

The University of Tennessee at Martin
Department of Educational Studies

COURSE SYLLABUS
Fall, 2014

Professor:
Office:
Hours:
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I. Course Title and Number

II. Semester Credit Hours

III. Catalog Description

IV. Rationale

The purpose of the course is to

V. Teacher Education Model

The UTM Teacher Education Model is designed to develop teachers who **facilitate learning** by engaging in methods and strategies that can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase knowledge, skills, and dispositions in working with students of culturally diverse backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore embedded and intertwined among the components of the conceptual framework are the commitments to **diverse learners** and the use of **technology** and **assessment** as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a compilation of expectations an “**Educator as a Facilitator of Learning**” is expected to develop:

Knowledge, Skills, and Application

Reflective Practice

Professional and Ethical Behavior

VI. Performance-based Outcomes

The standards used for this course are the InTASC Standards, Teacher Professional Education Licensure Standards,

A. InTASC Standards

<http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf>

Learner Development & Learning Differences – Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments - Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge - Standard #4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content - Standard #5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment - Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction - Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies - Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice - Standard #9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration - Standard #10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

B. Teacher Professional Education Licensure Standards

Standard 1: Discipline Taught. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

Standard 2: Student Learning and Development. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

Standard 3: Diverse Learners. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Standard 4: Teaching Strategies. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Standard 5: Learning Environment. Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self- motivation.

Standard 6: Communication. Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Standard 7: Planning. Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment and Evaluation. Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

Standard 9: Reflective Practitioner. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Standard 10: Colleagues, Parents, and Community. Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

Standard 11: Technology.

11.a. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.

11.b. Candidates use technology to enhance their professional growth and productivity.

11.c. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

C. Teacher Candidate Diversity Proficiencies

The Teacher Candidate will:

1. Identify and address his/her own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

ETHNICITY

5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
7. Interact with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)

RACE (Caucasian, African American, Asian or Pacific Islander, Native American, and other)

8. Value racial diversity as an integral component of educational systems. (RP)
9. Understand how the culture of race affects learning. (KSA)
10. Interact with students, parents, and colleagues of all races in an equitable manner. (PEB)

SOCIOECONOMIC STATUS

11. Consider socioeconomic status when designing instruction. (RP)
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
13. Understand the unique needs of children of poverty. (KSA)
14. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

GENDER

15. Consider gender when designing instruction. (RP)
16. Understand gender related issues relating to teacher questioning strategies. (KSA)
17. Integrate a knowledge of gender related issues into classroom management. (PEB)

LANGUAGE

18. Value linguistic diversity as an integral component of educational systems. (RP)
19. Understand the unique needs of linguistically diverse learners. (KSA)
20. Adapt instruction to the needs of linguistically diverse learners. (PEB)

EXCEPTIONALITIES (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)

21. Consider these exceptionalities when designing instruction. (RP)
22. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)

23. Understand classroom management strategies which may be appropriate for a variety of exceptional students. (KSA)
24. Recognize the need for appropriate accommodations during field experiences. (PEB)

RELIGION

25. Increase personal tolerance for religious diversity. (RP)
26. Consider religious diversity when designing instruction. (RP)
27. Understand legal issues regarding the expression of religion in the public schools. (KSA)
28. Interact with students, parents, and colleagues of all religions in an equitable manner. (PEB)

SEXUAL ORIENTATION

29. Increase personal tolerance for persons of all sexual orientations. (RP)
30. Understand issues related to sexual orientation that may affect learning (KSA)
31. Interact with gay or lesbian students, parents, and colleagues in an equitable manner. (PEB)

GEOGRAPHICAL AREA

32. Consider geographical diversity when designing instruction. (RP)
33. Understand variations in regional speech and attitudes. (KSA)
34. Interact with students, parents, and colleagues from both rural and urban settings in an equitable manner. (PEB)

D. Course Objectives - Outcomes

Upon completion of this course, the student should have sufficient knowledge, skills, and dispositions to satisfy the purposes of this course.

1. Knowledge – The student will:
2. Skills - The student will:
3. Dispositions - The student will:

VII. Class Policies (Online courses may include netiquette here)

VIII. Learning activities/assignments

A.

B.

C.

IX. Dates for class topics and due dates for assignments

See Syllabus Addendum

- X. Assessment
Students will be evaluated on the number of points for each of the assignments described herein. The final grade will be based on the following percent of total points earned:

A:
B:
C:
D:
F:

"Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Success Center within the first two weeks of the semester."

- XI. Texts
Recommended Text:

Required Text:

All students are required to purchase a *LiveText* subscription in order to participate in the Teacher Education Program. You only need to purchase ONE subscription during your tenure in teacher education program. *LiveText* subscriptions are valid for 5 years.

- XII. Other Resources
A. Blooms's Taxonomy
http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- XIII. Prerequisites
Admission to Teacher Education
- XIV. Faculty Frequently Teaching Course
- XV. Program in which the course is required
- XVI. Academic Honesty

All assignment submissions are expected to be the original work of the student. Submitted papers and e-mail from your ID to your instructor are equivalent to your signature — i.e., your word of honor. [Plagiarism](#) is a serious offense, both for the student who submits plagiarized work and for any student who might assist another student in the submission of plagiarized work. It is UTM policy that all student work may be analyzed electronically for violations of the University's academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content. Instructors for this course employ various techniques to perform digital comparisons of student work to information located on the Internet and to previous students' work.

Instructors in TEP courses may use SafeAssign in Blackboard. Please submit your assignments for review as directed. Assignment will be checked by SafeAssign for plagiarism/intellectual property issues. You will have the opportunity to correct these issues before the final version of your paper is submitted.

The unauthorized acquisition and/or distribution of test bank questions and/or similar instructional materials that accompany this textbook is considered cheating and will be treated and reported to university authorities as such.

Purposeful misrepresentation of submissions to your instructor or submission of someone else's work (including copies of information/files retrieved from the Internet, instructor resources from the text Web site, or another student's past submission) as your own will be considered academic dishonesty and will be treated according to university and college [policies](#) regarding academic dishonesty. Students who allow other students to use their work are also guilty of academic dishonesty. The first offense will immediately result in a grade of F for this course. The incident will immediately be reported to the [Dean](#) of the College of Education and Behavioral Sciences and to the [Student Conduct Officer](#). Additional penalties will be determined by these university administrators.

XVII. Inclement Weather Policy

http://www.utm.edu/departments/conduct/_pdfs/stuhandbook0809.pdf

The University of Tennessee at Martin will remain open except in the most severe weather conditions. The Chancellor may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is reached, campus and local radio and TV stations will be notified so that appropriate announcements may be made. If the university is officially closed, certain essential activities such as food services, physical plant, police, and telephone services will continue to operate. Some facilities such as the library and Boling University Center will, if possible, continue to function as a service to students and faculty. Students will be responsible for any academic work they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work, and it is the instructor's responsibility to provide a reasonable opportunity for students to complete assignments or examinations missed due to such actions.