Education Code of Ethics and Principles of Professional Conduct and other resources, pre-service educators will complete a quiz and upload the graded quiz with a score of 70% or better.

Assignment Point Values

Assignment	Points Available
Q-R-Q Reading Responses – total of 10 [CANVAS] ✓ Original Q-R-Q (10 points) ✓ Responses to TWO other threads (5 points each)	200
Teaching Practicum: ✓ Assorted Tasks [CANVAS]	300
Final Lesson Plan & Reflection Paper [CANVAS/Taskstream]	150
Classroom Diagram/Narrative [CANVAS/Taskstream]	200
Professional Ethics Quiz [CANVAS/Taskstream]	P/F
IRIS Modules ✓ Cultural Responsiveness [CANVAS/Taskstream]	150

✓ Module 1 Assessment [CANVAS/Taskstream]	
Total Points Available	**1000**

Graduate Students (registered in EDG 5414 RVC) are required to include 2 additional sourced references in each Discussion Board Q-R-Q, and develop an original post of at least 500 words, with responses to colleagues of at least 300 words.

Course Grading Scale

Percentage	Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade
Above 94	A	83-80	B-	Below 65	F
93-90	A-	79-77	C+		
89-87	B+	76-70	C		
86-84	B	69-65	D		

VI.   TASKSTREAM POLICIES

Assignments: Taskstream Artifact and 2-point Rubric

Taskstream is the School of Education's web-based electronic portfolio application that will allow you to upload and share selected work via the World Wide Web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. Beginning in fall 2008, all students enrolled in Education courses 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 website: http://education.fiu.edu/taskstream/

- All students in courses with critical tasks on *Taskstream* must purchase accounts and upload artifacts
- Faculty must specify in course syllabus the *Taskstream* assignment, rubric, and upload policy
- If pedagogically feasible, students should upload course artifacts two weeks before the end of classes; final deadline for all uploads will be announced by the professor.
- Students who earn an "Unacceptable" rating on the course critical task will be provided with one (1) remediation to achieve the Acceptable level. If students are unable to achieve Acceptable, the rating of "Unacceptable" will remain and students may receive a non-passing grade in the course
- Students who fail to upload artifacts by the deadline will receive a **non-passing** grade in the course – the letter grade of "F" is recorded regardless of the student's earned grade for completed assessments
- Faculty must provide final *Taskstream* evaluation before final grades are submitted
- *Taskstream* will be deactivated by the end of the first week of the subsequent semester and students who have not uploaded as required will no longer be able to do so without email confirmation from the instructor

This course requires you to use a *Taskstream* account for uploading your critical assignments for Florida Teacher Certification and other School of Education purposes. Your *Taskstream* account will be used in many FIU School of Education courses. It also offers you storage space and web folio development for your professional use. The self-enrollment code for this course will be available after February 15, 2018.

The School of Education website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- School of Education provided training workshop schedule

Once you have a *Taskstream* account, you will need to self-enroll in an assessment program that houses this course. **Please sign up for an account as soon as possible. Enrollment Codes will be available after February 15, 2018. You are required to SELF-ENROLL IN THE CORRECT SECTION of the course. For help, go to:**

FUI – School of Education Taskstream Office ZEB 211 305-348-3655/6143 tstream@fiu.edu	TaskStream 800-311-5656 help@taskstream.com (Monday – Friday, 8:00 am – 7:00 pm ET)

Students who fail to upload their artifact(s) after the Instructor authorized them to do so by the no later than due date, will receive an "F" in the course.

Tentative Course Schedule (Tentative and subject to change)

Week	Assignments
Module 1: Jan 8 -14 Course Intro/Context	✓ Please review the course syllabus and expectations & obtain text. ✓ Please read - http://www.theatlantic.com/education/archive/2016/05/education-inequality-takes-center-stage/483405/ ✓ Please read Eduardo Bonilla-Silva's "The Strange Enigma of Race in Contemporary America" (PDF in the Module 1 Folder) – ✓ **Due: Q-R-Q #1** Please upload your **initiating, original post** in the Module 1 Discussion area by **Thursday Jan 11, 2018.**
Module 2: Jan 15 – 21 Instructional Planning	✓ Reading – Burden & Byrd Chapters 1 & 2 ✓ **Due: Q-R-Q #2** Please upload your **initiating, original post** in the Module 2 Discussion area by **Thursday 19, 2018.**
Module 3: Jan 22 -28 Lesson Planning	✓ Reading – Burden & Byrd Chapters 3-4 ✓ **Due: Teaching Practicum Task – Create 5 Behavioral Instructional Objectives aligned with Florida Standards (Grades K-12 in a _VARIETY_ of Core Content Areas & Grade Levels)**
Module 4: Jan 29 – Feb 4 Instructional Strategies	✓ Reading – Burden & Byrd Chapters 5-6 ✓ **Due: Teaching Practicum Task – Create A Mini Lesson Plan including IO/FL STD/CONTENT OUTLINE/SET/EXPLANATION/CLOSURE WITH _VKAT_ (Grades K-12 in Core Content Areas ONLY)**
Module 5: Feb 5 – Feb 11 Promoting Understanding	✓ Reading – Burden & Byrd Chapter 7-8 ✓ Reading – Miscellaneous documents to support the Teaching Practicum assignment due in this module. ✓ **Begin Self-Pacing to complete IRIS MODULE #1 DUE NEXT MODULE!** ✓ **Due: Teaching Practicum Task – ELLs/Differentiation/I Do It-We Do It-All of You Do It-Alone You Do It**
Module 6: Feb 12 – Feb 18 Classroom Management	✓ Reading – Burden & Byrd Chapter 9 ✓ **Due: IRIS MODULE #1 with Diversity Awareness Self-Assessment Results**

	✓ **Due: Q-R-Q #3** Please upload your **initiating, original post** in the Module 6 Discussion area by **Thursday Feb 15, 2018.**
Module 7: Feb 19 - 25 **Classroom Discipline**	✓ Reading – Burden & Byrd Chapter 10 ✓ Reading – *Steele's Principles of the Classroom Environment*
	✓ **Begin Self-Pacing to complete Classroom Maps/Classroom Rules & Procedures DUE NEXT MODULE!**
	✓ **Due: Q-R-Q #4** Please upload your **initiating, original post** in the Module 7 Discussion area by **Thursday Feb 22, 2018.**
Module 8: Feb 26 – Mar 4 **Assessment**	✓ Reading – Burden & Byrd Chapter 11 ✓ Reading – *Implementing Alternative Assessment: Opportunities & Obstacles* ✓ Reading – Miscellaneous Documents regarding Bloom's Taxonomy for developing Questions and Webb's DOK ✓ **Due: Teaching Practicum – Developing Bloom's Questions and Webb's DOK Extension (Cooperative Learning Activity)** ✓ **Due: Classroom Maps/Classroom Rules & Procedures (CANVAS ONLY THIS MODULE; TASKSTREAM AFTER FEEDBACK AND REVISIONS)**
Module 9: Mar 5 – Mar 11 **Grading & Recordkeeping**	✓ Reading – Burden & Byrd Chapter 12
	✓ **Begin Self-Pacing to complete all requirements of the Final Lesson Plan – Use the feedback as you receive it from your Teaching Practicum Assignments. Final Lesson Plan due MODULE 13** ✓ **Begin Self-study of Professional Ethics Information – QUIZ TAKEN IN NEXT MODULE!**
	✓ **Due: Q-R-Q #5** Please upload your **initiating, original post** in the Module 9 Discussion area by **Thursday Mar 8, 2018.**
Mar 12 – Mar 18	SPRING BREAK - ENJOY
Module 10: Mar 19 – Mar 25 **Communicating with Stakeholders**	✓ Reading – Burden & Byrd Chapter 13
	✓ **Continue Self-Pacing to complete all requirements of the Final Lesson Plan – Use the feedback as you receive it from your Teaching Practicum Assignments. Final Lesson Plan due MODULE 13**

	✓ **Due: Professional Ethics Quiz (CANVAS; then Taskstream once at least a 70% score is achieved)**
	✓ **Due: Q-R-Q #6** Please upload your **initiating, original post** in the Module 10 Discussion area by **Thursday Mar 22, 2018.**
Module 11: Mar 26 - Apr 1 The Importance of Culture	✓ Reading – Django Paris: *Culturally Sustaining Pedagogy*
	✓ **Continue Self-Pacing to complete all requirements of the Final Lesson Plan – Use the feedback as you receive it from your Teaching Practicum Assignments. Final Lesson Plan due MODULE 13**
	✓ **Due: Q-R-Q #7** Please upload your **initiating, original post** in the Module 11 Discussion area by **Thursday Mar 29, 2018.**
Module 12: Apr 2 – Apr 8 Teaching to Transgress	✓ Reading: *Bell Hooks: Teaching to Transgress*
	✓ **Continue Self-Pacing to complete all requirements of the Final Lesson Plan – Use the feedback as you receive it from your Teaching Practicum Assignments. Final Lesson Plan due MODULE 13 – NEXT MODULE!!!**

	✓ **Due: LAST CHANCE TO UPLOAD TO TASKSTREAM THE FOLLOWING ARTIFACTS –**
	    o **PROFESSIONAL ETHICS QUIZ**
	    o **CLASSROOM MAPS & NARRATIVE**
	    o **IRIS MODULE #1 WITH DIVERSITY SELF-AWARENESS SURVEY**

	✓ **Due: Q-R-Q #8** Please upload your **initiating, original post** in the Module 12 Discussion area by **Thursday Apr 5, 2018.** ✓
Module 13: Apr 9 – Apr 15	✓ No assigned reading.
	✓ **Revision Final Lesson Plan as appropriate – Due to Taskstream Next Module**

	✓ **Be sure that you have upload properly to Taskstream:**
	    o **Your Successful Score on the Professional Ethics Quiz**
	    o **Your IRIS Module #1 including your Self-Survey on Cultural Awareness**
	    o **Your Classroom Maps (whole group/small groups) with Rules, Consequences, Rewards, and Procedures**

Module 14: Apr 16 – Apr 22	✓ Reading/Viewing - TBA

	✓ **Begin self-pacing to develop the Reflective Paper on your Lesson Plan as required by the Taskstream Rubric. Use the feedback that you received from your Teaching Practicum Assignments as data. Final Lesson Plan with Reflection Paper due to Taskstream in NEXT MODULE!!!** ✓ **Due: Lesson Plan ONLY (without Reflection Paper)- CANVAS ONLY! – WAIT FOR FEEDBACK TO REVISE BEFORE UPLOADING TO TASKSTREAM!** ✓ **Due: Q-R-Q #9** Please upload your **initiating, original post** in the Module 14 Discussion area by **Thursday, Apr 19, 2018.**
Module 15: Apr 23 – Apr 29	✓ Reading: TBA ✓ **Due: Lesson Plan with Reflection Paper (UPLOAD REVISED LESSON PLAN with your Reflection Paper to Taskstream)** ✓ **Due: Q-R-Q #10** Please upload your **initiating, original post** in the Module 15 Discussion area by **Thursday, Apr 26, 2018.** ✓ Final Exam Week – Course Closeout