

Department of Family and Consumer Sciences

Mrs. Fleenor

Teaching II

Course Syllabus

COURSE DESCRIPTION:

Teaching II is a one-credit course. Content provides students with advanced knowledge and skills used in the education field. Concepts of legal aspects of education, instructional resources, motivation, types of assessments, constructing texts, positive learning environments, lesson planning and teaching for various areas and grades, reading level of instructional materials, classroom management strategies, partnerships, public relations, professional associations, technology, and careers are included in the course. Observational experiences are a required component of this course. Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth. Students are encouraged to join Family, Career & Community Leaders of America (FCCLA) which is a nationally recognized organization that promotes leadership focused on the family, their career and their community.

CRI Available for this course: Praxis II available for grades 2-6, 5-9 and 7-12. This testing would require study sessions and possibly the purchase of extra materials. Please see me during office hours if this is of interest to you.

This is NOT a lecture course. Class discussion is essential both in small groups and in the larger class. Students should come to class prepared to ask questions, evaluate materials and express their own reasoned views on topics.

COURSE OBJECTIVES:

1. Develop a personal philosophy of education.
2. Critique research studies to identify effective teaching and learning practices.
3. Determine the importance of evaluating the instructional climate of a learning community.
4. Demonstrate motivational techniques that enhance student achievement.
5. Calculate the reading level of various instructional materials.
6. Compare classroom management strategies used at various grade levels.
7. . Develop a scope and sequence chart for a specific subject matter area and grade level.
8. Develop course outlines for a specific subject matter area and grade level.
9. Develop lesson plans for a specific subject-matter area and grade level.
10. Teach lessons designed for course content in a specific subject matter area and grade level.
11. Develop instructional resources for specific subject matter area and grade level that meets specific instructional goals and educational initiatives.
12. Develop ALEX lesson plans.
13. Develop lesson plans using the Rigor and Relevance Framework.
14. Analyze the importance of building “relationships” to enhancing student achievement.
15. Teach lessons.
16. Analyze types of assessments used to evaluate student achievement.
17. Construct true and false tests.
18. Construct multiple choice tests.
19. Construct matching tests.

20. Construct essay tests.
21. Construct short answer tests.
22. Construct rubrics.
23. Construct non-testing assessments.
24. Construct self-evaluation tests.
25. Construct peer evaluation tests.
26. Describe how criterion reference assessments are used to assess content knowledge and skill in specific subject matter area and grade level.
27. Describe how norm reference assessments are used to assess content knowledge and skill in specific subject matter area and grade level.
28. Describe how rubrics are used to assess content knowledge and skill in specific subject matter area and grade level.
29. Describe how formative assessments are used to assess for content knowledge and skill in specific subject matter area and grade level.
30. Describe how summative assessments are used to assess content knowledge and skill in specific subject matter area and grade level.
31. Determine ways that assessments can be adapted to meet the learning needs of special students.
32. Identify assessments mandated by the Alabama Department of Education.
33. Determine how to assign grades that assess the mastery or proficiency of student achievement.
34. Identify community partnerships that can enhance instructional programs at various grade levels.
35. Determine strategies to utilize community partnerships to enhance the instructional program at various grade levels.
36. Establish an advisory council to be implemented at various grade levels.
37. Develop a program of work for an advisory council to implement at various grade levels.
38. Develop a public relations program that promotes classroom and school support at various grade levels.
39. Analyze characteristics of professionalism within the educational workplace.
40. Contrast purposes of professional organizations in the field of education.
41. Determine how technology is used in the instructional process.
42. Analyze the most popular software packages available in the educational market.
43. Describe technology used in the 21st century classroom.
44. Assess career options and entrepreneurial opportunities in the field of education.

CLASSROOM EXPECTATIONS

1. Good attendance is required for an adequate learning experience.
2. Bring all required materials to class each day.
3. Show respect to all persons (as well as their property) in class.
4. Follow directions the first time they are given.
5. Students who are tardy to class will be assigned to detention that must be served after school the following school day.
6. Student will have 3 days to bring in an excuse for their absence in order to be allowed to get credit for their make-up work. Zeros will be issued for all missed work until the excuse has been approved and the make-up work has been completed.
7. Obey all school rules (please refer to the student handbook).
8. Cell phone usage should be limited to that which is required for coursework.

Accommodations:

Requests for accommodations for this course or any school event are welcomed from students and parents.

GRADING POLICY

Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The Final Exam counts for 1/5 of final grade.

GRADING SCALE:

Daily grades/quiz	30%
Tests	70%

90-100	A
80-89	B
70-79	C
65-69	D
64 and lower	F

MISSED ASSIGNMENTS:

It is the student's responsibility to meet with the instructor to arrange a date and time that works for both parties for the test/missed assignments to be completed in a timely manner. Students should check google classroom for missed assignments. Students will be given daily grades for their student teaching responsibilities. As is the case for all professional educators, the expectation for students is that they will attend every day of their student teaching placements. However, because events may occur that require an absence, students will be given a written assignment to replace their teaching grade. Attendance is of the utmost importance to keep the authenticity and integrity of our program here at Bob Jones High.

ESSENTIAL QUESTIONS:

1. What impact does a teacher's educational philosophy have on student achievement?
2. Why is it important for teachers to keep abreast of current research being conducted in the field of education?
3. What impact does the teacher have on the instructional climate of the learning community?
4. How do teachers motivate students for success?
5. How can a teacher determine the reading level of instructional materials?
6. How do teachers plan quality instruction?
7. Why do teachers use teacher-made instructional resources in their instructional program?
8. What types of assessments are appropriate for assessing student learning in specific subject matter areas and grade levels?
9. How do teachers construct tests to measure student achievement?
10. How do educators use community partnerships to enhance their instructional programs?
11. What are the components of an effective public relations program that is used to promote classroom and school support?
12. What behaviors constitute professionalism in the educational workplace?
13. How does a prospective teacher best identify practices that will lead to employment within the educational field?
14. How do the purposes/goals of professional organizations in the field of education impact membership?
15. How does the professional educator use technology to benefit the teaching and planning processes?
16. What career options and advancements are available to professional educators?
17. What entrepreneurial opportunities are available to professional educators?

18 – WEEK PLAN*	
Week 1	Develop a personal philosophy of education.
Week 2	Critique research studies to identify effective teaching and learning practices.
Week 3	Describe the importance of evaluating the instructional climate of a learning community.
Week 4	Describe motivational techniques that enhance student achievement.
Week 5	Determine the reading level of various instructional materials.
Week 6	Determine classroom management strategies used at various grade levels.
Week 7	Develop scope and sequence charts, course outlines, unit plans, and lesson plans for a specific subject matter and grade level.
Week 8	Practice teaching a lesson plan for a specific subject and grade level.
Week 9	Design instructional resources for a specific subject and grade level to meet specific instructional goals and educational initiatives.
Week 10	Determine types of assessments used in evaluating student achievement. Examples: true-false, multiple-choice, matching, essay, short answer, project, skills tests, portfolio, self-tests
Week 11	Explain steps in constructing tests.
Week 12	Describe assessments for specific knowledge and skills in a specific subject and grade level, including criterion reference, norm reference, rubric, formative, and summative.
Week 13	Identify community partnerships that enhance instructional programs at various levels.
Week 14	Describe a public relations program that promotes classroom and school support.
Week 15	Determine characteristics of professionalism in the educational workplace.
Week 16	Compare purposes of professional organizations in the field of education.
Week 17	Describe technology used to organize and manage the instructional program.
Week 18	Analyze career options and entrepreneurial opportunities related to the teaching field.

* The syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions, or substitutions. Adequate notice will be provided to students of any necessary changes.

NOTE TO THE PARENTS:

I look forward to working with your child this year. Please remain active in your child's education. Question your child on what we are learning in the Teaching II course. Please sign the bottom portion of this syllabus. The top portion should be kept in the front of the student's notebook. Let's all work together to make this a great year!

If you have any questions or concerns please let me know. I can be reached by email anytime or at school between 1:30 p.m. and 3:30 p.m. Monday through Friday.

My contact information is:

Email: mefleenor@madisoncity.k12.al.us

School telephone number: 256-772-2547

Website: <https://tinyurl.com/meaganfleenor>

Thank you!

Mrs. Meagan Fleenor
Bob Jones High School
Family and Consumer Sciences Teacher
Education and Training

Please sign, date, and return. I have read the syllabus and I understand the expectations and requirements of Family and Consumer Science/Education and Training Pathway. I agree to the attendance policy and student teaching make-up requirements.

Student Name (Print) _____ Date _____

Student Signature _____ Date _____

Parent/Guardian Name (Print) _____ Date _____

Parent/Guardian Signature _____ Date _____

Email address _____ (w) _____ (h)

Phone number _____ (w) _____ (h) _____ (c)