# Program Approval Protocol for SEED MAT

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an \*asterisk. However, for all other program revisions, it is mandatory to include all the items listed below*.

\*1. **Cover Sheet** (*See Attached*)

\*2. **Rationale**

1. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

# \*3. Institutional Approval

1. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB) to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost.

The Curriculum Approval Process is described in the Academic Policy 1622.20

(<https://provost.uark.edu/policies/162220.php> ). The Workflow Steps for Program/Unit Changes are also provided on the registrar’s website (<https://registrar.uark.edu/program-unitchanges/index.php> ).

1. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

Official documentation will be provided by the university.

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# Documentation of Revisions

* 1. **Changes to the Curriculum**

\*i The current program of study and the proposed program of study for SEED MAT can be found in *Appendix B -1*.

\*ii A curriculum matrix displaying course alignment with the competencies for SEED MAT, can be found in *Appendix C – 1.*

\*iii The Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in the SEED MAT are found in *Appendix D* – 1.

. \*iv Our programs use the TESS for Aspiring Teachers ([TESS for aspiring teachers](https://dese.ade.arkansas.gov/Files/Aspiring_TESS_Rubric_2023_November_EEF.pdf)), for our programs of study. The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates’ performance relevant to the aspiring teacher rubric.

# \*v For programs approved in the past two years:

# N/A

# For all other programs not approved in the past two years:

Course syllabi listed below on Appendix XX

\*vi There have been no changes to common assessments.

# \*b. Program Partnerships and One-Year Supervised Residency

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

* + 1. [One-Year Supervised Residency Handbook - DRAFT](https://uark.box.com/s/o1dghijaf2j8ci5egz2b47w0fwjof9zl)
    2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
       1. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
          - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
          - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
          - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf)
       2. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master’s degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
       3. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
       4. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings need to meet their grade band.

# General Requirements for Traditional Programs:

* For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/background-checks).
* Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
* A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
* A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

# Requirements of the Traditional Educator Preparation Programs:

1. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
   1. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
   2. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
2. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.   
   1. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.

1. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.
2. A copy of the MOU signed by districts can be found in *Appendix F.* The MOU includes:
   1. Goals of partnership
   2. Responsibilities of the district
   3. Responsibilities of the EPP
   4. Joint responsibilities
   5. Timelines/Schedules for walk-throughs, meetings, and other communications
3. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:
   1. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/background-checks).
   2. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).
   3. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.
   4. The Aspiring teacher permit experience shall take place in a public- school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

# c. Transition to DLT Format

1. Submit a rationale for the transition.
2. Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
3. Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.
4. Describe the assessment processes used in the courses to determine students’ achievement of intended outcomes
5. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

# Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

\*d. **Changes to Policies Overseeing Candidate Quality**

1. There have been no changes to entry requirements. Students are defined as teacher candidates once they have been officially admitted into their teacher education program.
2. There have been no changes to retention procedures.
3. A candidate is a successful program completer once they have graduated from their program. All candidates must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred, and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

\*5. **Transition Plan**

The transition plan for SEED MAT is as follows:

1. Students with anticipated graduation dates of Spring 2026 or earlier will follow the current program of study.
2. Students with an anticipated graduation date of Spring 2027 will transition into the proposed program of study during the Fall 2025 semester. This transition will include enrolling in the new Teaching Residency course during Fall 2026, followed by enrolling in Advanced Teaching Residency course in Spring 2027.

**APPENDIX A – 1**

**SEED MAT Approval Letter**

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**APPENDIX B – 1**

**Current Program of Study**

**SEED MAT**

|  |  |  |
| --- | --- | --- |
| **Program of Study for Secondary Education MAT** | | |
| **Current Plan of Study** | | |
| **Course Code/Name** | **Course Hours** | |
| **Summer Courses** | |  |
| [CIED 52203](https://catalog.uark.edu/search/?P=CIED%2052203) | Learning Theory | 3 |
| [CIED 53303](https://catalog.uark.edu/search/?P=CIED%2053303) | Curriculum Theory and Development for Educators | 3 |
| [CIED 55503](https://catalog.uark.edu/search/?P=CIED%2055503) | Social Justice and Multicultural Issues in Education | 3 |
| [CIED 52603](https://catalog.uark.edu/search/?P=CIED%2052603) | Assessment, Evaluation, and Practitioner Research | 3 |
|  |  | **12** |
| **Intersession** | |  |
| [CIED 50202](https://catalog.uark.edu/search/?P=CIED%2050202) | Classroom Management Concepts | 2 |
|  |  | **2** |
| **Fall Courses** | |  |
| **Pedagogy** | |  |
| [CIED 50603](https://catalog.uark.edu/search/?P=CIED%2050603) | Disciplinary Literacies in Education | 3 |
| Discipline Related Elective (as approved by coordinator) | | 3 |
| Methods Courses by Discipline: CIED 52003, CIED 54403, SEED 53003, SEED 50003, SEED 51003 | | |
| **Field Experience** | |  |
| [CIED 5280V](https://catalog.uark.edu/search/?P=CIED%205280V) | Teaching Experience | 3 |
|  |  | **9** |
| **Spring Courses** | |  |
| **Research** | |  |
| [CIED 54601](https://catalog.uark.edu/search/?P=CIED%2054601) | Capstone Research Seminar | 1 |
| Methods Courses by Discipline: CIED 52103, CIED 55203, SEED 53103, SEED 50103, SEED 51103 | | |
| **Concentration** | |  |
| Students select from Multiple Level or Secondary Education Concentrations | | 9 |
| **Total Hours** | | **33** |

**APPENDIX B – 2**

**Proposed Program of Study**

**SEED MAT**

|  |  |  |
| --- | --- | --- |
| **Program of Study for Secondary Education MAT** | | |
| **PROPOSED Plan of Study** | | |
| **Course Code/Name** | **Course Hours** | |
| **Summer Courses** |  |  |
| [CIED 52203](https://catalog.uark.edu/search/?P=CIED%2052203) | Learning Theory | 3 |
| [CIED 53303](https://catalog.uark.edu/search/?P=CIED%2053303) | Curriculum Theory and Development for Educators | 3 |
| [CIED 55503](https://catalog.uark.edu/search/?P=CIED%2055503) | Social Justice and Multicultural Issues in Education | 3 |
| [CIED 52603](https://catalog.uark.edu/search/?P=CIED%2052603) | Assessment, Evaluation, and Practitioner Research | 3 |
|  |  | **12** |
| **Intersession** |  |  |
| CIED 50203 | Classroom Management Concepts | **3** |
|  |  |  |
| **Fall Courses** | |  |
| **Pedagogy** | |  |
| [CIED 50603](https://catalog.uark.edu/search/?P=CIED%2050603) | Disciplinary Literacies in Education | 3 |
| Discipline Related Elective (as approved by coordinator) | | 3 |
| Methods Courses by Discipline: CIED 52003, CIED 54403, STEM 53003, STEM 50003, SEED 51003 3 | | |
| **Field Experience** | |  |
| [SEED 52933](https://catalog.uark.edu/search/?P=CIED%205280V) | Teaching Residency | 3 |
|  |  | **12** |
| **Spring Courses** | |  |
|  | |  |
| [SEED 54803](https://catalog.uark.edu/search/?P=CIED%205280V) | Advanced Teaching Residency | 3 |
| Methods Courses by Discipline: CIED 52103, CIED 55203, STEM 53103, SEED 50103, SEED 51103 3 | | |
|  | |  |
|  | | **9** |
| **Total Hours** | | **33** |

**APPENDIX C – 1**

**Course Alignment with ADE Content Competencies – SEED MAT All Disciplines**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Math 7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| **Standard 1: Knowing and Understanding Mathematics** | STEM 53003 | STEM 53103 | CIED 52203 | CIED 53303 | CIED 55503 | CIED 52603 | CIED 50203 | CIED 50603 | SEED 52933 | CIED 52806 |
| 1.1 |  |  |  |  |  |  |  |  |  |  |
| 1.2 |  |  |  |  |  |  |  |  |  |  |
| 1.3 |  |  |  |  |  |  |  |  |  |  |
| 1.4 |  |  |  |  |  |  |  |  |  |  |
| 1.5 |  |  |  |  |  |  |  |  |  |  |
| **Standard 2: Knowing and Using Mathematical Processes** |  |  |  |  |  |  |  |  |  |  |
| 2.1 | X | X |  |  |  |  |  |  |  |  |
| 2.2 | X | X |  |  |  |  |  |  |  |  |
| 2.3 | X | X |  |  |  |  |  |  |  |  |
| 2.4 | X | X |  |  |  |  |  |  |  |  |
| **Standard 3: Knowing Students and Planning for Mathematical Learning** |  |  |  |  |  |  |  |  |  |  |
| 3.1 | X | X | X |  | X |  |  |  |  |  |
| 3.2 | X | X | X |  | X |  |  |  |  |  |
| 3.3 | X | X | X |  | X |  |  |  |  |  |
| **Standard 4: Teaching Meaningful Mathematics** |  |  |  |  |  |  |  |  |  |  |
| 4.1 | X | X |  |  |  |  |  |  |  |  |
| 4.2 | X | X |  |  |  |  |  |  |  |  |
| 4.3 | X | X |  |  |  |  |  |  |  |  |
| 4.4 | X | X |  |  |  |  |  |  |  |  |
| 4.5 | X | X |  |  |  |  |  |  |  |  |
| 4.6 | X | X |  |  |  |  |  |  |  |  |
| 4.7 | X | X |  |  |  |  |  |  |  |  |
| **Standard 5: Assessment Impact on Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  | X |  |  |  |  |
| 5.2 |  |  |  |  |  | X |  |  |  |  |
| 5.3 |  |  |  |  |  | X |  |  |  |  |
| **Standard 6: Social and Professional Context of Mathematics Teaching and Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 | X | X |  |  |  |  |  |  | X | X |
| 6.2 | X | X |  |  |  |  |  |  | X | X |
| 6.3 | X | X |  |  |  |  |  |  | X | X |
| 6.4 | X | X |  |  |  |  |  |  | X | X |
| **Standard 7: Secondary Field Experiences and Clinical Practice** |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  |  |  |  | X | X |
| **Standard 8: Guide for Life** |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  |  |  |  |  |  |  | X | X | X |
| 8.2 |  |  |  |  |  |  |  | X | X | X |
| 8.3 |  |  |  |  |  |  |  | X | X | X |
| 8.4 |  |  |  |  |  |  |  | X | X | X |
| 8.5 |  |  |  |  |  |  |  | X | X | X |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chemistry, Grades 7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| **1. Content Knowledge** | STEM 53303 | SEED 50003 | SEED 50103 | CIED 52203 | CIED 53303 | CIED 55503 | CIED 52603 | CIED 50603 | CIED 50203 | SEED 52933 & CIED 52806 |
| 1.1 | X | X |  |  |  |  |  |  |  |  |
| 1.2 |  | X | X |  |  |  |  |  |  |  |
| 1.3 |  | X | X |  |  |  |  |  |  |  |
| 1.4 |  |  |  |  |  |  |  |  |  |  |
| 1.5 |  |  |  |  |  |  |  |  |  |  |
| 1.6 |  |  |  |  |  |  |  |  |  |  |
| 1.7 |  |  |  |  |  |  |  |  |  |  |
| 1.8 |  |  |  |  |  |  |  |  |  |  |
| 1.9 |  |  |  |  |  |  |  |  |  |  |
| 1.10 |  |  |  |  |  |  |  |  |  |  |
| 1.11 |  |  |  |  |  |  |  |  |  |  |
| **2. Content Pedagogy** |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  | X | X |  |  |  |  |  |  |  |
| 2.2 |  | X | X |  |  |  |  |  |  |  |
| 2.3 |  | X | X |  |  |  |  |  |  |  |
| 2.4 |  | X | X |  |  |  |  |  |  |  |
| 2.5 |  | X | X |  |  |  |  |  |  |  |
| **3. Learning Environments** |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  | X | X | X | X | X |  |  |  |  |
| 3.2 |  | X | X | X |  |  |  |  |  |  |
| 3.3 |  | X | X | X |  |  |  |  |  |  |
| **4. Safety** |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  | X | X |  |  |  |  |  |  |  |
| 4.2 |  | X | X |  |  |  |  |  |  |  |
| 4.3 |  | X | X |  |  |  |  |  |  |  |
| **5. Impact on Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  | X |  |  |  |
| 5.2 |  |  |  |  |  |  | X |  |  |  |
| 5.3 |  | X | X |  |  |  | X |  |  |  |
| **6. Professional Knowledge and Skills** |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  | X | X |  |  |  |  |  |  |  |
| 6.2 |  | X | X |  |  |  |  |  |  |  |
| 6.3 |  | X | X |  |  |  |  |  |  |  |
| 6.4 |  | X | X |  |  | X |  |  |  |  |
| 6.5 |  | X | X |  |  | X |  |  |  |  |
| **Incorporates Crosscutting Concepts** |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  | X | X |  |  |  |  |  |  |  |
| 7.2 |  | X | X |  |  |  |  |  |  |  |
| 7.3 |  | X | X |  |  |  |  |  |  |  |
| 7.4 |  | X | X |  |  |  |  |  |  |  |
| 7.5 |  | X | X |  |  |  |  |  |  |  |
| 7.6 |  | X | X |  |  |  |  |  |  |  |
| 7.7 |  | X | X |  |  |  |  |  |  |  |
| 7.8 |  | X | X |  |  |  |  |  |  |  |
| **8. Incorporates Science and Engineering Practices** |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  | X | X |  |  |  |  |  |  |  |
| 8.2 |  | X | X |  |  |  |  |  |  |  |
| **9. Incorporates History and Nature of Science** |  |  |  |  |  |  |  |  |  |  |
| 9.1 | X |  |  |  |  |  |  |  |  |  |
| 9.2 | X |  |  |  |  |  |  |  |  |  |
| 9.3 | X |  |  |  |  |  |  |  |  |  |
| 9.4 | X |  |  |  |  |  |  |  |  |  |
| 9.5 | X |  |  |  |  |  |  |  |  |  |
| 9.6 | X |  |  |  |  |  |  |  |  |  |
| 9.7 | X |  |  |  |  |  |  |  |  |  |
| 9.8 | X |  |  |  |  |  |  |  |  |  |
| **10. Anchoring Instruction in Phenomena** |  |  |  |  |  |  |  |  |  |  |
| 10.1 |  | X | X |  |  |  |  |  |  |  |
| 10.2 |  | X | X |  |  |  |  |  |  |  |
| 10.3 |  | X | X |  |  |  |  |  |  |  |
| 10.4 |  | X | X |  |  |  |  |  |  |  |
| 10.5 |  | X | X |  |  |  |  |  |  |  |
| 10.6 |  | X | X |  |  |  |  |  |  |  |
| **11. Supporting Competencies** |  |  |  |  |  |  |  |  |  |  |
| 11.1 |  |  |  |  |  |  |  |  |  |  |
| 11.2 |  |  |  |  |  |  |  |  |  |  |
| 11.3 |  |  |  |  |  |  |  |  |  |  |
| 11.4 |  |  |  |  |  |  |  |  |  |  |
| 11.5 |  |  |  |  |  |  |  |  |  |  |
| **12. Scientific Procedures and Techniques** |  |  |  |  |  |  |  |  |  |  |
| 12.1 |  |  |  |  |  |  |  |  |  |  |
| 12.2 |  |  |  |  |  |  |  |  |  |  |
| **13. Disciplinary Literacy** |  |  |  |  |  |  |  |  |  |  |
| 13.1 |  |  |  |  |  |  |  | X |  |  |
| 13.2 |  |  |  |  |  |  |  | X |  |  |
| 13.3 |  |  |  |  |  |  |  | X |  |  |
| 13.4 |  |  |  |  |  |  |  | X |  |  |
| 13.5 |  |  |  |  |  |  |  | X |  |  |
| 13.6 |  |  |  |  |  |  |  | X |  |  |
| 13.7 |  |  |  |  |  |  |  | X |  |  |
| 13.8 |  |  |  |  |  |  |  | X |  |  |
| **14. DESE GUIDE for Life** |  |  |  |  |  |  |  |  |  |  |
| 14.1 |  |  |  |  |  | X |  |  | X | X |
| 14.2 |  |  |  |  |  | X |  |  | X | X |
| 14.3 |  |  |  |  |  | X |  |  | X | X |
| 14.4 |  |  |  |  |  | X |  |  | X | X |
| 14.5 |  |  |  |  |  | X |  |  | X | X |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Biology/Life Science, Grades 7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| **1. Content Knowledge** | STEM 53303 | SEED 50003 | SEED 50103 | CIED 52203 | CIED 53303 | CIED 55503 | CIED 52603 | CIED 50603 | CIED 50203 | SEED 52933 & CIED 52806 |
| 1.1 | X | X |  |  |  |  |  |  |  |  |
| 1.2 |  | X | X |  |  |  |  |  |  |  |
| 1.3 |  | X | X |  |  |  |  |  |  |  |
| 1.4 |  |  |  |  |  |  |  |  |  |  |
| 1.5 |  |  |  |  |  |  |  |  |  |  |
| 1.6 |  |  |  |  |  |  |  |  |  |  |
| 1.7 |  |  |  |  |  |  |  |  |  |  |
| 1.8 |  |  |  |  |  |  |  |  |  |  |
| 1.9 |  |  |  |  |  |  |  |  |  |  |
| 1..10 |  |  |  |  |  |  |  |  |  |  |
| **2. Content Pedagogy** |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  | X | X |  |  |  |  |  |  |  |
| 2.2 |  | X | X |  |  |  |  |  |  |  |
| 2.3 |  | X | X |  |  |  |  |  |  |  |
| 2.4 |  | X | X |  |  |  |  |  |  |  |
| 2.5 |  | X | X |  |  |  |  |  |  |  |
| **3. Learning Environments** |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  | X | X | X | X | X |  |  |  |  |
| 3.2 |  | X | X | X |  |  |  |  |  |  |
| 3.3 |  | X | X | X |  |  |  |  |  |  |
| **4. Safety** |  |  |  |  |  |  |  |  |  |  |
| **4.1** |  | X | X |  |  |  |  |  |  |  |
| **4.2** |  | X | X |  |  |  |  |  |  |  |
| 4.3 |  | X | X |  |  |  |  |  |  |  |
| **5. Impact on Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  | X |  |  |  |
| 5.2 |  |  |  |  |  |  | X |  |  |  |
| 5.3 |  | X | X |  |  |  | X |  |  |  |
| **6. Professional Knowledge and Skills** |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  | X | X |  |  |  |  |  |  |  |
| 6.2 |  | X | X |  |  |  |  |  |  |  |
| 6.3 |  | X | X |  |  |  |  |  |  |  |
| 6.4 |  | X | X |  |  | X |  |  |  |  |
| 6.5 |  | X | X |  |  | X |  |  |  |  |
| **7. Incorporates Crosscutting Concepts** |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  | X | X |  |  |  |  |  |  |  |
| 7.2 |  | X | X |  |  |  |  |  |  |  |
| 7.3 |  | X | X |  |  |  |  |  |  |  |
| 7.4 |  | X | X |  |  |  |  |  |  |  |
| 7.5 |  | X | X |  |  |  |  |  |  |  |
| 7.6 |  | X | X |  |  |  |  |  |  |  |
| 7.7 |  | X | X |  |  |  |  |  |  |  |
| 7.8 |  | X | X |  |  |  |  |  |  |  |
| **8. Incorporates Science and Engineering Practices** |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  | X | X |  |  |  |  |  |  |  |
| 8.2 |  | X | X |  |  |  |  |  |  |  |
| **9. Incorporates History and Nature of Science** |  |  |  |  |  |  |  |  |  |  |
| 9.1 | X |  |  |  |  |  |  |  |  |  |
| 9.2 | X |  |  |  |  |  |  |  |  |  |
| 9.3 | X |  |  |  |  |  |  |  |  |  |
| 9.4 | X |  |  |  |  |  |  |  |  |  |
| 9.5 | X |  |  |  |  |  |  |  |  |  |
| 9.6 | X |  |  |  |  |  |  |  |  |  |
| 9.7 | X |  |  |  |  |  |  |  |  |  |
| 9.8 | X |  |  |  |  |  |  |  |  |  |
| **10. Anchoring Instruction in Phenomena** |  |  |  |  |  |  |  |  |  |  |
| 10.1 |  | X | X |  |  |  |  |  |  |  |
| 10.2 |  | X | X |  |  |  |  |  |  |  |
| 10.3 |  | X | X |  |  |  |  |  |  |  |
| 10.4 |  | X | X |  |  |  |  |  |  |  |
| 10.5 |  | X | X |  |  |  |  |  |  |  |
| 10.6 |  | X | X |  |  |  |  |  |  |  |
| **11.Supporting Competencies** |  |  |  |  |  |  |  |  |  |  |
| 11.1 |  |  |  |  |  |  |  |  |  |  |
| 11.2 |  |  |  |  |  |  |  |  |  |  |
| 11.3 |  |  |  |  |  |  |  |  |  |  |
| 11.4 |  |  |  |  |  |  |  |  |  |  |
| **12. Scientific Procedures and Techniques** |  |  |  |  |  |  |  |  |  |  |
| 12.1 |  |  |  |  |  |  |  |  |  |  |
| **13. Disciplinary Literacy** |  |  |  |  |  |  |  |  |  |  |
| 13.1 |  |  |  |  |  |  |  | X |  |  |
| 13.2 |  |  |  |  |  |  |  | X |  |  |
| 13.3 |  |  |  |  |  |  |  | X |  |  |
| 13.4 |  |  |  |  |  |  |  | X |  |  |
| 13.5 |  |  |  |  |  |  |  | X |  |  |
| 13.6 |  |  |  |  |  |  |  | X |  |  |
| 13.7 |  |  |  |  |  |  |  | X |  |  |
| 13.8 |  |  |  |  |  |  |  | X |  |  |
| **14. DESE GUIDE for Life** |  |  |  |  |  |  |  |  |  |  |
| 14.1 |  |  |  |  |  | X |  |  | X | X |
| 14.2 |  |  |  |  |  | X |  |  | X | X |
| 14.3 |  |  |  |  |  | X |  |  | X | X |
| 14.4 |  |  |  |  |  | X |  |  | X | X |
| 14.5 |  |  |  |  |  | X |  |  | X | X |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Physics, Grades**  **7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| **1. Content Knowledge** | STEM 53303 | SEED 50003 | SEED 50103 | CIED 52203 | CIED 53303 | CIED 55503 | CIED 52603 | CIED 50603 | CIED 50203 | SEED 52933 & CIED 52806 |
| 1.1 | X | X |  |  |  |  |  |  |  |  |
| 1.2 |  | X | X |  |  |  |  |  |  |  |
| 1.3 |  | X | X |  |  |  |  |  |  |  |
| 1.4 |  |  |  |  |  |  |  |  |  |  |
| 1.5 |  |  |  |  |  |  |  |  |  |  |
| 1.6 |  |  |  |  |  |  |  |  |  |  |
| 1.7 |  |  |  |  |  |  |  |  |  |  |
| **2. Content Pedagogy** |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  | X | X |  |  |  |  |  |  |  |
| 2.2 |  | X | X |  |  |  |  |  |  |  |
| 2.3 |  | X | X |  |  |  |  |  |  |  |
| 2.4 |  | X | X |  |  |  |  |  |  |  |
| 2.5 |  | X | X |  |  |  |  |  |  |  |
| **3. Learning Environments** |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  | X | X | X | X | X |  |  |  |  |
| 3.2 |  | X | X | X |  |  |  |  |  |  |
| 3.3 |  | X | X | X |  |  |  |  |  |  |
| **4. Safety** |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  | X | X |  |  |  |  |  |  |  |
| 4.2 |  | X | X |  |  |  |  |  |  |  |
| 4.3 |  | X | X |  |  |  |  |  |  |  |
| **5. Impact on Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  | X |  |  |  |
| 5.2 |  |  |  |  |  |  | X |  |  |  |
| 5.3 |  | X | X |  |  |  | X |  |  |  |
| **6. Professional Knowledge and Skills** |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  | X | X |  |  |  |  |  |  |  |
| 6.2 |  | X | X |  |  |  |  |  |  |  |
| 6.3 |  | X | X |  |  |  |  |  |  |  |
| 6.4 |  | X | X |  |  |  |  |  |  |  |
| 6.4 |  | X | X |  |  | X |  |  |  |  |
| 6.5 |  | X | X |  |  | X |  |  |  |  |
| **7. Incorporates Crosscutting Concepts** |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  | X | X |  |  |  |  |  |  |  |
| 7.2 |  | X | X |  |  |  |  |  |  |  |
| 7.3 |  | X | X |  |  |  |  |  |  |  |
| 7.4 |  | X | X |  |  |  |  |  |  |  |
| 7.5 |  | X | X |  |  |  |  |  |  |  |
| 7.6 |  | X | X |  |  |  |  |  |  |  |
| 7.7 |  | X | X |  |  |  |  |  |  |  |
| 7.8 |  | X | X |  |  |  |  |  |  |  |
| **8. Incorporates Science and Engineering Practices** |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  | X | X |  |  |  |  |  |  |  |
| 8.2 |  | X | X |  |  |  |  |  |  |  |
| **9. Incorporates History and Nature of Science** |  |  |  |  |  |  |  |  |  |  |
| 9.1 | X |  |  |  |  |  |  |  |  |  |
| 9.2 | X |  |  |  |  |  |  |  |  |  |
| 9.3 | X |  |  |  |  |  |  |  |  |  |
| 9.4 | X |  |  |  |  |  |  |  |  |  |
| 9.5 | X |  |  |  |  |  |  |  |  |  |
| 9.6 | X |  |  |  |  |  |  |  |  |  |
| 9.7 | X |  |  |  |  |  |  |  |  |  |
| 9.8 | X |  |  |  |  |  |  |  |  |  |
| **10. Anchoring Instruction in Phenomena** |  |  |  |  |  |  |  |  |  |  |
| 10.1 |  | X | X |  |  |  |  |  |  |  |
| 10.2 |  | X | X |  |  |  |  |  |  |  |
| 10.3 |  | X | X |  |  |  |  |  |  |  |
| 10.4 |  | X | X |  |  |  |  |  |  |  |
| 10.5 |  | X | X |  |  |  |  |  |  |  |
| 10.6 |  | X | X |  |  |  |  |  |  |  |
| **11. Supporting Competencies** |  |  |  |  |  |  |  |  |  |  |
| 11.1 |  |  |  |  |  |  |  |  |  |  |
| 11.2 |  |  |  |  |  |  |  |  |  |  |
| 11.3 |  |  |  |  |  |  |  |  |  |  |
| 11.4 |  |  |  |  |  |  |  |  |  |  |
| **12. Scientific Procedures and Techniques** |  |  |  |  |  |  |  |  |  |  |
| 12.1 |  |  |  |  |  |  |  |  |  |  |
| 12.2 |  |  |  |  |  |  |  |  |  |  |
| **13. Disciplinary Literacy** |  |  |  |  |  |  |  |  |  |  |
| 13.1 |  |  |  |  |  |  |  | X |  |  |
| 13.2 |  |  |  |  |  |  |  | X |  |  |
| 13.3 |  |  |  |  |  |  |  | X |  |  |
| 13.4 |  |  |  |  |  |  |  | X |  |  |
| 13.5 |  |  |  |  |  |  |  | X |  |  |
| 13.6 |  |  |  |  |  |  |  | X |  |  |
| 13.7 |  |  |  |  |  |  |  | X |  |  |
| 13.8 |  |  |  |  |  |  |  | X |  |  |
| **14. DESE GUIDE for Life** |  |  |  |  |  |  |  |  |  |  |
| 9.1 |  |  |  |  |  | X |  |  | X | X |
| 9.2 |  |  |  |  |  | X |  |  | X | X |
| 9.3 |  |  |  |  |  | X |  |  | X | X |
| 9.4 |  |  |  |  |  | X |  |  | X | X |
| 9.5 |  |  |  |  |  | X |  |  | X | X |

**APPENDIX D**

**SEED MAT**

**Course Alignment with Arkansas Teaching Standards**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEED MAT | CIED 52203 | CIED 53303 | CIED 55503 | CIED 52603 | CIED 50203 | CIED 50603 | Methods Courses | Teaching Residency Courses |
| **Standard #1**  **Learner Development** | X | X |  |  | X |  |  | X |
| **Standard #2**  **Learning Differences** | X | X | X | X | X |  |  | X |
| **Standard #3**  **Learning Environments** | X | X | X | X | X | X | X | X |
| **Standard #4**  **Content Knowledge** |  |  |  | X |  | X | X | X |
| **Standard #5**  **Application of Content** |  |  | X |  |  | X | X | X |
| **Standard #6**  **Assessment** |  |  | X | X | X |  | X | X |
| **Standard #7**  **Planning for Instruction** |  | X | X | X | X | X | X | X |
| **Standard #8**  **Instructional Strategies** | X |  | X |  | X | X | X | X |
| **Standard #9**  **Professional Learning and Ethical Practice** | X |  | X | X | X |  | X | X |
| **Standard #10**  **Leadership and Collaboration** |  |  | X |  |  |  | X | X |

**APPENDIX E – 1**

**Professional Education Syllabi**

**Syllabus**

CIED 5280V: Teacher Residency I

Department of Curriculum and Instruction

FALL 2025

|  |  |  |
| --- | --- | --- |
| **Course :** | CIED 5280V-001 |  |
| **University Supervisor:** | Kim McComas |  |
| **Office Hours:** | By Appointment |  |
| **Office Location:** | 107 Peabody |  |
| **Email:** | kmccomas@uark.edu |  |
| **Cell Phone:** | 479-935-5334 |  |

**Course Description and Requirements**

The fall Teacher Residency is an essential component of the Master of Arts in Teaching program to prepare Teacher Candidates (TCs) for their full-time teacher residency in the spring. TCs will be assigned a mentor teacher for each of two placements, junior high and high school, for which they will observe, assist, co-plan, co-teach, and teach for 18 hours per week throughout the semester. Course meetings, assignments, pre-licensure professional development, and classroom teaching experiences are designed to support students as they develop their knowledge base and skills as a teacher.

Prerequisite: Admission to the Secondary Education M.A.T. Program

**Purpose**

The purpose of the course is to support TCs in their school-based field experience and to cultivate within them a scholarly and practitioner-based lens through which to reflect and to hone their teaching practice.

**Teacher Residency Details:**

In collaboration with their mentors, TCs will arrange a regular schedule of attending the same class periods for a minimum of 18 hours, built around the Tuesday/Thursdays M.A.T. classes in the afternoons and evenings. Schools with block schedules that have a Mon/Thurs A block will take more thought to ensure you have continuity for seeing the same students.

TCs should arrange to attend at least one planning time with the mentor each week.

All schedules will be examined by university supervisors for approval.

During your fall residency, you will gradually share and then take on planning and teaching responsibilities mutually agreed upon between you and your mentor. Not everyone will be on the same schedule. We defer to the mentor to know what works best for the continuity of their classes during your time there. There is plenty to do in a classroom even when you are not doing the teaching, whether it be working with students in small groups, assisting with grading, observing your mentor teaching, etc.

Within your required 18 hours of teach residency, you will spend 1-2 hours per week outside the mentor’s classroom to observe and experience other aspects of the school (such as other faculty, support staff, faculty meetings, extracurricular events, etc.) TCs will record these additional experiences on each biweekly reflection.

**Attendance:**

Your commitment to your mentor teacher’s classes necessitates your dependable attendance, with absences only occurring due to illness or emergencies. In the case of such an absence, communicate to your mentor with as much advance notice as possible. All absences should be made up and documented on your attendance log and reflection document.

**Attendance at On-campus Course Meetings and Partner Schools**

Similarly, as an emerging professional, your attendance for CIED 5280V class meetings on select Tuesday nights is expected. If reduced attendance at your host school or other M.A.T. classes becomes an issue, we will view this as a dispositional issue (see EDA) and may initiate a Notification of Concern (see below), which could result in not being allowed to go on to the spring internship.

**Teacher Candidate Expectations/Requirements for the Fall Teacher Residency**

* Blackboard serves as the home base regarding access to information, assignments and due dates.
* Maintain communication with mentor teacher, university supervisor, and methods professor in a prompt and professional manner. Check your uark email regularly for correspondence from mentor, supervisor, and your methods’ instructor.
* Inform Mentor Teacher and University Supervisor *prior* to a necessary absence, tardy, or early departure and as soon as possible in emergency cases.
* Be professional in appearance, attitude, and both oral and written communication.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings required by the MAT program.
* Complete various tasks as assigned by your mentor teacher.
* Reflect on observations and implementations to consider for future teaching practice.
* Ask questions and seek answers regarding the needs and expectations of placement school and the university. If you need additional support for your teaching, let your supervisor know.
* Gradually assume teaching responsibility
* Complete the following state-mandated licensure professional development requirements, available as 1-2 hour online modules on the Arkansas IDEAS website and upload notification of completion on Blackboard. More information on *Professional Development Requirements* at <https://teach.uark.edu/redhub/licensure/licensure_checklist.php>
* The 6 IDEAS trainings that you must complete this semester:
* Family and Community Engagement
* Child Maltreatment training
* Teen Suicide Awareness & Prevention
* Bullying Prevention
* Human Trafficking Awareness
* Code of Ethics training

**Course Assignments & Evaluation**

Grades will be determined based on adherence to due dates, thoughtfulness, and completion with excellence. Grades and feedback will be entered on Blackboard (unless otherwise outlined via email or face-to-face conversation). Interns are responsible for reading and responding to the feedback as appropriate. Due dates and assignment details are provided on Blackboard.

|  |  |
| --- | --- |
| Assignment | Points |
| 6 BiWeekly Teacher Residency Reports (5 pts. each) | 30 |
| 6 Arkansas IDEAS training modules - *required for licensure* (3 pts. each) | 18 |
| 2 Educator Disposition Assessments - *one per mentor* (3 pts. each) | 6 |
| Formative (Rotation #1) and Summative (Rotation #2) Observations (by Supervisor)+ Lesson Plan + Reflection (13 pts. each) | 26 |
| Formative Observation (by Mentor) + Reflection   * *one per rotation* (10 pts. each) | 20 |
| TOTAL *(note that each point is 1% of your semester grade)* | 100 |

***Late Work****.* Details and due dates for each assignment are provided on Blackboard. If there are extenuating circumstances that will make an assignment more than two days late, interns should contact their supervisor in advance of the due date to request an extension, specifying a reasonable time when the assignment will be completed. Deadline extensions are at the discretion of your instructor on an individual basis. BiWeekly reports will not be accepted more than one week late.

**Assignment Descriptions** *(due dates are on course schedule and Blackboard)*

***BiWeekly Reports*** *(Attendance Log & Reflection)****:*** TCs will complete biweekly reports throughout the teacher residency briefly describing and reflecting upon experiences following the prompts on the report template. Be thoughtful, sincere, and elaborate on your experiences.

***Arkansas IDEAS Professional Development:***The state of Arkansas requires that all teacher candidates complete specific professional development training modules in order to apply for teacher licensure. These requirements must be completed during this course.

***Teacher Residency Assignments:***Interns must meet the required amount (18 hours) of teacher residency experiences each week as described in this syllabus. Any absences must be documented. If you are absent more than 3 days, you are expected to make up those absences.

* ***Formative and Summative Observations of Aspiring Teachers*:** Teacher residents will have two observations and feedback evaluations per rotation (one formative observation by each mentor and one formative and one summative by UA Supervisors) in conjunction with planning and teaching a lesson. The observers will look for evidence based on TESS Rubric Descriptors for the Aspiring Teacher, with the purpose of identifying areas of strengths and improvement. Teacher residents should use feedback from their mentor and supervisor to target improvement on subsequent lessons.
* ***Educator Disposition Assessment (EDA)*:** Your professional disposition is something you will take seriously and use as a basis for reflecting on how you can improve as you enter the teaching profession. Each mentor will complete an EDA on your dispositions as an educator. Scores range from 0-2. Interns are expected to score 1-2 on all dispositions. A 0 received on any disposition will trigger a [Notification of Concern (NOC)](https://teacher-education.uark.edu/_resources/pdf/support/uanotification.pdf) process.

***Teacher Residents are responsible for informing their mentors of the required observations and forms, the due dates, and providing mentors with necessary forms.***

**Use of Artificial Intelligence**

You may use AI to help you with lesson planning. You may not use AI to generate any reflection questions on your BiWeekly reports.

**Additional Protocols and University Defined Policies**

If you require accommodations due to physical or other restrictive conditions, please contact the [Center for Educational Access](https://cea.uark.edu/).

**Protocol for Concerns/Conflict**

The University of Arkansas faculty work diligently to pair teacher residents and mentors in a complementary way. Overwhelmingly, both mentor and interns cultivate professional relationships that extend well beyond the MAT program. There are times when conflict may arise between an intern and a mentor. If you should experience a situation in which you feel uncomfortable or tense, please use the following protocol, so that we may help you resolve the issue.

* Do you feel comfortable talking to your mentor/intern? Most tensions emerge from miscommunication. Oftentimes, the miscommunication is related to expectations. Most issues can be resolved by simply communicating the expectation or feeling. Doing so creates space to work through the issue and renegotiate boundaries.
* If you do not feel comfortable talking to your mentor/ intern, then please contact your university supervisor.
* At this point, if you feel your issue has not been resolved please contact the Program Coordinator, Chris Goering, at [cgoering@uark.edu](mailto:cgoering@uark.edu) or 479-575-4270.

It is important that you feel safe and supported as a mentor and as an intern. Please do not hesitate to reach out if you have any questions or concerns. We would rather you reach out with small issues than to endure an unpleasant situation. If you are unsure, then contact us. We are here to support you.

**Notification of Concern (NOC)**

The Teacher Candidate Support System at the University of Arkansas seeks to support candidates as they progress through their programs. [*Notification of Concern (NOC)*](https://teacher-education.uark.edu/_resources/pdf/support/uanotification.pdf): An electronic Notification of Concern (NOC) process was developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals. The NOC form is used by UA Teacher Education faculty to alert candidates, the Teacher Candidate Professional Review Committee (TCPRC), and the teacher education assessment system to problems that may prevent a candidate from successfully completing the teacher education program. The NOC is reserved for only those situations that, if not corrected or addressed, could be a significant barrier to success in the teaching profession. The process involved with the NOC form is focused on helping the candidate, and may include tracking concerns, and identifying and applying action plans designed to alleviate the concerns. The goals of the NOC are to:

* Identify and correct issues early
* Support the teaching candidates in addressing issues
* Clarify procedures to be followed when students fail to correct the issue
* Provide systematic documentation and follow-up to support faculty, department heads, and advisors in addressing such issues

**COVID-19 and Safety Policies**

Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. <https://health.uark.edu/coronavirus/> Thank you for your help in keeping the University of Arkansas healthy and safe.

**Inclement Weather**

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**Syllabus**

CIED 5280V: Teacher Residency II

Department of Curriculum and Instruction

Spring 2026

|  |  |  |
| --- | --- | --- |
| **Course Name:** | CIED 5280V |  |
| **University Supervisor:** | Kim McComas |  |
| **Office Hours:** | By Appointment |  |
| **Office Location:** | Peabody Hall 107 |  |
| **Email:** | kmccomas@uark.edu |  |
| **Cell Phone:** | 479-935-5334 |  |

**Course Description and Requirements**

Congratulations, Teacher Candidates! You are now taking the big step as a professional to the immersive experience of being a fulltime Teacher Resident. The Teacher Residency is an essential component of the Master of Arts in Teaching (M.A.T.) degree. The experience presents the opportunity for Teacher Candidates (TCs) to understand, develop, and implement various pedagogical concepts and theories to support student learning in the classroom as they observe, participate, and collaborate in the conceptualizing, planning, and instructional aspects of teaching. The instructor of CIED 5280v serves as the university supervisor of the teacher residency.

**Course Management**

* Blackboardis the home base for this course. Course assignments and descriptions are accessible on Blackboard.
* Google Drive will be used significantly in this course. Create your own Google Drive account to be able to create, share, and store Google documents with your instructor, mentor, and peers. *(If you are not comfortable with this, use this* [Google Doc Help](https://docs.google.com/document/d/1rQwOu_WJvrFOKi_A6v4nz_-H4WV0pYJ7PyDFfSO3698/edit?usp=sharing) tutorial*.*

**Purpose**

The purpose of the course is to support TCs in their school-based teacher residency and to cultivate within them a scholarly and practitioner-based lens through which to reflect and to hone their teaching practice.

**Description of Teacher Residency**

During your teacher residency, you will gradually take on teaching responsibilities mutually agreed upon between you and your mentor. Not everyone will be on the same schedule. Some teacher residents may be ready to take over classes sooner than others, and we defer to the mentor to know what is best. Otherwise, spend your time observing your mentor teaching while also assisting with other duties. Also take time to observe other teachers teaching throughout the semester.

**Course Goals:** The goal of the full immersion capstone experience is to provide teacher candidates the experiences, information, and coaching that will enable them to be successful teachers who are also leaders in their schools and communities. More specifically, teaching TCs will...

1. Develop evidence-based instructional quality
2. Develop professional practices to improve teaching and learning
   1. Develop teacher accountability practices.
   2. Consistently reflect on teaching practices.
   3. Actively seek to make professional contributions.
3. Develop teacher self-empowerment and teaching self-efficacy.
4. Attain licensure readiness and prepare for teacher employment.

**Course Objectives:**

* Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessments. (Domain 1: Planning and Preparation)
* Utilize instructional strategies and classroom practices to effectively differentiate instruction for all learners. (Domain 2 & 3: Learning Environments and Instruction)
* Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain 2: Learning Environments)
* Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback. (Domain 3: Instruction)
* Fulfill professional roles and responsibilities by adhering to legal and ethical requirements of the profession; reflecting on instruction and student learning to assess instructional effectiveness; engaging in professional development to enhance teaching praxis. (Domain 4: Professional Responsibilities)

**Teacher Candidates Expectations and Course Policies**

**Teacher Candidate Expectations and Requirements for the Spring Teacher Residency:** Teacher Candidates will adhere to the policies and guidelines of the MAT program. The following list of expectations are minimal guidelines and are not all inclusive:

* Teacher residents should be present and on time M-F and keep the same teaching schedule as your mentor.
* Be professional in appearance, attitude, and both oral and written communication.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings required by the program of study.
* Reflect on observations and implementations to consider for future teaching practice.
* Ask questions and seek answers regarding the needs and expectations of placement school and the university. If you need additional support for your teaching, let your supervisor know.
* Gradually assume teaching responsibility (pace determined by mentor, but the goal is to take over 4 classes by mid February, with no more than 2 different ‘preps’, i.e. no more than 2 types of classes to prepare for.)
* Maintain communication with mentor teacher, university supervisor, and methods professor in a prompt and professional manner. Check your email regularly for correspondence from mentor, supervisor, and your methods’ instructor.
* Attend MAT cohort meetings as scheduled.

The commitment of teaching often (usually) extends beyond the school day and often to weekends. Teacher candidates should expect to spend significant time during the evenings and on weekends grading papers and planning for instruction as needed to be prepared for instruction and student learning. This could also include communicating with your mentor teacher on the weekends (as needed) to prepare for the teaching week.

**Attendance Policy**: Teacher residents are expected to be present and on time at their assigned school Monday-Friday for the entire school day unless there is a serious illness or documented emergency clearly beyond their control.

**Absence Policy:** Should an absence be absolutely necessary, teacher candidates should inform the mentor teacher and the UA supervisor as soon as possible and document their absences on their biweekly Reports. Teacher candidates are expected to make up any more than three absences after the internship period ends *(adjustments may be considered on an individual basis)*.

**Other Duties***:* Teacher Candidates are expected to attend relevant school activities that fall within the purview of *teaching duties* as mutually agreed upon by the partnership team, which consists of the university supervisor, mentor, and school principal. Attendance at regular faculty meetings is also expected. In addition to teaching assignments, teacher candidates are expected to assist mentor teachers in performing certain duties, such as bus, lunch, study hall, sponsoring special field trips or other projects, and participating in team projects.

Teacher residents should attend parent-teacher conferences which do not conflict with regularly scheduled University classes or cohort meetings. Practicing teachers will gain significant insight by attending these conferences which address all issues such as student placement in special classes, retention, behavior modifications, and so on.

**Substitute Teaching:** You may substitute during an absence of your mentor teacher for up to two weeks if you feel comfortable doing so. Otherwise, the district will provide a sub, and you can continue with your internship responsibilities. A district application for substitute teaching is typically required. You may not sub for any other teachers during your internship. This policy is connected to our university policies and state licensure requirements.

**Course Assignments & Evaluation Policies**

Grades will be ascribed based on adherence to due dates, thoughtfulness, and completion with excellence. Grades and feedback will be entered on Blackboard unless otherwise directed. Teacher residents are responsible for reading and responding to the feedback as appropriate. Grade categories and relative weighted values are listed below on Table 1. Due dates and assignment details are provided in the assignment schedule posted on Blackboard.

Table 1: Course Assignment Categories and Grade Value

|  |  |  |
| --- | --- | --- |
| **Assignment Category** | **Total Points** | **Percentage** |
| BiWeekly Reports (8) | **40** | **40** |
| Mentor EDA (2) | **10** | **10** |
| Supervisor Formative Observation (2) | **20** | **20** |
| Mentor Formative Observation (2) | **10** | **10** |
| Summative Evaluation & Lesson Plan (1) | **20** | **20** |
| **Total** | **100 pts.** | **100%** |

**Notes:** Each point earned is worth 1% of your semester grade. The summative evaluation is a performance summative assessment and the actual points earned on it will depend on the score earned.

**Assignment Descriptions and Details:** Individual assignments are described briefly below. Details and official due dates are provided on Blackboard.

*BiWeekly Reports (8):* TCs will complete eight intern reports throughout the spring internship. In addition to documenting your attendance, interns will respond to the reflection prompts your instructor provides. *Full credit will be awarded for reflections that are complete, thoughtful, sincere, and that grapple and elaborate on your learning to teach issues (successes, challenges, questioning etc.).* The prompts are also designed to help you become familiar with the Teacher Excellence Support System (TESS) domains.

*Educator Disposition Assessment:* Your professional disposition is something you will take seriously and use as a basis for reflecting on how you can improve as you enter the teaching profession. About midway through your teacher residency and again, near the end of the semester, your mentor will complete an EDA on your dispositions as an educator. Scores range from 0-2. Interns are expected to score 1-2 on all dispositions. A 0 received on any disposition will trigger a [Notification of Concern (NOC)](https://teacher-education.uark.edu/_resources/pdf/support/uanotification.pdf) process.

*TESS Aspiring Teacher Observations:* Formative and summative observations provide opportunities for interns to receive feedback as an emerging professional. The observation protocol follows the Teacher Excellence Support System (TESS) documented in all Arkansas public schools. Teacher residents are responsible for arranging observation dates, preparing for the observations, reflecting on the feedback received, and submitting the completed forms to Blackboard in a timely manner.

*TESS Formative Observations*: Interns will participate in four formative observations (2 from their mentor and 2 from their UA Supervisor). Interns should reflect on the feedback they receive and use it to explicitly target improvement on subsequent lessons.

*TESS Summative Observation*: Near the end of the semester, interns should schedule a final summative evaluation with their mentor and their UA supervisor (concurrently) (although the observations may be conducted on different periods/days). Teacher residents will submit a lesson plan to their supervisor prior to the observation. This is a performance-based evaluation. The final grade will be based on the actual scores earned. More information will be provided on Blackboard. **All candidates are expected to receive a minimum score of *progressing* (2) on their final summative evaluation.** Failure to achieve this standard could result in the TC completing an Intensive Professional Learning Plan (IPLP) document and submitting it to the instructor for approval.

Teacher residents are responsible for reminding their mentors of the required observations and the EDA, the due dates, and should provide mentor electronic access to the necessary forms.

*Assignment Submission Guidelines.* Blackboard is the home base for this course. Unless otherwise directed, please upload all your assignments as Word documents (.docx) to Blackboard for review and credit. Although you may email your instructors assignments from time-to-time, these will be reviewed for course credit only on Blackboard *because* this helps us with organization, and, more importantly, it is easier to give you quality feedback there. Emailed assignments will not be evaluated for course credit. *Exception:* Prior to an observation, lesson plans should be completed on *Google* documents, shared with your supervisor so that *anyone with the link can EDIT*. Copy the link, and paste it into an email to your instructor 24 hours prior to an observation.

*Late Work Policy:*Details and due dates for each assignment are provided on the Assignment Schedule on Blackboard. If you are unable to complete the assignment by the designated due date, email your supervisor in advance of the due date to request an extension, and specify an appropriate time when you will be able to submit it. Deadline extensions are at the discretion of your instructor on an individual basis. Otherwise, all assignments (except for EDA and observations that are dependent on mentor/supervisor availability) received after the due date may lose 1% of your semester grade per week unless prior approval has been granted. Assignments may not be accepted after two weeks late without prior approval.

**Protocol for Concerns/Conflict**

The University of Arkansas faculty work diligently to pair teacher residents and mentors in a complementary way. Overwhelmingly, both mentor and interns cultivate professional relationships that extend well beyond the MAT program. There are times when conflict may arise between an intern and a mentor. If you should experience a situation in which you feel uncomfortable or tense, please use the following protocol, so that we may help you resolve the issue.

1. Do you feel comfortable talking to your mentor/intern? Most tensions emerge from miscommunication. Oftentimes, the miscommunication is related to expectations. Most issues can be resolved by simply communicating the expectation or feeling. Doing so creates space to work through the issue and renegotiate boundaries.
2. If you do not feel comfortable talking to your mentor/ intern, then please contact your university supervisor.
3. At this point, if you feel your issue has not been resolved please contact the Program Coordinator, Chris Goering, at [cgoering@uark.edu](mailto:cgoering@uark.edu) or 479-575-4270

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**The Scholar-Practitioner and University of Arkansas Conceptual Framework**

The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring and supportive of students, families, school staff and the community; and a professional who continues to learn. This course is designed to support TCs in becoming thoughtful scholar practitioners who are aware of how the university’s conceptual framework works within areas of Classroom Environment (Domain 2) and Instruction (Domain 3).

**Additional University Policies and Procedures**

**Accommodations:** If you require accommodations due to physical or other restrictive conditions, please contact the [Center for Educational Access](https://cea.uark.edu/).

**COVID-19 Policies:** Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/work space disinfecting can be found at <https://health.uark.edu/coronavirus/> Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website [ethics.uark.edu](https://ethics.uark.edu/). Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.

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**CIED 5333**

**Curriculum Theory & Development for Educators Course Syllabus - Summer 2024**

**INSTRUCTOR:** DR. JASON ENDACOTT [(JENDACOT@UARK.EDU)](mailto:(JENDACOT@UARK.EDU)

**COURSE MEETINGS:** PEABODY 307 – T/TR 9:15-1:00

**Course Description**

The design and adaptation of curriculum for students in regular and special classrooms. Theoretical bases and curriculum models are reviewed.

**Student Outcomes**

At the conclusion of this course the students will be able to:

* Discuss the basic philosophical, theoretical, and practical foundations of curricula
* Evaluate the multiple definitions of the concept of curriculum over time
* Analyze current trends in curricula drawing from historical, political, and social influences
* Examine curriculum and instructional practices within current context (school) and relate them to curricular theory, orientations, and influences
* Critique an existing curriculum based on established rationales and practices
* Examine the curriculum development process through the backwards design process
* Identify and operationalize appropriate enduring understandings for assessment
* Evaluate curricular assessment measures for validity and reliability

**Required Texts**

* None – Readings will be provided via BlackBoard

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

**Academic Integrity**

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work. Academic dishonesty may include those acts defined as research or scholarly misconduct; such academic integrity issues are subject to review under this policy as well as under the University’s Research and Scholarly Misconduct Policy. Which policy applies to particular allegations is addressed in more detail below; if necessary, the Research Integrity Officer, in consultation with the student’s dean, shall determine which policy is most appropriate for a given case. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu](http://provost.uark.edu/) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Generative AI Policy**

***Restricted:*** Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative

artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Oﬃce of Academic Initiatives and Integrity.

**Statement of Inclusion & Diversity**

The University of Arkansas envisions a world committed to inclusivity, where diversity, equity, access, and civility are valued as a part of our culture, climate, and everyday lives. The University’s Office for Diversity and Inclusion strives to make this vision a reality by reinforcing inclusive excellence in everything we say and do. We have a responsibility as engaged citizens to consistently incorporate behaviors and practices that support an inclusive environment on campus, in Arkansas and everywhere.

**Course Requirements**

**Daily Written Reflections 20% of Final Grade**

You will be asked to begin each class with a writing prompt designed to foster reflection, connect topics between course meetings, and provide formative data regarding your progress. You MUST be in class to complete the writing prompts. We will complete and submit them in class. There are NO make ups for the writing prompts. The first missed writing prompt would result in a 40% reduction to your writing prompt grade (8% of overall course grade). The second missed writing prompt would result in an 80% reduction in your writing prompt grade (16% of overall grade). A third missed writing prompt would result in a zero for your writing prompt grade. To make sure the impact of missed writing prompts is clear, refer to the table below.

|  |  |  |
| --- | --- | --- |
| MISSED WRITING  PROMPT | WRITING PROMPT GRADE  REDUCTION | CUMULATIVE IMPACT ON OVERALL  COURSE GRADE |
| 1 | 40% | 8% |
| 2 | 80% | 16% |
| 3 | 100% | 20% |

**Curriculum Aims Argument 20% of overall grade**

The purpose of this assignment is to develop an argument that advances your ideal educational aim within your specific

educational context (i.e., social studies, drama, science…etc.).

**Curriculum Development Assignment 30% of overall grade**

You will work in a group with colleagues in the same content area to develop a brief unit curriculum for a topic of your choice. More information will be provided in class.

**Curriculum Controversy Presentation 30% of overall grade**

Your task for this assignment is to work in a group with colleagues in the same content area (wherever possible) to investigate a current curriculum controversy in your discipline. More info to be provided.

**Late Assignments**

If you ask, I will give you more time. It is rare that I don’t agree to additional time for students to complete assignments. If you

don’t ask, then the penalty for late work is 10% per day late.

CIED 5333 Course Outline

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** | **Date** | **Topic** | **Readings** | **Assignment Due** |
| 1 | 7/2 | Introduction & Approaches to Curriculum | * Theoretical Foundations of Curriculum (in class) |  |
| 2 | 7/9 | Educational Aims | * The Aims of Education * William James – Philosophize This! |  |
| 3 | 7/11 | The Nature of Curriculum | * The Nature of the Curriculum * Should Standardized Student Assessments Guide Curriculum and Instruction? |  |
| 4 | 7/16 | Curriculum History | * Curriculum History * Neoliberalism’s Influences on Modern Education |  |
| 5 | 7/18 | Curriculum Controversy Projects | * Do Curriculum and Instruction in Schools Need to be More or Less Programmatic? | Curricular Aims Argument |
| 6 | 7/23 | Curriculum Development |  |  |
| 7 | 7/25 | Curriculum Development & Curriculum Controversy Projects |  |  |
| 8 | 7/30 | Curriculum Development Curriculum Controversy Projects |  | Curriculum Development Assignment |
| 9 | 8/1 |  |  | Curriculum  Controversy Presentations |

Dr. Conner’s Fall 2023 Syllabus

M/W 11:00 AM – 12:15 PM | Grad Ed. Foyer 166

**CIED 5553**

**Social Justice and Multicultural Issues in Education**

**A diagram of a community cultural wealth

Description automatically generated**

**Instructor:** Karynecia E. Conner **Email:** [Keconner@uark.edu](mailto:Keconner@uark.edu)

**Office:** PEAH 213 **Office Hours:**  By Appointment

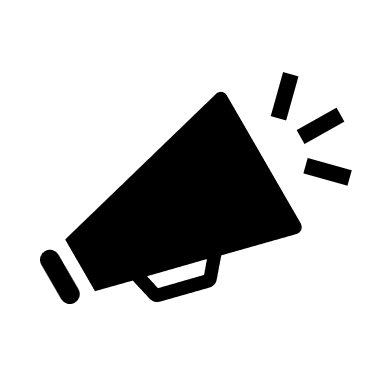
**Welcome to Social Justice and Multicultural Issues in Education!**

I am thrilled that you are here and that we will spend the semester exploring the intersectionality between equity, cultural competence, and your teacher identity together! Let's get it!

***Driving Motivation and Questions***

The growing diversity in American classrooms has created the need for all teachers to become culturally competent. Cultural competence is effectively interacting with people from diverse cultural backgrounds. Differentiation and scaffolding are critical concepts for developing cultural competence. In this class, we will meditate on the following questions: (1) How do we, as teachers, make learning accessible for all? and (2) How might we create bridges between classroom content/instruction and our students' cultural, familial, and linguistic lives?

This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems. By reflecting upon and answering these questions, you will experience increased student achievement, confidence as a teacher, and the ability to connect with and understand diverse communities.

**Rationale for the Course:** 

Part of becoming a culturally responsive teacher is learning about the culture of all your students and colleagues. We already do this every day through media, travel, socializing, and kinships. For this course, we will expand our background knowledge about the cultures in our communities and schools. We will explore the demographics of our partner communities and schools to create a “big picture” as well as a “snapshot” of the places where you will intern or work. In addition to readings from our textbooks, we will host guest speakers, listen to podcasts from professionals in the field, and read articles related to our topic.

***Course Goals and Objectives***

This class will prepare you with the recent theories, practices, and pedagogical knowledge needed for 21st-century classrooms. This course aims to provide you with tools to develop your self-knowledge, cultural competence and strategies to apply differentiation and scaffolding for effective cross-cultural communication in your curriculum and teaching. This goal includes exploring the cultures and languages of our local school districts to understand how to design lessons that will connect to content and engage all learners, especially your multilingual learners. To do so, we will incorporate interactive activities and discussions into the course to encourage active engagement and application of the concepts. We will be sharing our professional journeys and experiences to complement the objectives and competencies of this course so that we may honor our future students' experiences, journeys, and communities too.

**In this class, we will…**

1. Examine our own identities and how they influence our teaching and learning.
2. Investigate the student populations of select schools in NWArkansas to develop knowledge of our students’ identities.
3. Consider how community identity plays a role in schooling.

Interwoven into these investigations are assignments to enhance your intercultural competence as a unique professional working with a classroom of unique learners.

**COURSE OBJECTIVES**

At the end of this course you will be able to…

* Understand and demonstrate how the unique identity of individuals, especially language, plays a role in learning and teaching,
* Analyze and evaluate the role that identity plays in equitable and inequitable classrooms,
* Conceptualize how to apply the principles of culturally responsive teaching in your own classroom.

**COURSE RESOURCES**

**Required Course Texts**

Au, W. (2014). *Rethinking multicultural education. 2nd ed.* Rethinking Schools.

<https://rethinkingschools.org/books/rethinking-multicultural-education-2nd-edition/>

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Corwin.

<https://www.amazon.com/Culturally-Responsive-Teaching-Brain-Linguistically/dp/1483308014>

Livermore, D. (2013). *Expand your borders.* Cultural Intelligence Center. <https://davidlivermore.com/expand-your-borders/>

**Supplemental Readings**

Your course instructor will provide all additional required readings for the course on BlackBoard.

**INSTRUCTOR’S EXPECTATIONS**

**Attendance & Participation**

I am taking attendance. Given the importance of our work and the fact that we will only be meeting once a week, your attendance and active participation in class is required. If you are unable to attend class for some reason, please call, text, or email in advance. You will schedule a meeting with me after 2 absences. Multiple absences may require you to drop the class.

**Assessment Procedure for all Course Assignments**

Your responses are important to me because I want you to succeed. Part of your success depends on your ability to stick to due dates and to respond “analytically and creatively” (see expectations below). Grades will be ascribed based on adherence to due dates, thoughtfulness, and completion with Excellence within Bb. These are time sensitive since your responses contribute to class discussions. You may request to submit late work for partial credit, but I will not remind you. This is part of your responsibility as an *emerging professional educator*. Live the profession!

**Participation, Professionalism, and Preparedness**

* **Participation**: You must participate in class discussions, activities, and events.
* **Professionalism:** will assess your ability to (1) collaborate collegiately with your instructor and peers; (2) Dress Professionally: We are professionals, so If not dressed in Business professional or casual, you may dress casually for class – pants, a t-shirt, and/or a cardigan. (3) use technology responsibly.
* **Preparedness:** Come to class having read the required readings and completed any required activities or homework assignments.

**COURSE ASSIGNMENTS**

**Weekly Discussion Response**

For the duration of the course, you are expected to answer one discussion question per class session. The discussion questions/activities will require you to synthesize and reflect upon a combination of the course documentary film, readings, field experiences, and your personal experiences. The readings and/or films should be read/watched prior to each class session and prior to completing the discussion responses. All discussion responses must be supported by at least (2) APA7 citations. Expect a combination of 2-3 questions and/or one associated activity in preparation for the live session. This asynchronous work should not take more than one hour to complete and must be completed by 11:59 pm CST the night of the live session.  **Due: Each Wednesday & Friday @ 11:59 pm**

**Critical Reading Analysis (1)**

You will write one critical reading summary. In the critical analysis, you are not simply paraphrasing what the authors wrote about, but rather you are engaging in a critical synthesis of the readings. You will work to unpack the major themes and concepts that can be found across the readings, how the ideas compare and contrast to one another, and how you might or might not use this information in your classroom teaching. You will synthesize the readings, relate them to previous readings and discussion, contextualize them in the present, and tie them to your own research or teaching practice. Please be sure to use APA 7 to draft your analysis and cite material from the readings to support your claims, including direct quotations and citations of ideas. Your critical reading analysis should include a clear introduction and conclusion and follow a logical pattern of thought. CRA’s are due the night of your co-led discussion 11:59 pm before the scheduled class session of the assigned readings. Each reading summary should be no more than three double-spaced pages, 12pt font, times new roman. The analysis should utilize the APA7 citation format (no title page is needed). This is intended as a good academic writing exercise, so do not exceed the page limit, I will not accept it. No critical reading analysis can be submitted for the first or last week of class. **Due: Throughout the Course**

**Co-Led Class Discussion (1)**

In the same week you complete the Critical Reading Analysis (CRA). You are expected to co-lead one class discussion with a fellow classmate or two. You will develop 2-3 discussion questions and an activity. The questions should come from the readings, or current events related to the main ideas expressed in the readings. You must develop ppt slides to accompany your discussion. Teams are responsible for leading a class activity AND discussion and should plan on having enough materials to fill at least one hour of class time. You will need to meet with your partner to plan for this session in advance. You will also need to provide me with an outline/plan for your discussion/presentation five days prior to class. **Due: Throughout the Course**

**The American Schooling Experience: An Oral History Archive**

We will create a repository of digital interview data that reflects the American schooling experience from the vantage point of multiple independent and intersectional identities. Using this repository, the preservice teachers will conduct interviews and collect artifacts that detail the contemporary American schooling context as mediated by social class, race, geography, language, religion, sexuality. The student may choose any one or combination of these social groups to interview. The class will interact with and use this archive to conceptualize culturally responsive and sustaining methodologies for teaching each group. The project is conducted in three assignments:

**Part I: Cultural interviews:** To make connections between the similarities and differences of the various cultures studied in the class, The student will choose one social identity (or intersectionality of identities) that you have had little interaction with or cultural knowledge about, interview someone from that background and deposit the archive to an online repository. **The objective of the interview is to understand, from your interviewees perspective, how their personal identity mediated their schooling experience**.

**Part II: Reflective Essay**

Then write a 500 word reflective essay considering your findings from the interview/s and suggest how your peers, teachers and teacher educators might use this knowledge to bridge cultural divides in their classroom. The essay should include a brief description of your interviewee and include your inquiry question (what you hoped to learn from the interview).

**Due: June 25th**

**Part III Oral History Archive Presentation, Discussion and Recommendations**

You will present the findings from your interview and personal reflection to the class. Your presentation should consider how what you learned from your interviewee will impact how you might serve their affiliated minority group in your classroom , curriculum and instruction.

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**Due: June 27th**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | | **Total Points Possible** | **Weight** | **Due Dates** |
| Bi-Weekly Discussion Response | | 50 (5pts each) | 25% | Bi-Weekly |
| Critical Reading Response | | 75 | 25% | Open |
| Co-Led Discussion | | 25 | 25% | Open |
| Part I Cultural Interview | | 50 | 25% | 6/25 |
| Part II Reflective Essay | | 50 | 25% | 6/25 |
| Part III Oral History Archive Presentation | | 50 | 25% | 6/27 |
| Participation | | 100 | 50% |  |
| **All of Course Assignments** | | 400 |  |  |
| Note: Missed a due date? Remember you can submit late work for half-credit! | Grading Scale:  100-90 = A  89-80 = B  79-70 = C  69-00 = F | |  |  |

**Policies and Resources**

**Statement on Belonging**

We must play our part in creating social connections, mental health and safety, and individual agency that creates a stronger sense of belonging for ourselves and each other. We conducted a campus-wide study on students' perceptions of belonging. The process included listening to students' stories and experiences. From that process, we developed a framework for belonging, a basic conceptual structure built on the research findings and data points. You can use this information to help cultivate a stronger sense of belonging for everyone. <https://belonging.uark.edu/index.php>

**Statement of Inclusion and Diversity**

The Provost’s Office integrates diverse practices and embraces a culture of inclusivity where all individuals feel a sense of belonging and thoughts can be shared with professionalism and respect. <https://provost.uark.edu/diversity-inclusion/>

**Land Acknowledgement Statement**

The Indigenous history of the land the University of Arkansas campus sits on goes back to time immemorial, and across that expanse of time, many successive groups have lived here and created sacred legacies in this area. Fulbright College acknowledges Indigenous peoples were forced to leave their ancestral lands, including the Osage, Caddo, and Quapaw Nations with ties to Northwest Arkansas. We further recognize that a portion of the Trail of Tears runs through our campus, and that the Cherokee, Choctaw, Muscogee (Creek), Chickasaw and Seminole Nations passed through what is now Arkansas during this forced removal. We acknowledge all Indigenous teachers, researchers and all other residents in our community and region today. We proudly offer Indigenous Studies in our college and seek continuity and connection to the past as we look to the future with increased collaboration with Indigenous governments and entities.

<https://faulkner.uark.edu/about/misson-statement/index.php>

**Academic Dishonesty**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy,’ which may be found at [http://provost.uark.edu.](http://provost.uark.edu/) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Campus Safety and Security Resources**

The U of A is dedicated to providing a safe learning, working, and living environment for our students, faculty, staff, and visitors. Check here if you have any questions about emergencies, weather, active threats, sexual assault, or evacuations. <https://safety.uark.edu/>

**Center for Educational Access**

Adjusting to a university setting presents many challenges for new students, especially for those with disabilities. The University of Arkansas in Fayetteville makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for students with disabilities. The CEA provides direct support for students with disabilities and training and educational resources to the University community as a whole.  <https://cea.uark.edu/>

**Food and Accommodations Insecurity**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. You may also notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess. Faculty are here to help you succeed! <https://service.uark.edu/services/pantry/index.php> .

**Changes to the Syllabus**

A syllabus is a tool to help you plan your time and track our progress. Every effort is made to ensure the syllabus is as complete as possible, but there may be occasions when changes are required. The instructor will announce and post any deviations from the syllabus.

**Additional Information**

Arkansas Department of Elementary and Secondary Education English Language Proficiency Standards <https://dese.ade.arkansas.gov/Offices/learning-services/english-learners/english-language-proficiency-standards>

Arkansas Teacher of English to Speakers of Other Languages

<https://arktesol.org/>

Center for Applied Linguistics

<https://www.cal.org/>

National Clearinghouse for English Language Acquisition (NCELA)

<https://ncela.ed.gov/>

TESOL International Association

<https://www.tesol.org/>



***College of Education and Health Professions***

***Department of Curriculum and Instruction***

**Course Number**: **CIED 5223**

**Course Title**: ***Learning Theories***

**Semester**: Summer 2021

**Room:** PEAH 127

**Professor**: Stephen R. Burgin, Ph.D.

**Office**: PEAH 312

**Office Hours:** By appointment

**E-mail:** [srburgin@uark.edu](mailto:srburgin@uark.edu)

**Cell Phone:** 479-304-9313

**Course Description**:

Albert Einstein believed that intellectual growth commences at birth and ceases only at death. Toward the end of his lifetime, Michelangelo, the famed Renaissance painter and sculptor, proclaimed, “I am still learning.” Given their accomplishments, one might assume that both of these figures learned quickly and effortlessly. As the field of educational psychology demonstrates, however, learning is a complex, on-going process that occurs throughout a person’s lifetime.

This course draws on research and scholarship in the field of educational psychology to introduce beginning teachers to theoretical and practical issues associated with teaching and learning. It examines prominent learning and developmental theories with the goal of understanding how they can inform teachers’ work designing lesson plans, constructing learning environments, motivating students, responding to (and accommodating) learner differences, and monitoring and assessing student learning. Students are expected to approach this graduate level course willing to wrestle with complex issues and questions that may lack easy answers.

**Course Objectives:**

* Students will describe and analyze different theories of cognitive development.
* Students will compare and contrast theories of cognitive development with the intention of explaining how teachers can use them to design (and enact) meaningful instruction that promotes learning.
* Students will apply concepts and theories from the field of educational psychology to case studies with the goal of analyzing and diagnosing a range of problems and issues related to teaching and learning.
* Students will participate in class discussions and activities with the goal of examining questions and problems related to teaching and learning.
* Students will use writing as a vehicle to analyze and evaluate concepts and issues they encounter in the assigned readings and class discussions.

**Essential Questions**:

* How do various theories of cognitive development explain how people learn?
* What do the instructional methods and practices that teachers enact reveal about their epistemologies and understanding of how people learn?
* How can teachers draw on principles associated with the field of educational psychology to design and enact meaningful instruction that accommodates diverse students and promotes learning?

**Required Text: (available online)**

National Research Council (2018). How People Learn II. Washington, DC: National Academy Press.

**Supplemental Readings:**

Additional readings will be uploaded to Blackboard.

**Grades will be based on the following:**

**Course Requirements & Assessments**:

**Attendance**: Given the importance of our work, your attendance and active participation in class is required. If you miss three classes your grade will be lowered by one letter (e.g., “B” to “C ). A fourth absence will result in your failing the course. Please note that I do not distinguish between excused and unexcused absences, except in the case of a documented medical emergency. If you are unable to attend class for any reason, it is your responsibility to e-mail me in advance and explain the situation. *If a student is tardy three times, it will be counted as an absence.*

**Mid Course Reflection Paper** (100 points): Research points to the importance of monitoring one’s learning. The purpose of this assignment is for you to perform a self-assessment. What have you learned so far? What do you still wonder about? How do you anticipate this material being useful to you in the future? These are the sorts of questions that you might answer as you complete this assignment.

**Case Study Paper** (100 points): To demonstrate your ability to connect theory to practice, you will be asked to compose an analytic paper in which you identify a lesson plan and modify it accordingly. The objective of the assignment is for you to identify and apply the theory (or theories) of learning that you believe would make the teaching and learning of the lesson more effective through modification. This assignment will require the use of the University Libraries to obtain research-based support for your evaluation.

**Final Exam** (200 points): There will be a comprehensive final exam to conclude the course. My exams consist of short written response items. They will assess declarative knowledge (that is, the ability to name, identify, define, and describe the theories and concepts we encounter) as well as procedural knowledge (the ability to apply those theories and concepts).

**Grading**: Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

**A** = 90-100% (358-400 pts.)

**B** = 80-89% (318-357 pts.)

**C** = 70-79% (278-317 pts.)

**D** = 60-69% (238-277 pts.)

**F** = 0-59% (0-237 pts.)

**Late Assignments**: Late work will be assessed a penalty of 15% (the equivalent of one letter grade). Written work submitted two days after the assigned due date will be evaluated upon request but credit will not be granted.

**Submission of Assignments**: All work turned in for evaluation should be typewritten and double-spaced, and should employ 1 inch margins on all sides. Please use 12-point font and a legible typeface. Be sure your printer toner allows you to produce clear copies prior to the date of submission. Written work submitted by email will not be accepted.

**Academic Dishonesty:** Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work. Academic dishonesty may include those acts defined as research or scholarly misconduct; such academic integrity issues are subject to review under this policy as well as under the University’s *Research and Scholarly Misconduct Policy*. Which policy applies to particular allegations is addressed in more detail below; if necessary, the Research Integrity Officer, in consultation with the student’s dean, shall determine which policy is most appropriate for a given case.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the university’s ‘Academic Integrity Policy' at provost.uark.edu/academic integrity. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Students with Disabilities:** University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

Tentative Course Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topics | Reading | Assignments |
| 6/29 | What is learning? |  |  |
| 6/30 | Expert versus Novice Learners | HPL Chapters 1 & 5 |  |
| 7/1 | Behaviorism  (Skinner, Thorndike, Watson) | Skinner (1953) pp. 402-412  HPL Chapter 6 |  |
| 7/7 | Learning and Transfer  (Ausubel) | HPL Chapters 2 & 4  Ausubel (1960) |  |
| 7/8 | Cognitive Development  (Piaget) | Kamii (1996)  Dixon (2003) |  |
| 7/12 | Social constructivism and ZPD (Vygotsky) | Vygotsky (1978) |  |
| 7/14 | Learning in School Settings | HPL Chapter 7 | Midcourse Reflection Paper |
| 7/15 | Situated Learning Theory | Lave & Wenger (1991) |  |
| 7/21 | Mind and Brain | HPL Chapter 3 |  |
| 7/22 | Case Study Paper Research |  |  |
| 7/23 | Conceptual Change Theory | Posner et al. (1982) | Case Study Paper |
| 7/26 | Multiple Intelligence Theory  (Gardner)  Self-Efficacy and Motivation  (Bandura) | Gardner & Hatch (1989)  Bandura (1977)  Dweck (2007) |  |
| 7/28 | The Design of Learning Environments  Effective Teaching | HPL Chapters 8, 9 & 10 |  |
| 7/29 |  |  | Final Exam |

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**College of Education and Health Professionals**

**Department of Curriculum & Instruction**

**Instructor**: Stephen Burgin, Ph.D.

**Office**: Peabody 312

**Office Hours**: by appointment

**Phone**: 479-304-9313

**Email**: [srburgin@uark.edu](mailto:srburgin@uark.edu)

**Course Number & Title**: CIED 5263: Assessment, Evaluation, and Practitioner Research

**Class Time & Place(s)**: PEAH 206. Mondays and Wednesdays from 9:15am – 1:00pm

**Readings:** Supplemental readings (articles) will be made accessible through Blackboard.

**Course Description**

This course provides a study of assessment, testing and research within the context of the K-12 classroom. It focuses upon forms of assessment, the history of testing in the United States, uses and abuses of testing, student evaluation, educational research methods and practitioner research to inform instruction.

**Course Objectives**

Students will be able to:

* create an informed philosophy of assessment that incorporates course topics
* write instructional goals and objectives
* develop tests with a variety of types of items
* construct a project handout and associated rubric
* communicate a grading policy through a syllabus
* give a pitch for an action research project that conveys an understanding of data collection and analysis

**Instructor Expectations**

* Students will work to the best of their abilities.
* Students will communicate both orally and in writing.
* Students will think analytically and produce original work.
* Students will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals.

**Assignments, Due Dates, and Weights**

1. Assessment philosophy and revision, 7/3, 7/31, 20%
2. Test and answer key, 7/10, 30%
3. Student handout and project rubric, 7/17, 30%
4. Syllabus with grading policy, 7/24, 10%
5. Action research pitch, 7/31, 10%

**Grading Scale**

A = 90% - 100% Exemplary understanding of course goals/objectives

B = 80% - 89% Proficient understanding of course goals/objectives

C = 70% - 79% Familiar understanding of course goals/objectives

D = 60% - 69% Limited understanding of course goals/objectives

F = 59% or below Lacks understanding of course goals/objectives

XF Failure, academic dishonesty

I Incomplete course requirements

**Tentative Schedule with Topics and Assignments**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic(s)** | **Assignments** |
| 7/1 | Introduction  Formal versus Informal assessment  Formative versus Summative assessment |  |
| 7/3 | Writing goals and instructional objectives | Assessment philosophy |
| 7/8 | Writing objective and subjective items for assessment instruments |  |
| 7/10 | Homework, Projects, Performance assessments, and Portfolios | Test and answer key |
| 7/15 | Holistic rubrics, analytic rubrics |  |
| 7/17 | Grading Policies  Grade Reports  Giving Feedback | Student handout and project rubric |
| 7/22 | History of standardized testing  Impacts and politics of standardized testing |  |
| 7/24 | Teacher, practitioner, action research  Research questions and data collection plans | Syllabus with grading policy |
| 7/29 | Qualitative and quantitative data analysis |  |
| 7/31 | Final Presentation | Revised assessment philosophy  Action Research Pitch |

##### **University Policies and Course Statements**

##### **Academic Integrity**

All faculty are encouraged by the Provost to include the recommended [Academic Honesty Syllabus Statement](http://honesty.uark.edu/policy/index.php#Academic_Honesty_Syllabus_Statement:) on every course syllabus. The statement can be found on the Provost’s website, along with the full [Academic Integrity Policy](http://honesty.uark.edu/policy/index.php). It is important for faculty to be able to provide students with answers about their questions related to academic honesty, as well as providing very specific application of the policy for assignments in their courses. For guidance, faculty are encouraged to study the [sanction rubric](http://honesty.uark.edu/sanction-rubric/index.php), as well as [answers to “what if?” questions](http://honesty.uark.edu/faculty/index.php).

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**Disabilities**

University of Arkansas [Academic Policy Series 1520.10](https://provost.uark.edu/policies/152010.php) requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

##### **Emergency Procedures**

* The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>.

##### **Violence/Active Shooter (CADD)**

* **CALL:**  9-1-1
* **AVOID:**If  possible, self-evacuate to a safe area outside the building.  Follow directions of police officers.
* **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet.  Remain there until told by police it’s safe.
* **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Inclement Weather**

Each faculty member should include an inclement weather policy and plan on the course syllabus. The campus has an inclement weather policy (link below), though faculty are encouraged to augment the policy to meet any unique needs of courses or students. In general, students need to know how and when they will be notified in the event that class is cancelled for weather-related reasons. <http://safety.uark.edu/inclement-weather/>

Tornado Warning

* Follow the directions of the instructor or emergency personnel.
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
* If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building.
* Stay in the center of the room, away from exterior walls, windows, and doors.
* For more on emergency information, visit [emergency.uark.edu](http://emergency.uark.edu/)

**Reminder About Concealed Carry on Campus**

Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner.

If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual’s immediate vicinity (within arm’s reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on campus, it should be reported to the University of Arkansas Police Department.

For more information, please go to [safety.uark.edu](http://safety.uark.edu/).

**Land acknowledgement Statement**

The indigenous history of the land our campus sits on goes back more than 13,000 years, and across that expanse of time many successive groups lived on, and created sacred legacies for this area. We know virtually nothing about their languages or by what names they referred to themselves.

By the time people of European origin arrived and began to write down their own observations and record the stories Native Americans related about their histories, the Osages had long been using this area as a source for food and other commodities, though their villages occupied lands farther north in Missouri.

During the early 19th century, Cherokees living in the Arkansas River valley also began to use this area, and then during the later 1830s and early 1840s other Cherokee groups removed from south Appalachian homelands passed through during the forced removals known as the Trail of Tears.

[So You Want to Acknowledge the Land?](https://www.hcn.org/issues/53.5/indigenous-affairs-perspective-so-you-want-to-acknowledge-the-land)

-article in response to the Land Acknowledgement at the University of Arkansas

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**Department of Curriculum and Instruction**

**SEED 4063/CIED 5063: Literacies in Education**

**Tuesdays 2:00pm-4:30pm Peabody 206**

**Instructor:** Dr. Stephen Burgin

**Office Hours:** by appointment, Peabody 312

**Contact:** [srburgin@uark.edu](mailto:srburgin@uark.edu), 479-304-9313

**Course Description**

As articulated by the Arkansas Department of Education, developing literacy skills is a shared responsibility across all content areas, as each discipline employs literacy practices that are appropriate for its domain. Consistent with this assumption, the Arkansas Disciplinary Literacy Standards hold teachers responsible for ensuring that students are prepared to gather, comprehend, evaluate, synthesize, and report on information and ideas in ways that are discipline appropriate, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of discipline-specific print and non-print texts in media forms old and new. This course is designed to support the integration of reading, writing, and new literacies within and across the disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. Throughout the course, a solid theoretical and research base is emphasized while keeping the focus on practical application.

From the catalogue: This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application.

For students enrolled in SEED 40603, this course addresses GELO 1.2 and GELO 5.1

**Essential Questions**

Throughout the semester, our study of issues and topics related to disciplinary literacy will lead us to grapple with the following essential question: “What is disciplinary literacy, why is it important, and how does it manifest in the classroom?” As we work together as a class to answer that question, we’ll also explore the following subset of questions:

* What distinguishes content literacy from disciplinary literacy?
* What does it look like to design and facilitate meaningful literacy instruction in the different disciplines?
* What teaching methods can secondary school teachers adopt to support diverse students’ disciplinary literacy?
* How, as secondary school teachers, can we design meaningful literacy instruction that is responsive to the expectations established by the Arkansas Reading Initiative for Student Excellence (R.I.S.E. Arkansas)?

**Course Readings**

There is no required textbook for this course. All course readings will be available on Blackboard.

**Course Objectives**

* Students will differentiate between a content area literacy approach and a disciplinary literacy approach to supporting adolescent literacy.
* Students will deepen their understanding of how practitioners use reading, writing, and digital tools to produce knowledge in their respective disciplines.
* Students will design disciplinary literacy instruction that scaffolds diverse adolescents’ experiences with reading, writing, and talking.
* Students will identify literacy practices that are germane to their disciplines and devise instruction that supports diverse adolescents’ acquisition of them.
* Students will exhibit awareness of foundational reading skills, the development of reading comprehension, and of reading assessment and instruction (the science of reading) in accordance with A.C.A 6-17-429.

**Course Policies**

**Equity in the Classroom**

For this course, I’ve adopted a statement by critical education scholar, Dr. Paul Thomas, in relation to equity in the classroom:

“In my teaching, scholarship, and life, I am fully committed to racial, gender, and all forms of equity not yet realized throughout the U.S. and world. While academic spaces are often intellectually challenging and even uncomfortable, I will not tolerate in any aspect of this course language, ideas, or behavior/symbolism that are hostile to marginalized/oppressed groups (racism, sexism/misogyny, homophobia, transphobia, xenophobia, etc.).

Students uncertain about what language and ideas are not acceptable because they are hostile or offensive are invited to discuss those questions with me privately and are guaranteed those exchanges will be treated confidentially and respectfully. I am eager to share evidence, research, and reading to help anyone better understand goals of equity, anti-racism, and anti-bias.”

##### Academic Integrity:

All faculty are encouraged by the Provost to include the recommended [Academic Honesty Syllabus Statement](http://honesty.uark.edu/policy/index.php#Academic_Honesty_Syllabus_Statement:) on every course syllabus. The statement can be found on the Provost’s website, along with the full [Academic Integrity Policy](http://honesty.uark.edu/policy/index.php). It is important for faculty to be able to provide students with answers about their questions related to academic honesty, as well as providing very specific application of the policy for assignments in their courses. For guidance, faculty are encouraged to study the [sanction rubric](http://honesty.uark.edu/sanction-rubric/index.php), as well as [answers to “what if?” questions](http://honesty.uark.edu/faculty/index.php).

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“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [provost.uark.edu](http://provost.uark.edu/) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  From [honesty.uark.edu/faculty/](http://honesty.uark.edu/faculty/)Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

**Disabilities:**

University of Arkansas [Academic Policy Series 1520.10](https://provost.uark.edu/policies/152010.php) requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

##### Emergency Procedures:

* The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>.

##### Violence/Active Shooter (CADD):

* **CALL:**  9-1-1
* **AVOID:**If  possible, self-evacuate to a safe area outside the building.  Follow directions of police officers.
* **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet.  Remain there until told by police it’s safe.
* **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

##### Inclement Weather (Tornado Warning):

Each faculty member should include an inclement weather policy and plan on the course syllabus. The campus has an inclement weather policy (link below), though faculty are encouraged to augment the policy to meet any unique needs of courses or students. In general, students need to know how and when they will be notified in the event that class is cancelled for weather-related reasons. <http://safety.uark.edu/inclement-weather/>

Tornado Warning

* Follow the directions of the instructor or emergency personnel.
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
* If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building.
* Stay in the center of the room, away from exterior walls, windows, and doors.
* For more on emergency information, visit [emergency.uark.edu](http://emergency.uark.edu/)

**Reminder About Concealed Carry on Campus**

Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner.

If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual’s immediate vicinity (within arm’s reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on campus, it should be reported to the University of Arkansas Police Department.

For more information, please go to [safety.uark.edu](http://safety.uark.edu/).

**Land acknowledgement Statement:**

The indigenous history of the land our campus sits on goes back more than 13,000 years, and across that expanse of time many successive groups lived on, and created sacred legacies for this area. We know virtually nothing about their languages or by what names they referred to themselves.

By the time people of European origin arrived and began to write down their own observations and record the stories Native Americans related about their histories, the Osages had long been using this area as a source for food and other commodities, though their villages occupied lands farther north in Missouri.

During the early 19th century, Cherokees living in the Arkansas River valley also began to use this area, and then during the later 1830s and early 1840s other Cherokee groups removed from south Appalachian homelands passed through during the forced removals known as the Trail of Tears.

[So You Want to Acknowledge the Land?](https://www.hcn.org/issues/53.5/indigenous-affairs-perspective-so-you-want-to-acknowledge-the-land)

-article in response to the Land Acknowledgement at the University of Arkansas

**Course Assignments and Schedule**

|  |  |
| --- | --- |
| **Title of Assignment** | **Description of Assignment** |
| Online Forum Discussion (5%) | Every week you will post an entry in the online forum pertaining to the reading for that week. You will be expected to comment on at least two other classmates’ postings. |
| Disciplinary Memoir (10%) | In writing your disciplinary memoir, describe your history as a learner and apprentice in your discipline. As you tell your story, reflect on experiences from childhood to college, remarking on key moments of transformation, concepts that have stuck with you, or powerful learning opportunities that have shaped what you know and feel about your discipline today. Your disciplinary memoir will set the stage for our discussions throughout the course, as well as for cultivating a cohesive classroom community. Your memoir should be 3-5 pages, double-spaced. |
| Threshold Concepts Inquiry Project (30%) | How does a historian, dramatist, biologist, or literary critic read, write, communicate, and produce knowledge within their discipline? What does it mean to be literate in a specific discipline? To answer these questions, one must be familiar with a discipline’s threshold concepts, or the distinct norms/discourses that describe how specialists within a discipline think, communicate, create, and participate in a community of other specialists. To build a theoretical foundation for the course, write a four-part paper in which you investigate the threshold concepts of your discipline by reviewing past or current course work, talking with a specialist(s) in your discipline, analyzing the content standards for your discipline, and reflecting on your future practice. Your goal is to understand which values, skills, and experiences are essential to your discipline, and then to interpret these findings in a 5–7-page double-spaced paper. |
| Metacognitive Observation of Disciplinary Literacy Teaching Strategy (20%) | To understand the thinking behind the creation of literacy-centric lessons in your content area, look through a professional website (such as TeachingChannel.org or AchieveTheCore.org) that includes videos of lessons, noting the “thinking” process that the video teacher or mentor teacher went through to create the assignment, as well as their goals and reasonings behind the lesson. Discuss in your writing the teacher’s thinking and how (or if) they accomplished his/her end goal they present and why the lesson was effective for this particular class and video. Then, think about their lesson in terms of disciplinary literacy and discuss how the lesson constructed or did not construct discipline literacy in their class. Explain why or why not the lesson fit the construction of disciplinary literacy. |
| Assessing Disciplinary Literacy Project (25%) | You will be conducting a pre and post assessment of the disciplinary literacy of your students in your second practicum placement. In between these assessments, you will be teaching a lesson/activity. Your analysis of the impact that your teaching had on the literacy of your students will be presented in the form of a poster presentation.  Note: An alternative but related assignment will be provided to students who are not teaching anything in the field. |
| Final Course Reflection (10%) | This final assignment provides space to reflect on the most meaningful projects, lessons, ideas, readings, etc. of the semester from your view. What did you learn? How will you use it moving forward? |

**Evaluation**

Late assignments will be penalized

Grade Scale: 100-90 A; 89-80 B, 79-70 C, 69-60 D, 59-0 F

**Attendance**

Regular attendance is an important component to a course designed to help you develop into a teaching professional. After 2 absences you will need to meet with me during office hours to best determine how you will be able to successfully complete the course requirements.

**Tentative Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Essential Question** | **Texts, Assignments** |
| 8/20 | What do we need to know about each other? |  |
| 8/27 | How do we define literacy? | **Text:** Perry (2012) “What is Literacy- A Critical Overview of Sociocultural Perspectives”  **Assignment Due:** Forum Discussion |
| 9/3 | What is literacy to you and to your subject area? | **Text:** Wolsey & Lapp (2017) “What is Disciplinary Literacy?”  **Assignment Due:** Forum Discussion |
| 9/10 | What is literacy to you and to your subject area? | **Text:**  Moje (2008) “Foregrounding the Disciplines”  **Assignments Due:** Disciplinary Memoir, Forum Discussion |
| 9/17 | What does it look like to design and facilitate meaningful, culturally responsive literacy instruction in different disciplines? | **Texts:** Kohnen & Lacy (2017) “They Don’t See Us Otherwise”  Fu & Graff (2010) “The Literacies of New Immigrant Youth”  **Assignment Due:** Forum Discussion |
| 9/24 | What does disciplinary literacy look like in the individual classroom? | **Text:** Rainey et al. (2019) “But What Does it Look Like?”  **Assignment Due:** Forum Discussion |
| 10/1 | How can secondary school teachers design instruction that supports reading in the disciplines? | **Text:** Greenleaf et al. (2012a) “The Reading Apprenticeship Framework”  **Assignment Due:** Forum Discussion |
| 10/8 | How can an arts integration approach support students’ disciplinary literacy? | **Texts:** Conklin (2014) “Toward More Joyful Learning”  Flynn (2004) “Curriculum-Based Readers Theatre”  **Assignment Due:** Threshold Concepts Inquiry Project, Forum Discussion |
| 10/15 | **No Class- Fall Break** | |
| 10/22 | Arkansas Reading Initiative for Student Excellence (RISE) | **Text:** TBD  **Assignment Due:** Forum Discussion |
| 10/29 | Critical Thinking  Ethical Decision Making | **Text:** TBD  **Assignment Due:** Forum Discussion |
| 11/5 | How does transmediation work in our classrooms? And for whom?  What role does visual literacy play in the development of disciplinary literacy? | **Text:** Siegel (1995) “More Than Words: The Generative Power of Transmediation for Learning” **Assignment Due:** Forum Discussion |
| 11/12 | In what ways can making thinking visible to students support their understanding of disciplinary literacy? | **Text:** Greenleaf et al. (2012b) “Metacognitive Conversations”  **Assignments Due:** Metacognition Observation Project, Forum Discussion |
| 11/19 | In what ways can making thinking visible to students support their understanding of disciplinary literacy? | **Text:** TBD  **Assignment Due:** Forum Discussion |
| 11/26 | Moral Argumentation  Logical Fallacies  Socio Scientific Issues | **Text:**  **Assignment Due** |
| 12/3 | How has this course transformed your understanding of disciplinary literacy and impacted your future practice? | **Assignments Due:** Assessing Disciplinary Literacy Project, Final Course Reflection |



**Department of Secondary Education**

**Classroom Management Concepts**

**Summer Intercession 2024**

Instructor: Hannah Mhoon, Ed.S, NBCT Meeting Place: Peabody 309 Google Classroom: **v6v42um**

Email: [Hannah.Mhoon@pearidgeK12.com](mailto:Hannah.Mhoon@pearidgeK12.com) Meeting Day: Monday-Friday (August 5-August 15)

Office Hours: by appointment Meeting Time: 4:15pm-7:00pm

**Course Purpose**

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager.

**Student Outcomes**

At the conclusion of this course, the students will be able to:

* Describe the importance of classroom management to the learning process
* Implement appropriate classroom rules and procedures
* Recognize and utilize appropriate disciplinary interventions
* Implement a variety of classroom management strategies
* Reflect on their efficacy as a classroom manager

**Texts**

* **Optional:** Marzano, R.J., Marzano, J.S, Pickering, D.J. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.
* Other selected readings provided by instructor

**Required Supplies**

* Bring your laptop to class every day
* Paper and a writing utensil

**Instructional Methods—**

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

**Attendance**

Regular attendance is an important component to a course designed to help you develop into a teaching professional. You are expected to attend class with a commitment to the course work and preparedness for the day’s activities. Due to the limited amount of days, it is essential you attend each class. Please see course requirements.

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

**Academic Dishonesty**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Course Requirements**

The course has been designed to encourage the development of advanced instructional techniques and the assignments that are designed to translate directly to the classroom will hold the most weight in your final grade. Additional information will be provided for these assignments at the appropriate time.

Each class, you will get credit for discussing the reading and reflection activities, presenting part of your final slides, and for recording your feedback and reflection on the reflection form. This can only be completed in class.

|  |  |  |
| --- | --- | --- |
| **Day(s) of Missed Peer Interaction** | **Daily Peer Interaction Grade Reduction**  (if present, but do not have work complete then half of the following totals) | **Cumulative Impact on overall course grade**  (if present, but do not have work complete then half of the following totals) |
| **1** | -20% | -6.4% |
| **2** | -50% | -16% |
| **3** | -100% | -32% |

\*This will be subtracted at the end of the term.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * Written Reading & reflection [activities](https://docs.google.com/document/d/1Vf_uYJn0Pyiq36R1Uyp9eVyWzr_voha-3DsaGu61UYs/edit?usp=sharing) (5) * [Peer interaction](https://docs.google.com/document/d/1ZL_vBiTQAD7MCpq6frJr6ZMG3B0QnpNEF-Bf6GmLpHE/edit?usp=sharing) (9) ([can only be completed in-class](https://docs.google.com/document/d/1e-FJnH1Jso7Kvy3yziJLChNSuHReHF96r16alEBgF-s/edit?usp=sharing))   + Sharing completed slides and receiving/giving feedback   + Contributing to reading discussion   + Taking notes on ideas you may want   to consider for your own practice. | 20%  32% |  |  | |
| * One Marzano (see below in the middle column) or [Ten Students](https://docs.google.com/document/d/12nliJ4sHUJDrryuESYegU1OEX2TqemDFsXee293vKcI/edit?usp=sharing) You Will Meet in your Classroom [Google Slide presentations](https://docs.google.com/document/d/1sfvh0hiGI5U0RB5PtH3WpInziig2WjvLjE1QXVjTVrs/edit?usp=sharing) (3 minutes or less!)   + [Sign up here](https://docs.google.com/spreadsheets/d/1CcrmoDk8vn62sPizOpALbh9VbpvJFXOl2AuR10EBPxQ/edit?usp=sharing) | 8% |  |  |  |
| * Classroom Management Plan presentation   + [Rubric](https://docs.google.com/document/d/1HwBH-D3GT2A7xzZo3UJTI_ESIMU-msOXsreK0-Jxc7U/edit?usp=sharing)   + [Outline](https://docs.google.com/document/d/1NRtVThRuZNcN7W7l1ya9-8j_I2VAi6XdxkqW84mfNUY/edit?usp=sharing)     - Your presentation is in Google Classroom | 40% |  |  |  |
| **Total** | **100%** |  |  |  |
| *\*Late Assignments will not be accepted. Arrangements can be made ahead of time for extraordinary circumstances, but you must communicate with me prior to the due date of an assignment.*  *\*\*All of the assignments require in-class participation.*  **Grading scale**  100-90 A  89-80 B  79-70 C  69-60 D  59-0 F   |  |  |  |  | | --- | --- | --- | --- | | *Date:* | ***Before class for all*** | ***INDIVIDUAL Marzano OR ten students you will meet reflection***  ***Presentations*** | ***During class*** | | Aug 5 | Sleep well, eat well, and go for a walk. |  | Intro/syllabus  /Final presentation  Ice Breakers  Complete [Getting to know you form](https://docs.google.com/forms/d/e/1FAIpQLSdcVelWrsGKt_Rc99HWb_MSh1rOlpuMC_vfdqdYl4chSoUtlA/viewform?usp=sf_link) | | Aug 6 | 1. [Complete Getting to know you form](https://docs.google.com/forms/d/e/1FAIpQLSdcVelWrsGKt_Rc99HWb_MSh1rOlpuMC_vfdqdYl4chSoUtlA/viewform?usp=sf_link) 2. Complete your inspiration slide (part **1.1**) on your final presentation ***located in Google Classroom***. 3. [Sign up for 3 minute presentation](https://docs.google.com/spreadsheets/d/155rB6HdEQM__oi9tUnfCKAeOisHQhTNQ_V9xs8veS60/edit?usp=sharing) |  | *Share 1.1 slide*  [*Cell Phone Policy inquiry*](https://docs.google.com/presentation/d/1yV8uNMKakCrJDv1sv9xn4DWFY3Tiu_LQMsYr1-Ef35o/edit?usp=sharing)  [*-Feedback from GJHS*](https://docs.google.com/spreadsheets/d/1Y-k_hdcDr0A0wL1EN8Dp38jxXqKMNC8DwEbTlSkVlX8/edit?usp=sharing)  [*Start Rules and procedures*](https://docs.google.com/presentation/d/14chKoJXlS5HbZxmb7GaiMF2y81N7AP6QTejOEw6Vwtk/edit?usp=sharing) | | Aug 7 | 1. Read Chapter 2 [Marzano: Rules and procedures](https://drive.google.com/file/d/13gvNFu79uyAObj_7NV8EXSq_mAmnOAMm/view?usp=sharing) 2. → Complete the reading activity on Google Classroom before class |  | *Discuss chapter 2 reading*  *Go over rules and procedures*  *Write rules and procedures, share, revise.*  *Classroom design* | | Aug 8 | 1. Create/finish Slides for rules/procedures (part **2.3**) 2. Design your classroom using Canva. (**2**.**2**) 3. Complete [Self-Reflection](https://docs.google.com/document/d/1CD5tX41k2Bxk7a2onodEzSOE0CCodaXUWe9grjq7g_0/edit?usp=sharing) |  | *Share 2.3 slides, make notes for revision*  *Share classroom design 2.2 and make notes for revision*  Brain and Trauma informed discipline  [PBISWorld.Com](https://www.pbisworld.com/) | | Aug 9 | 1. *Reading:*  [Marzano: Discipline](https://www.researchgate.net/publication/283749466_The_Key_to_Classroom_Management) and 2. → complete Google Classroom discussion activity | [10 Students:](https://docs.google.com/document/d/12nliJ4sHUJDrryuESYegU1OEX2TqemDFsXee293vKcI/edit?usp=sharing) Your choice (only one students can present on one of the “students”) | *Discuss reading: Marzano discipline*  [*Discipline scenarios*](https://docs.google.com/presentation/d/1-y1V6hiywtO1SfpwKxVg4JsOhcuvBJMNFjjgmzrqG7I/edit?usp=sharing)  [School to prison pipeline & restorative justice](https://www.learningforjustice.org/magazine/spring-2013/the-school-to-prison-pipeline) | | Aug 12 | 1. Create your slide(s) on how to correct student behaviors (part **2.5 b**) 2. *Readings:*  [Relationships](https://docs.google.com/document/d/1cYXhyq4CYjDCb8cHhLPW6OjokjFA4eqirbMcxS8tR8w/edit?usp=sharing) ***and*** [relationships & poverty](https://drive.google.com/file/d/1OzJMMZpTwkF5w7w9u517vIxhyKDRKH4Y/view?usp=sharing) 3. → Complete reading activity on Google Classroom before class | [Marzano Compendium:](https://docs.google.com/document/d/1hPagciT4KVZ_uP6zS5tOUViawSYnDBnHDqg0Sjl69nI/edit?usp=sharing)  **Building Relationships**   1. [Using Verbal & Nonverbal Behaviors that Indicate Affection for Students](https://drive.google.com/file/d/1UHkcixns_UU4TJsQApu4fWRFclt_x49U/view?usp=share_link) 2. [Understanding Students Backgrounds & Interests](https://drive.google.com/file/d/19GQ41wm6FeEImqR2hRVmWiy6V9LI1dmx/view?usp=share_link) 3. [Displaying Objectivity & Control](https://drive.google.com/file/d/1f9qG6zSXw9zfhZPDi6FAyfeH2YeIS1Wr/view?usp=share_link) | Share 2.5b slides/revise  *Marzano Presentations*  *Discuss Relationship readings*  [*Relationships*](https://docs.google.com/presentation/d/1wf_G6I_XwDb_abR0luxzjvNJfzVc8yq8760E7NpDKFM/edit?usp=sharing)  [*First day of school*](https://docs.google.com/presentation/d/1lv_KTdNwMSeyhPhjPa_c4vayvl-oDMcuogNI1H1_WI8/edit?usp=sharing)  [*Brief family communication*](https://docs.google.com/presentation/d/17j0_4chG95BNLgNd_WitV1qFDy3n2he1UxIv34uAUNg/edit?usp=sharing) | | Aug 13 | 1. ~~Create first day of school slides (part~~ **~~2.4 a & b)~~** 2. Complete your student communication slides **(part 2.5 a**) rapport building (part **2**.**1**) 3. *Readings:* [*Standards-Based assessment* ***and*** *Marzano rubrics and scales*](https://drive.google.com/file/d/1ZvYe51Ifs1YG9wSOBFp-SLLeXMEEEGyF/view?usp=sharing) *(both readings were scanned in together)* 4. *→ complete discussion* on Google Classroom before class |  | *Share 2.4 a & b first day;* student communication slides (part 2.5 a) rapport building (part 2.1) *slides*  *Discuss readings*  [*Checking for understanding*](https://docs.google.com/presentation/d/11MpPfu1kY1jv5rLMW7FXS47oOAypcYjSO9l80PpkeGE/edit?usp=sharing)  *-*[*Supports for access, validity*](https://drive.google.com/file/d/1V9zlGU6VhKvOs2PS_VmJKnh4cZytuDkw/view?usp=sharing)  *Formative vs. Summative* | | Aug 14 | 1. Create first day of school slides (part **2.4 a & b)** 2. *Complete revision Google Slides for your plan for including families (part* ***2.7****)* 3. *Complete slides on assessment slides (****all of part 4****)* | [Marzano Compendium:](https://docs.google.com/document/d/1hPagciT4KVZ_uP6zS5tOUViawSYnDBnHDqg0Sjl69nI/edit?usp=sharing)  **Using Engagement Strategies**   1. [Noticing & Reacting When Students are Not Engaged](https://drive.google.com/file/d/1Llzz2qbf4MawL8uEbj1eyVHqNHtHNDXb/view?usp=sharing) 2. [Increasing Response Rates](https://drive.google.com/file/d/1irp2nyypkGzI_EKzcsOLFTPRMQgO2qlZ/view?usp=sharing) 3. [Using Physical Movement](https://drive.google.com/file/d/1LEg4J8v3hhYa_t3ZnsGu1GX6bcHEwNW8/view?usp=sharing) 4. [Maintaining a Lively Pace](https://drive.google.com/file/d/1sWDQl4d4ow7VV781INXjZeFoEZxDbtb5/view?usp=sharing) 5. [Demonstrating Intensity & Enthusiasm](https://drive.google.com/file/d/1it0v0sl7jToLWN1-J413QBMiCwkPzV1y/view?usp=sharing) 6. [Presenting Unusual Information](https://drive.google.com/file/d/1oeF_tvjFWWz1TeTVB0UBkL8BAIkTEZgO/view?usp=sharing) 7. [Using Friendly Controversy](https://drive.google.com/file/d/1DHB8UQymfK3mqGFaCjW8j99lTa3F7FxC/view?usp=sharing) 8. [Using Academic Games](https://drive.google.com/file/d/1Grw59cB-jJ-Hh-D5Y9gGC-3xiKlMt5Xz/view?usp=sharing) 9. [Providing Opportunities for Students to Talk About Themselves](https://drive.google.com/file/d/1WVH2DQrpwHjkecKol9v1rbhsWYKsF8h5/view?usp=sharing) 10. [Motivating & Inspiring Students](https://drive.google.com/file/d/1aYlXbQuwPDue24JyyaSYWm_swCOuSMU6/view?usp=sharing) | *Share*  *Including families 2.7 slides and all of part 4 slides and make notes for revision*  [*Group work discussion*](https://docs.google.com/presentation/d/1hEwVkUz2R-N-jAHinEboQTEaJGTMtDMMhi4whtUCOdo/edit?usp=sharing)  *Student Engagement strategies* | | Aug 15 | 1. *Complete slides on assessment slides (****all of part 4****)* 2. *Complete* ***student engagement*** *(part* ***3****.****1****)* 3. *Create your group project roles (part* ***3.2****)* 4. *Create your Growth slide(s) part* ***1.2*** 5. *Make sure all parts of your final presentation are COMPLETE with detailed notes below each slide.* | [Marzano Compendium:](https://docs.google.com/document/d/1hPagciT4KVZ_uP6zS5tOUViawSYnDBnHDqg0Sjl69nI/edit?usp=sharing) **Communicating High Expectations**   1. [Demonstrating Value & Respect for Reluctant Learners](https://drive.google.com/file/d/1ExCqONxhu37wrxhIU0fqhGIsncxVvBkL/view?usp=share_link) 2. [Asking In-depth Questions of Reluctant Learners](https://drive.google.com/file/d/1ISZP6aIeiPY2oZ-ZIKf4cbF496DIq4qQ/view?usp=share_link) 3. [Probing Incorrect Answers with Reluctant Learners](https://drive.google.com/file/d/16uAcuJe8xMBfjGBa43OKMXuTGJtVOi9g/view?usp=share_link) | *Present 3.1, 3.2, and 1.2 slides and make notes on revision*  *Cover material that wasn’t addressed.*  *Go over scaffolds and* [*GRADES,*](https://docs.google.com/document/d/1-vTtt38JHT0s0fNksMYF0nhAPlwZFj5Efnbpbobk_BY/edit?usp=sharing)  *Complete class evaluation.*  *Make sure all slides are completed and address the rubric.* | | Aug 16 | *Turn in your final presentation* |  | *~~Peer Feedback~~*  *~~10 students you may have in class reading and reflection.~~* | | | |  |  |

**Performance assessments:**

1. Written readings due before class in Google Classroom
   1. Readings will be discussed in class.
      1. [Peer Interaction Rubric](https://docs.google.com/document/d/1ZL_vBiTQAD7MCpq6frJr6ZMG3B0QnpNEF-Bf6GmLpHE/edit?usp=sharing)
   2. [Reading Response Rubric](https://docs.google.com/document/d/1Vf_uYJn0Pyiq36R1Uyp9eVyWzr_voha-3DsaGu61UYs/edit?usp=sharing)

2) Lemov Mini-Presentation (**1-2** minutes with a digital one-pager OR a Google Slideshow\* (Due whenever you [sign up](https://docs.google.com/spreadsheets/d/1OC6iSmbZAWXfnNbEdgWZMoOUOnbebucKoYk3qRpBBvY/edit?usp=sharing)):

* 1. Mini-presentation and one-pager should include\*
     1. When to use this strategy
     2. Purpose of the strategy
     3. Step-by-step instructions
     4. Purposeful picture, graph, or table
     5. Example (preferably for Secondary English, Social studies, or World Language, if applicable)
     6. Source: Lemov, D. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco, CA: Jossey-Bass.

*May also include Dos and Don’ts, pro/cons, favorite quote from the text, key phrases.*

*\*The purpose of the one-pager or Google Slides is to provide your peers with a quick resource that they can quickly view while planning lessons.*

[*Click here for Lemov mini-presentation rubric & example*](https://docs.google.com/document/d/1XrPg-veQ5q6CWbvlfSRlxEcaah2by9tbyIO1sPJuNJ8/edit?usp=sharing) *(remember, you are preparing to be a teacher, presentation matters.)*

[*Lemov sign-ups here*](https://docs.google.com/spreadsheets/d/1HCVr9HgcoAl3rEGmihs7cGLv21HGLOOMmKoVnoyx5dg/edit?usp=sharing)

3. Nearly every class you will be [presenting](https://docs.google.com/document/d/1ZL_vBiTQAD7MCpq6frJr6ZMG3B0QnpNEF-Bf6GmLpHE/edit?usp=sharing) a part of your final project to receive feedback for you to consider in your revisions of your slides. Here is your final presentation [outline](https://docs.google.com/document/d/1NRtVThRuZNcN7W7l1ya9-8j_I2VAi6XdxkqW84mfNUY/edit?usp=sharing) and [rubric](https://docs.google.com/document/d/1HwBH-D3GT2A7xzZo3UJTI_ESIMU-msOXsreK0-Jxc7U/edit?usp=sharing).

→ While you will have your first draft of your slides due every day in class. Your final and revised version of your presentation will need to be recorded and submitted no later than the day of your final exam for this class.

*Per your college requirement, I will also be completing an* [*EDA*](https://docs.google.com/document/d/1czY0t45TvoLyvWOd4to23zv3VaMFZwQl/edit?usp=sharing&ouid=100695534069553227649&rtpof=true&sd=true) *on each student for the University of Arkansas.*

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**CIED 5203/ SEED 4203: ELA Methods of Instruction**

**Teaching Literature and Reading in the Secondary School**

Grad Ed. 113

Tuesday 5:00 - 7:30 p.m.

### Instructor: Dr. Connors

**Email**: sconnors@uark.edu

**Office Hours**: By appointment

**Course Website**: [Blackboard](https://learn.uark.edu/)

**Course Rationale**: This methods course examines a range of theoretical and practical issues related to teaching literature and reading at the secondary school level. Teacher candidates will gain experience designing literary instruction that supports active student learning, experiment with strategies for teaching literature and reading, examine the place of technology in the teaching of literature, and design a linked text set to support students’ studying a challenging work of canonical fiction. In response to the Right to Read Act, which holds secondary school teachers in Arkansas accountable for demonstrating awareness of knowledge and practices associated with reading instruction, students will also experiment with teaching strategies that are known to support reading comprehension.

**Course Objectives:**

* Teacher candidates will read theoretical and practitioner articles that examine topics associated with teaching literature and reading at the secondary school level.
* Teacher candidates will design instruction that is responsive to the four dimensions of the environmental mode of teaching.
* Teacher candidates will design instruction that supports students’ engaging in dialogic discussions about texts they read.
* Teacher candidates will investigate and critique issues and topics of concern to secondary English teachers.
* Teacher candidates will design an original linked set to scaffold students’ reading a challenging work of canonical fiction.

**Essential Questions:**

* What is the environmental mode of teaching and how can it inform the design of instruction that supports active student literacy learning?
* What stances do readers occupy when they read literary texts, and what instructional strategies can teachers use to support their inhabiting these positions?
* How can English teachers use new media and digital technologies to offer students new entry points into interpreting literary texts?
* What instructional strategies are known to support improved reading comprehension?

**Course Texts:**

Cantor, Jillian. *Beautiful Little Fools.* Harper Perennial, 2022.

Fitzgerald, F. Scott. *The Great Gatsby* (2nd ed.). Broadview Press, 2021.

Kittle, Penny. *Book Love*: *Developing Depth, Stamina, and Passion in Adolescent Readers.*

Heinemann, 2013.

Nelson, Katie A. *The Duke of Bannerman Prep*. Sky Pony, 2021.

Woodman-Maynard, K. *The Great Gatsby: A Graphic Novel Adaptation*. Candlewick, 2021.

**Note**: All supplemental course readings are available on Blackboard.

**Course Policies:**

**Classroom Culture and Expectations: Respect and Engage**

1. Be respectful.
   1. Respect yourself by doing the work and submitting high quality products
   2. Respect others by genuinely listening and responding to them
   3. Respect the space by coming on time and participating in what the whole class is doing
2. Be engaged.
   1. Support your learning by being fully present (no phone)
   2. Support others by investing in their learning
   3. Support high quality content by coming prepared to ask questions, explore ideas, and find new ways of thinking about and seeing the content and the world

**Classroom Technology**: We’ll work with Google documents and other digital resources in this course, so you’ll need to bring a laptop to class each week. That said, your laptop should be put to sleep with the top closed during class unless otherwise noted. To minimize distractions and ensure you’re fully present, all other devices are to be put away, turned off, and remain unseen during class time. Please speak with me about emergencies prior to the start of class.

**Submission of Assignments**: During the semester you’ll submit your work via a folder I’ll create for you on Google Drive. I’ll use the same folder to return your work with my feedback. It is your responsibility to check your folder periodically.

**Late Assignments**: As a student in a professional education program, and as someone who aspires to teach others, you’re expected to keep pace with assignment deadlines. Late work will result in a 10% reduction of the grade a student would otherwise have earned on an assignment. Written work submitted more than two days after the assigned due date will be evaluated upon request, but credit will not be granted.

**Incompletes**: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

**Academic Honesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s “Academic Integrity Policy,” which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**AI Tools:**The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, room 104, and on the web at: http://www.uark.edu/ua/csd/applications.htm The CEA provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**Classroom Behavior:** Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:** In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting. In the unlikely event of an extended campus closure or increased absenteeism during a pandemic outbreak or other emergency, the course will continue without face-to-face meetings. I will use your university e-mail to notify you of any changes and modifications to the course requirements, policies, due dates, and schedule. I’ll also provide guidance on alternative methods of delivering course content and completing class assessment activities in the absence of face-to-face meetings. Please make sure that you are checking your UARK e-mail regularly and that your contact information on UAConnect is up to date.

**Course Requirements**:

**Attendance**: As a future teacher responsible for organizing and directing other people’s learning, your attendance in class is required. Please note that I do not distinguish between excused and unexcused absences. If you are unable to attend class for some reason, it is your responsibility to e-mail me in advance and apprise me of your situation.

Reading Check Quizzes: (60 points) Throughout the semester I’ll administer three *unannounced* reading check quizzes. The quizzes are not meant to be punitive. Rather, they’re meant to ensure that you’ve completed the assigned readings so you can participate productively in class. Quizzes missed due to absence or tardiness cannot be made up.

**Mapping My Reading Life** (20 points): This assignment invites you to map your reading life in order to identify different roles you occupy as a reader; examine your purpose(s) and/or motivation(s) for reading in those roles; and identify literacy materials you consume in each role. To present your work, you’ll compose and record a separate artist statement in which you guide your audience through your map and examine the implications of your findings for your work as a teacher.

**Lesson Plans and Analytic Essays** (90 points): This assignment is designed to offer you experience designing lesson plans that support active student literacy learning in the secondary literature/drama classroom. The first and second lesson plans you design will support students’ learning a concept (e.g., symbolism, theme, foreshadowing) or practice (e.g., close reading, annotation, questioning the author) that is directly relevant to the study of literature or drama. Your third lesson plan will position students to participate in a dialogic discussion. For each lesson plan you create, you’ll compose an analytic essay in which you contextualize the lesson plan and unpack its conceptual design. To create lesson plans, you’ll work with a template I’ll share in class.

**Student Led Discussion** (30 points): Throughout the semester we’ll watch a series of “Teacher Talk” videos in which high school English teachers Kelly Gallagher and Penny Kittle address topics that are relevant to the teaching of secondary English language arts. Working with two of your classmates, you’ll plan and facilitate a 40-minute class discussion in which you guide your classmates in examining the implications of a topic/issue that Gallagher and Kittle address for you as beginning teachers. By asking you to assume responsibility for leading one of our discussions, my goal is to provide a space for you to participate in professional dialogues about teaching. Student-led discussions will start in early October and continue throughout the semester.

**Linked Text Set and Conceptual Essay** (60 points): In response to the Arkansas Anchor Standards for Reading, which specify that students will “analyze how two or more texts address similar themes or topics in order to build knowledge,” you’ll work with a partner to design a Linked Text Set (LTS) to support your teaching a work of canonical fiction. In addition to print texts, your LTS should also incorporate multimodal texts (e.g., podcasts, films, websites, news clips, art, digital apps, etc.). Separately, you’ll compose an essay in which you identify the essential questions your LTS addresses; identify the Arkansas Reading Standards it targets; offer a rationale for your choice of texts; explain how you envision using the texts before and during reading; offer a short synopsis of each text; and identify individual discussion questions you propose to explore with students.

**Participation in Learning Lab Activities** (80 points**)**: Throughout the semester, you’ll participate in a series of learning lab activities. These activities will take place during class and are meant to offer you experience with different instructional activities, teaching tools, and so on. To participate in a learning lab, you must be physically present in class and respond to the corresponding writing prompt. Missing one activity due to an excused illness is understandable and will not impact your grade. However, missing two activities will result in a 15% reduction in your participation grade, meaning you can only earn 68/80 points. Three missed activities will result in a 30% reduction in your participation grade, meaning you’ll earn 56/80 points. Four missed activities will result in your earning a zero for participation in the learning lab activities.

**A Note Regarding the Teacher Candidate Support System**:This reading-intensive, interactive course is designed for future professionals who are willing to assume responsibility for their learning and organize their schedule in a manner that permits them to keep pace with the course workload and contribute to class proceedings. Together with the Office of Teacher Education, faculty in the secondary English education program will adhere to the Notification of Concern (NOC) process to identify, assist, and monitor teacher candidates who exhibit issues that could prevent them from being successful professionals. Please note that a NOC will be filed if a student exhibits unprofessional conduct, including (but not limited to) recurring tardies and/or absences, lack of preparedness, submission of work that is late or lacking in effort, unethical behavior, issues that arise in field placements, and so on.

**Grading**: Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

**A** = 90-100% (305-340 pts.)

**B** = 80-89% (271-304 pts.)

**C** = 70-79% (237-270 pts.)

**D** = 60-69% (203-236 pts.)

**F** = 0-59% (0-202 pts.)

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics To Be Covered** | **Reading Assignments** | **Assignments Due** |
| 8/20 | *Course Introduction and Preview of Learning Experiences That Await You* |  |  |
| 8/27 | *Building a Foundation for Lesson Planning: Piagetian Perspectives on Learning* | **Slavin**, pp. 22-32 |  |
| 9/3 | *Building a Foundation for Lesson Planning: Sociocultural Theory* | **Slavin**, pp. 33-35  “What is Scaffolding in Education?” |  |
| 9/10 | *Designing Instruction That Supports Active Literacy Learning* | **Hillocks**, “Environments for Active Learning” | **Reading Life Map and artist statement** |
| 9/17 | *Strategies to Support First Draft Reading* | **Rosenblatt,** “What Facts Does This Poem Teach You?”  Arkansas 7-12 ELA Standards |  |
| 9/24 | *Writing Essential Questions to Guide Students’ Reading Challenging Literary Texts* | **McTighe & Wiggins**, Chs. 1 and 3  **Fitzgerald’s** *The Great Gatsby* | **First lesson plan and**  **analytic essay** |
| 10/1 | *Frontloading Literary Texts* | **Buehl**, “Addressing Knowledge Demands of Texts” |  |
| 10/8 | *Planning for Dialogic Discussion* | **Knight,** “The Dialogic Classroom”  **Nelson**, *The Duke of Bannerman Prep* | **Second lesson plan and**  **analytic essay** |
| 10/15 | ***No Class – Fall Break*** |  |  |
| 10/22 | *Tools to Support Dialogic Discussion in the ELA Classroom* | **Cantor,** *Beautiful Little Fools*  **Juzwick et al.,** “Dialogic Tools for Inspiring Talk” |  |
| 10/29 | *Positioning Students to Read Critically and Creatively* | **Jenkins**, “Reading Critically and Reading Creatively” |  |
| 11/5 | *Teaching with Linked Texts Sets* | **Woodman-Maynard,** *The Great Gatsby: A Graphic Novel Adaptation*  **Elish-Piper et al.**, “Scaffolding High School Students’ Reading of Complex Texts”  **Boche & Henning**, “Multi-modal Scaffolding” | **Third lesson plan and**  **analytic essay** |
| 11/12 | *Strategies for Assessing Student Learning* | **Beach et al.**, “Assessing Student Learning of Literature” |  |
| 11/19 | *Developing Depth and Stamina in Adolescent Readers* | **Kittle**, Chs. 1-5 |  |
| 11/26 | ***No Class – Thanksgiving Break*** |  |  |
| 12/3 | *Building a Student-Choice Reading Program* | **Kittle**, Chs. 6-9 | **Linked Text Set and conceptual essay** |

**\* Note: The instructor reserves the right to change the syllabus and assigned readings to accommodate unforeseen issues and circumstances.**



**SEED 4103/5103**

**Methods of Social Studies I**

**Course Syllabus - Fall 2022**

Instructor: Jason L. Endacott, Ph.D.

Course Meetings: tuesday @ 5:00-7:30pm (Peabody 204)

Course Description

Study of the methods and materials in social studies. Includes philosophical, cognitive, and psychological dimensions of teaching. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to the M.A.T. program.

Student Outcomes (SEED 4103)

At the conclusion of this course, the students will be able to:

* Describe and analyze social studies' rationales, goals, and curriculum models. (ATS 4, TESS Domain 1)
* Design and rationalize their conceptualization of social studies. (ATS 4&5, TESS Domain 1)
* Write effective instructional objectives using various taxonomic levels. (ATS 7, TESS Domain 1)
* Determine and develop means to assess student performance. (ATS 6, TESS Domain 3)
* Develop written instructional plans for a variety of instructional methods and activities (ATS 7&8, TESS Domain 1)
* Develop a written short-term plan of instruction (ATS 6, 7&8, TESS Domain 1)

Student Outcomes (SEED 5103)

At the conclusion of this course, the students will be able to:

* Describe, analyze, and situate themselves within social studies' rationales, goals, and curriculum models. (ATS 4, TESS Domain 1)
* Design and rationalize their conceptualization of social studies. (ATS 4&5, TESS Domain 1)
* Write effective instructional objectives using various taxonomic levels. (ATS 7, TESS Domain 1)
* Determine, develop, and review means to assess student performance. (ATS 6, TESS Domain 3)
* Develop written plans for a variety of instructional methods and activities (ATS 7&8, TESS Domain 1)
* Develop a written short-term plan of instruction (ATS 6, 7&8, TESS Domain 1)
* Research, critique, and present on a topic related to contemporary issues in the field of social studies education.

Required Texts/Materials

* College, Career and Civic Readiness Frameworks (C3) published by the National Council for the Social Studies. Available on NCSS website.
* Other selected readings provided in class or on Blackboard

Blackboard

Course materials and additional readings can be accessed through Blackboard at <https://learn.uark.edu/>

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

Academic Dishonesty

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work. Academic dishonesty may include those acts defined as research or scholarly misconduct; such academic integrity issues are subject to review under this policy as well as under the University’s *Research and Scholarly Misconduct Policy*. Which policy applies to particular allegations is addressed in more detail below; if necessary, the Research Integrity Officer, in consultation with the student’s dean, shall determine which policy is most appropriate for a given case. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Attendance

Regular attendance is an important factor for those who wish to be successful in this course. After 2 absences, you will need to meet with me to best determine how you will be able to successfully complete the course requirements.

Statement of Inclusion & Diversity

The University of Arkansas envisions a world committed to inclusivity, where diversity, equity, access, and civility are valued as a part of our culture, climate, and everyday lives. The University’s Office for Diversity and Inclusion strives to make this vision a reality by reinforcing inclusive excellence in everything we say and do. We have a responsibility as engaged citizens to consistently incorporate behaviors and practices that support an inclusive environment on campus, in Arkansas and everywhere.

Course Requirements

This course is designed to be as practical as possible so as to best prepare you to become a successful social studies educator. Just as the social studies is an interrelated and often interdependent confluence of various social science disciplines; this course determines to help you understand the interrelated and interdependent aspects of classroom planning and instruction.

Weekly Writing Prompts 20% of Final Grade

Each week you will be asked to begin class with a writing prompt designed to foster reflection, connect topics between course meetings, and provide formative data regarding your progress. You MUST be in class to complete the weekly writing prompt. We will complete and submit them in class. There are NO make ups for the writing prompts, but you are allowed to miss one without any penalty. The second missed writing prompt will result in a 10% reduction to your weekly writing prompt grade (2% of overall course grade. The third missed writing prompt will result in a further 25% reduction in your weekly writing prompt grade (5% of overall grade). The fourth missed weekly writing prompt will result in a zero for your weekly writing prompt grade. To make sure the impact of missed weekly writing prompts is clear, refer to the table below.

|  |  |  |
| --- | --- | --- |
| Missed Writing Prompt | Weekly Writing Prompt Grade Reduction | Cumulative Impact on Overall Course Grade |
| 1 | None | None |
| 2 | 25% | 5% |
| 3 | 50% | 10% |
| 4 | 100% | 20% |

Citizenship and Social Studies Education Position Paper 10% of Final Grade

Your Position Paper should be the essence of your place and role in the classroom, the field and as a citizenship educator. It should outline and support your approach to conveying purpose, selecting content, and employing pedagogical methods. It should reflect who you are and what you believe. It should be a statement that you take pride in and would be willing to defend in scholarly, political, or societal discourse. It should inform what you do and how you do it. Most importantly, it should be a work in progress, one that changes as you do, even if those changes are implicit to your approach and not explicitly stated in expository form.

Your Citizenship and Social Studies Education Position Paper Position paper should include:

* Your views, values and beliefs on the nature and notion of citizenship and citizenship education as it applies to your general conception of education as well as how one fills the office of “citizen” in society. Again, pay careful attention to your conceptualization of society. Draw upon course readings, class discussions, and your personal positionality to craft a statement that clearly outlines your notion of citizenship and how we should go about educating future citizens.
* Your views, values and beliefs on the purpose, content and methods that make up the social studies. Answer the question: “What are the social studies?” Take a position on the disciplinary make-up of the social studies and how content should be organized to reflect that position.

Your Position Paper will be assessed on your:

* Depth of thought
* Organization
* Use of language
* Expression of positionality
* Reasonable use of justification and support

Your Position Paper should be:

* Between 1000-1200 words
* Consistent in its use of language
* Well written and thoroughly thought out
* Mechanically and grammatically correct

Social Studies Lesson Plans 70% of Final Grade

Each lesson plan is designed to cover a specific instructional method or technique learned in class. More information will be given for each lesson at the appropriate time.

* Lecture Lesson Plan 10%
* Reading & Questioning Lesson Plan 10%
* Dialogue Lesson Plan 15%
* Inquiry Learning Lesson Plan 20%
* Historical Empathy Activity 15%

**CONTEMPORARY TOPIC (SEED 5103 ONLY)**

In order to receive credit, each student in the graduate section of the course will research, create, and present on a topic related to contemporary issues in the field of social studies education. The topic can be of your choosing, as long as you can successfully argue its relevance to the field. The project can likewise take many forms– a lecture, a seminar-style discussion, a podcast, a video, etc., so long as the planning, research, and effort are evident. Plan for 30 minutes of class time that will be led by

you. The openness of the project is designed to allow you to think about what is happening in the field you are set to enter. How will you interact with it? How will you change and challenge it?

Late Assignments

If you ask, I will give you more time. It is rare that I don’t agree to additional time for students to complete assignments. If you don’t ask, then the penalty for late work is 10% per day late.



**SEED 4113/5113**

**Teaching History, Government & Economics**

**Course Syllabus – Spring 2023**

### Instructor: Dr. Jason Endacott (jendacot@uark.edu)

### Course Meetings: Monday 4:00-6:30PM (Peabody 124)

#### Course Description

Study of the methods and materials in teaching history, government, and economics. Includes philosophical, cognitive, and psychological dimensions of teaching, planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to the secondary BAT or MAT program

#### Student Outcomes

At the conclusion of this course the students will be able to:

* Describe and analyze the role and purpose of teaching history (ATS 4&5, TESS Domain 1)
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.2 – Time, Continuity and Change (ATS 7&8, TESS Domains 1&3)
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.6 – Power, Authority and Governance (ATS 7&8, TESS Domains 1&3)
* Demonstrate content knowledge and the ability to plan and teach content related to NCSS Theme 1.7 – Production, Distribution and Consumption (ATS 7&8, TESS Domains 1&3)
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.10 – Civic Ideals and Practices (ATS 7&8, TESS Domains 1&3)
* Demonstrate the ability to plan and teach social studies content utilizing advanced methods of instruction (ATS 7&8, TESS Domains 1&3)
* Develop and implement multiple forms of assessment (ATS 6, TESS Domain 3)
* Utilize formative and summative data to improve instruction (ATS 6, TESS Domain 3)

#### 

#### Required Texts

None! There will be some readings and/or required viewings. Those will be provided on our class page (see below) or other electronic means from week to week.

#### Class Page

All course materials and schedule can be found on our course page: <https://bit.ly/SEED-4113-5113>

#### Arkansas Standards for Beginning Teachers

At the conclusion of this course, students will have made progress in knowledge, dispositions, and performance towards:

* Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.
* Standard #2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.
* Standard #3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

#### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

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#### Statement of Inclusion & Diversity

The University of Arkansas envisions a world committed to inclusivity, where diversity, equity, access, and civility are valued as a part of our culture, climate, and everyday lives. The University’s Office for Diversity and Inclusion strives to make this vision a reality by reinforcing inclusive excellence in everything we say and do. We have a responsibility as engaged citizens to consistently incorporate behaviors and practices that support an inclusive environment on campus, in Arkansas and everywhere.

# Course Requirements

Additional information will be provided for these assignments at the appropriate time.

#### Weekly Writing Prompts 20% of Final Grade

Each week you will be asked to begin class with a writing prompt designed to foster reflection, connect topics between course meetings, and provide formative data regarding your progress. You MUST be in class to complete the weekly writing prompt. We will complete and submit them in class. There are NO make ups for the writing prompts, but you are allowed to miss one without any penalty. The second missed writing prompt will result in a 10% reduction to your weekly writing prompt grade (2% of overall course grade. The third missed writing prompt will result in a further 25% reduction in your weekly writing prompt grade (5% of overall grade). The fourth missed weekly writing prompt will result in a zero for your weekly writing prompt grade. To make sure the impact of missed weekly writing prompts is clear, refer to the table below.

|  |  |  |
| --- | --- | --- |
| Missed Writing Prompt | Weekly Writing Prompt Grade Reduction | Cumulative Impact on Overall Course Grade |
| 1 | None | None |
| 2 | 10% | 2% |
| 3 | 25% | 7% |
| 4 | 100% | 20% |

*Note: Due to the unpredictability of the Rona, the penalties for missing this assignment may change.*

#### Inquiry Lesson Plans 30% of Final Grade

You will create a series of inquiry-based lessons to go with the activities we complete in class. More info for each genre will be provided at the appropriate time.

#### Vietnam War Collage & Artist Statement 25% of Final Grade

You will create a collage using Google Jamboard and record an artist statement via screencast to go along with our historical empathy unit on the Vietnam War.

#### Arts Integrated Historical Empathy Unit Plan 25% of Final Grade

You will learn a lot about historical empathy this semester and create a unit plan (in groups) that promotes arts integrated historical empathy.

#### Experimental Lesson Plan (SEED 5113 Only)

This course has been designed to encourage the development of advanced instructional techniques. For this assignment you will teach outside your comfort zone using an instructional method you are unfamiliar with. This lesson should challenge you and your students. After creating and teaching the lesson, you will write a reflection and discuss adaptations for future iterations of this method or technique.

#### Late Assignments

If you ask, I will give you more time. It is rare that I don’t agree to additional time for students to complete assignments. If you don’t ask, then the penalty for late work is 10% per day late.

**Department of Curriculum and Instruction**

**Teaching Secondary Science**

**SEED 4003/5003**

**Fall 2024**

Credit Hours: 3

Class Time: Thursdays 5:00-7:30pm

Class Location: 206 Peabody Hall

Instructor: Dr. Stephen Burgin

Office: 312 Peabody Hall

Office Hours: by appointment

Telephone: (479) 575-4283. Cell: (479) 304-9313

E-mail: srburgin@uark.edu

Introduction

The main purpose of this course is to provide secondary science teacher candidates with experiences that will increase their knowledge of research-based approaches to the teaching of science (including but not limited to PBI) and that will boost their confidence regarding the ability to apply those approaches in public school settings in order to impact student learning. Numerous readings, assignments, and discussions will be designed in order to give you something practical that you can take from here into your future classrooms. It is up to you to take advantage of the opportunities this course will provide you as you grow professionally.

**Note:** Graduate students enrolled in the course are expected to complete their work at a higher level than undergraduate students and will be assessed accordingly.

**Recommended Text**

Windschitl, M., Thompson, J., & Braaten, M. (2018). *Ambitious Science Teaching*. Boston, MA: Harvard Education Press. (9791682531624)

**Required Readings (ONLINE)**

Various chapters and articles from science education literature will be posted on Blackboard along with all class presentations and material. It is your responsibility to access and read these resources prior to the class period where they will be discussed. These readings may be modified during the course of the semester.

**Course Descriptions from Catalog**

SEED4003/5003: Study of the methods and materials for teaching science. Includes philosophical, cognitive, and psychological dimensions of teaching science. The planning of instruction, microteaching, safety and liability issues, and the development of instructional materials are included.

**Student Outcomes**

At the conclusion of this course, the students will be able to:

* Access and utilize current research, theory, knowledge within science education
* Demonstrate an understanding and an ability to engage diverse students in science education practices
* Write effective instructional objectives for secondary science utilizing the next generation of science standards
* Develop and implement written lesson plans for secondary science
* Organize a short-term PBI unit of instruction for secondary science taking into account the cost of the materials needed
* Develop pre and post assessments to make sense of student learning in secondary science

## Course Requirements & Assessment

**1. Microteaching (15%)**

You will teach three fifteen minute science lessons to the class. The topic of each of these will be up to you. The first lesson can be taught using any methods you find appropriate. The second must be a direct instruction lecture including a powerpoint presentation. The third will be a demonstration. You will turn in a lesson plan for each of these microteaching experiences.

**2. Topic and Standards Identification (5%)**

You will write a 1 page rationale that identifies the science topic or related science topics that your lesson plans/PBI unit plan will focus on. Additionally you will identify the associated Arkansas K-12 Science Standards.

**3. Annotated Bibliography (15%)**

Current journals provide an excellent source of ideas for your secondary science classroom. For this assignment, you will collect and review five articles (at least one of which must be from JRST) from the following journals: *Science Scope*, *The Science Teacher*, and the *Journal of Research in Science Teaching (JRST)*. If you find articles that you would like to review from another journal, please consult the instructor.

**4. Lesson Plan 1 (Technology) (10%)**

You will create a lesson plan (the first in your 3 lesson unit plan for the SEED5003 students) that employs instructional technology in the context of your previously identified topic. For example, this lesson plan might rely on virtual models and/or simulations.

**5. Unit Plan Outline/Overview (5%)**

You will be writing an outline and overview for a 4-week project/problem-based unit that contains your three individual lesson plans (in the case of the SEED5003 students) and more.

**6. Lesson Plan 2 (Inquiry) (10%)**

You will create a lesson plan (the second in your 3 lesson unit plan for the SEED5003 students) that employs a learning cycle for your students to learn about and participate in inquiry in the context of your previously identified topic. This lesson will also incorporate issues of safety in the science classroom.

**7. Lesson Plan 3 (Socioscientific Issues) (10%)**

You will create a lesson plan (the third in your 3 lesson unit plan for the SEED5003 students) related to your previously identified topic in the context of a socioscientific issue (SSI). This will be a cross-disciplinary lesson in that it also must include social studies standards. This lesson will also include the teaching of science in light of culturally relevant pedagogy and issues of social justice.

**8. Grant Proposal (5%)**

You will be writing a grant proposal that could be used to purchase supplies needed for the implementation of your PBI Unit Plan.

**9. Scope and Sequence (15%)**

You will be outlining an entire course of instruction for one academic year identifying where within that year your Unit Plan is located.

**10. Project/Problem Based Unit Plan Presentations (10%)**

Upon completion, you will be presenting your unit plan to your peers.

**Evaluation**

Late assignments will be penalized

Grade Scale: 100-90 A; 89-80 B, 79-70 C, 69-60 D, 59-0 F

**Attendance**

Regular attendance is an important component to a course designed to help you develop into a teaching professional. After 2 absences you will need to meet with me during office hours to best determine how you will be able to successfully complete the course requirements.

**University Policies and General Statements**

##### Academic Integrity:

All faculty are encouraged by the Provost to include the recommended [Academic Honesty Syllabus Statement](http://honesty.uark.edu/policy/index.php#Academic_Honesty_Syllabus_Statement:) on every course syllabus. The statement can be found on the Provost’s website, along with the full [Academic Integrity Policy](http://honesty.uark.edu/policy/index.php). It is important for faculty to be able to provide students with answers about their questions related to academic honesty, as well as providing very specific application of the policy for assignments in their courses. For guidance, faculty are encouraged to study the [sanction rubric](http://honesty.uark.edu/sanction-rubric/index.php), as well as [answers to “what if?” questions](http://honesty.uark.edu/faculty/index.php).

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**Disabilities:**

University of Arkansas [Academic Policy Series 1520.10](https://provost.uark.edu/policies/152010.php) requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

##### Emergency Procedures:

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* **AVOID:**If  possible, self-evacuate to a safe area outside the building.  Follow directions of police officers.
* **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet.  Remain there until told by police it’s safe.
* **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

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Tornado Warning

* Follow the directions of the instructor or emergency personnel.
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* Stay in the center of the room, away from exterior walls, windows, and doors.
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If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual’s immediate vicinity (within arm’s reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on campus, it should be reported to the University of Arkansas Police Department.

For more information, please go to [safety.uark.edu](http://safety.uark.edu/).

**Land acknowledgement Statement:**

The indigenous history of the land our campus sits on goes back more than 13,000 years, and across that expanse of time many successive groups lived on, and created sacred legacies for this area. We know virtually nothing about their languages or by what names they referred to themselves.

By the time people of European origin arrived and began to write down their own observations and record the stories Native Americans related about their histories, the Osages had long been using this area as a source for food and other commodities, though their villages occupied lands farther north in Missouri.

During the early 19th century, Cherokees living in the Arkansas River valley also began to use this area, and then during the later 1830s and early 1840s other Cherokee groups removed from south Appalachian homelands passed through during the forced removals known as the Trail of Tears.

[So You Want to Acknowledge the Land?](https://www.hcn.org/issues/53.5/indigenous-affairs-perspective-so-you-want-to-acknowledge-the-land)

-article in response to the Land Acknowledgement at the University of Arkansas

Tentative Course Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic(s) | Reading | Assignment |
| 8/22 | Purposes of Science Education  NOS |  |  |
| 8/29 | Purposes of Science- cont.  PBI- summary | Duschl (2008); | 1. Microteach 1 |
| 9/5 | Science Standards  Lesson Planning  Scope and Sequence | Framework for K-12 science education (NRC, 2012);  AST Chapters 1-2 | 2. Topic and Standards Identification |
| 9/12 | Science Process Skills  Instructional Technology in Science | Rezba et al. (1995) | 3. Annotated Bibliography |
| 9/19 | PBI- in detail | Krajcik et al. (2008);  Petrosino (2004) |  |
| 9/26 | Models  Simulations  Demonstrations | Coll & Lajium (2011); Krajcik & Merrit (2012);  AST chapters 5-6 | 1. Microteach 2 |
| 10/3 | **Possibly an Online Class: Burgin might be at a conference** |  | 4. Lesson Plan 1 (Technology) |
| 10/10 | Learning Cycles  Inquiry- In the Laboratory and in the Field  Safety | Bybee (2002);  Barrow (2006); Bell et al. (2005);  AST Chapter 8-10 | 5. Unit Plan Outline |
| 10/17 | Discourse in the Science Classroom  Socioscientific Issues | AST chapters 3-4  Sadler (2011) | 6. Lesson Plan 2 (Inquiry) |
| 10/24 | Argument Driven Inquiry | AST Chapters 11-12 | 1. Microteach 3 |
| 10/31 | Global Issues in Science Education | TBD |  |
| 11/7 | The Science Education Community | AST Chapters 13-14 |  |
| 11/14 | Assessment in Science Education | TBD | 7. Lesson Plan 3 (SSI) |
| 11/21 | Wrapping it up |  | 8. Grant Proposal |
| 11/28 | **No Class: Thanksgiving** |  |  |
| 12/5 |  |  | 9. Scope and Sequence  10. Unit Plan Presentations |



# Department of Curriculum and Instruction

**Teaching Secondary Science: Theory to Practice (SEED 5013)**

# Spring 2024

Class Time: Mondays 5:00-7:30pm

Class Location: 204 Peabody Hall

Instructor of Record: Dr. Stephen Burgin

Office: 312 Peabody Hall

Office Hours: by appointment

Telephone: (479) 575-4283. Cell: (479) 304-9313

E-mail: [srburgin@uark.edu](mailto:srburgin@uark.edu)

# Introduction

After spending a semester examining some of the foundational ideas every science teacher should know, we now turn our attention to the practical day to day application of those constructs in classroom settings. As we do so, we will focus on four aspects of science teaching and learning in greater depth than we have done before. These are the role of multimedia in science communication, the laboratory in science education, and STEM education. Recognizing that this course takes place concurrently with your last semester of student teaching/internship experience, efforts will be made to connect both course content and assignments to what is actually happening in the schools where you are placed.

# Required Text

Larkin, D.B. (2020). T*eaching Science in Diverse Classrooms: Real Science for Real Students.* Routledge. New York, NY. ISBN: 978-0-367-18997-6

# Supplemental Readings (ONLINE)

Various chapters and articles from science education literature will be assigned from time to time and posted on Blackboard. It is your responsibility to access and read these resources prior to the class period where they will be discussed. I am also planning on having you all locate articles related to the topics that we are examining in class and sharing/presenting them throughout the semester.

# Course Descriptions from Catalog

For Graduate Students: SEED5013: Teaching Secondary Science: Theory to Practice. This course is a continuation of [SEED 5003](https://catalog.uark.edu/search/?P=SEED%205003), Introduction to Teaching Secondary Science, and is taken concurrently with [CIED 528V](https://catalog.uark.edu/search/?P=CIED%20528V), Secondary Cohort Teaching Internship. Students will receive instruction in advanced methodologies for teaching science and will reflect on their experiences in their internships. Corequisite: [CIED](https://catalog.uark.edu/search/?P=CIED%20528V) [528V](https://catalog.uark.edu/search/?P=CIED%20528V). Prerequisite: [SEED 5003](https://catalog.uark.edu/search/?P=SEED%205003).

# Student Outcomes

At the conclusion of this course, the students will be able to:

* utilize multimedia to communicate science in classroom settings
* plan, implement, and assess student laboratory work
* design and implement STEM activities that effectively teach multiple disciplines in their subject area
* reflect on their own classroom practice in a way that demonstrates personal growth as a science teacher who can work in diverse settings.

# Field Teaching Experience

Preservice teachers (PSTs) are required to be in their field placement full time Monday through Friday except when otherwise notified.

# Course Requirements & Assessment

1. Weekly online Forum Discussion (10%)
   * Every week you will post an entry in the online forum pertaining to the reading for that week. You will be expected to comment on at least two other classmates’ postings.
2. Field-Specific Reflections (10%)
   * During the semester, specific reflective prompts will be provided to you with the expectation that you look for and write about things that you observe at your placements as they relate to the material we have been discussing in class.

1. Article Selection and Presentation (20%)
   * Each of you will sign up for two weeks to select and share an article (research or practitioner) from the science education literature base that relates to that week’s topic of discussion (see the course schedule). First come. First served.
2. Multimedia in the Science Classroom Assignment (20%)
   * For this assignment, you will be selecting some sort of multimedia content to share with your students in the teaching of science material at your field placement. You will create some sort of handout/activity for student use as they interact with the multimedia. You will also reflect on the implementation of the activity.
3. Laboratory in Science Education Assignment (20%)
   * You will be developing a laboratory report rubric that you could use to assess your students’ laboratory work. Additionally, you will be planning a laboratory activity for your students and will be submitting the handout that you provide to your students that accompanies that laboratory. You will also submit a reflection on how the laboratory activity went. This will be a lesson that Dr. Ward will observe, so keep that in mind and be in communication with her regarding scheduling.
4. STEM/SSI Education Assignment (20%)
   * You will be designing and implementing a STEM activity intended to teach your students both science and engineering content according to the Arkansas Science Standards in addition to how that content relates to SSIs. You will submit an outline/handout/instructional information for that activity as well as a reflection on how the activity went and what your students learned.

# Evaluation

Late assignments will be penalized. Grade Scale: 100-90 A; 89-80 B, 79-70 C, 69-60 D, 59-0 F

# Attendance

Regular attendance is an important component to a course designed to help you develop into a teaching professional.

# Blackboard

Course materials and additional readings can be accessed through Blackboard at <https://learn.uark.edu/>

**University Policies and General Statements**

**COVID-19 Guidelines:**

Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/work-space disinfecting can be found at <https://health.uark.edu/coronavirus/>. Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website [ethics.uark.edu](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fuark.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3Ddac1ff80baf86bae679a958d7%26id%3D41c3503fa8%26e%3D918be6cd1f&data=02%7C01%7Csrburgin%40uark.edu%7C4b2cfa1aaeb54088402208d840734298%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637330211074766438&sdata=qgpindSI3dGIoNjOyb2ZX6Mrj9AAPhXlShuBixnQAEk%3D&reserved=0). Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.  
  
Face coverings are required inside campus buildings. Wear a mask or face covering while you are in this building and in our classroom. If you require accommodations due to physical of other restrictive conditions, please contact the [Center for Educational Access](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fuark.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3Ddac1ff80baf86bae679a958d7%26id%3D26c7c4cd13%26e%3D918be6cd1f&data=02%7C01%7Csrburgin%40uark.edu%7C4b2cfa1aaeb54088402208d840734298%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637330211074776434&sdata=uwtAep3ahmxUIV2nR3BVd16trNSkgWGU6MtIm4%2BGn1w%3D&reserved=0).

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# Tentative Course Schedule:

|  |  |  |
| --- | --- | --- |
| **Date** | **Class Topics and Reading** | **Stuff that Will Impact Your Grade** |
| 1/22 | Introduction |  |
| 1/29 | Communicating Science  TSDC- intro, Ch. 4, 11 | 1. Forum Discussion |
| 2/5 | Science in Media- Relevancy  TSDC- Ch. 5 | 1. Forum Discussion  3. Article Sharing |
| 2/12 | Making the Most of your Internship  TSDC- Ch. 12 | 1. Forum Discussion  2. Field Reflection  3. Article Sharing |
| 2/19 | The Role of the Laboratory  TSDC- Ch. 2, 3 | 1. Forum Discussion  3. Article Sharing  4. Multimedia Assignment |
| 2/26 | Laboratory Design  TSDC- Ch. 6 | 1. Forum Discussion  3. Article Sharing |
| 3/4 | Laboratory Assessment  TSDC- Ch. 8 | 1. Forum Discussion  3. Article Sharing |
| 3/11 | Field Based Experiences and Guest Speakers  TSDC- Ch. 9, 10 | 1. Forum Discussion  2. Field Reflection  3. Article Sharing |
| 3/18 | Spring Break- No Class (NSTA in Denver?) | |
| 3/25 | STEM- Simulations/Technology  TSDC- Ch. 7 | 1. Forum Discussion  2. Field Reflection  3. Article Sharing  5. Laboratory Assignment |
| 4/1 | Engineering/STEM/STEAM  TSDC- Ch. 14 | 1. Forum Discussion  3. Article Sharing |
| 4/8 | Doing Science  TSDC- Ch. 15 | 1. Forum Discussion  3. Article Sharing |
| 4/15 | CIED 5461 Portfolio Presentations | |
| 4/22 | TSDC- Ch. 13 | 1. Forum Discussion  2. Field Reflection |
| 4/29 | Wrapping it all up | 6. STEM/SSI assignment |

**STEM 43103/53103 Teaching Secondary Mathematics II**

Department of Curriculum and Instruction, College of Education and Health Professions

Instructor: Kim McComas, Ph.D. [kmccomas@uark.edu](mailto:kmccomas@uark.edu)

107 Peabody Hall

Office hours: before/after class and by appointment

**Course Description**

Framed by current literature in mathematics education, teacher candidates will deepen their knowledge of effective practices for teaching mathematics, and essential elements of school mathematics programs such as access and equity, curriculum, and assessment. The course will focus on pedagogy for teaching high school mathematics content.

Prerequisite for STEM 43103: STEM 32003 Classroom Interactions

Prerequisite for STEM 53103:STEM 53003 Teaching Secondary Mathematics

*Welcome, teacher candidates and STEM Ed minor students!*

**Course Goals**

* To develop a camaraderie of secondary mathematics teacher candidates as they learn, experience, share, and grow together as professionals in the field of mathematics education
* To participate in a professional learning community of math educators consisting of both undergraduate and graduate math teacher candidates, math education professors, district math mentor teachers, and to connect with the broader professional associations dedicated to mathematics education such as the Arkansas Council of Teachers of Mathematics (ACTM), National Council of Teachers of Mathematics (NCTM), the University of Arkansas student affiliate of NCTM, and the Benjamin Banneker Association, all dedicated to the mission of providing high quality mathematics instruction for all students
* To explore and develop identity as a math teacher and to embrace the importance of a classroom culture that helps nurture individual students’ mathematical identities
* To provide a research-based expanded view of and experience with methods, materials, and procedures for teaching mathematics, with a focus on high school mathematics content and instructional technology
* To instill a working knowledge of the eight effective Mathematics Teaching Practices and five Essential Elements of mathematics education (NCTM, 2014)
* For teacher candidates to understand and articulate what ‘access and equity’ in mathematics education means to them and its importance toward mathematics achievement for all students.

**Learning Outcomes: In this course, Teacher Candidates will…**

* increase their repertoire of instructional strategies for teaching mathematics
* find and utilize resources that support student-centered, problem-based mathematics, with focus on conceptual understanding
* implement the Five Practices for Orchestrating Mathematics Discussions while teaching math lessons
* consider and/or utilize a variety of assessment techniques, including formative assessment and objectives-based grading, with an understanding of how assessment informs instruction
* explore differentiated instruction opportunities by creating ‘low floor – high ceiling’ tasks
* engage in ‘lesson study’ experiences in which a lesson is taught to peers and instructor, with revisions based on peer feedback enacted in the moment
* deepen their knowledge of the Essential Elements in mathematics education (NCTM, 2014) of Access and Equity, Curriculum, Assessment, Technology, and Professionalism
* design math lessons that utilize the eight Mathematics Teaching Practices (NCTM, 2014) and explain the rationale for each practice implemented:

***The Mathematics Teaching Practices***

*MTP #1: Establish mathematics goals to focus reasoning.*

*MTP #2: Implement tasks that promote reasoning and problem solving.*

*MTP #3: Use and connect mathematical representations.*

*MTP #4: Facilitate meaningful mathematical discourse.*

*MTP #5: Pose purposeful questions.*

*MTP #6: Build procedural fluency from conceptual understanding.*

*MTP #7: Support productive struggle in learning mathematics.*

*MTP #8: Elicit and use evidence of student thinking.*

**Key Assessments:** *Refer to course schedule and Blackboard for assignment details*

* Written reflections on weekly readings
* Lesson presentations, exemplifying specific mathematics teaching practices and essential elements from NCTM Principles to Actions (2014)
* Final Reflection on Professionalism
* Evidence of one ‘extra-curricular’ involvement to show involvement in the math education profession (volunteer for ACTM math contest or NWA Science & Engineering fair, attend NCTM student affiliate meeting/event, ACTM networking night for ACTM members, NCTM virtual conference, or math-related professional development workshop…)
* Attendance/Participation (or webinar ‘make-up’ assignment\* in case of class absence)

**Objectives-based/Competencies-based Grading:**

This course is graded based on the evidence that a teacher candidate exhibits toward meeting the defined objectives, NOT by an accumulation of points nor percentage scale. There are 18 objectives in Category 1 and 3-4 objectives in Category 2 (see separate document of objectives matrix). The instructor will record evidence that demonstrates meeting of each objective on the matrix of objectives.

**Category 1:** To meet each objective in this category, Teacher Candidates (TCs) will demonstrate two pieces of evidence (reading reflections, class presentations and activities as described on the course assignment calendar) of their understanding of

* *The 5 Practices for Orchestrating Math Discussions*
* NCTM’s *Principles to Actions*: each of the 8 Math Teaching Practices
* NCTM’s *Principles to Actions*: each of the 5 Essential Principles

Blackboard scores will be used as a rating, rather than an accumulation of points:

*Meets Expectations: Scores in the 8-10 range* on Blackboard indicate that you are meeting the expectations, even though there may be room for improvement, and will be used as evidence that you are meeting the objective.

*Needs Improvement: Scores of 6 and 7* indicate that considerable improvement is needed before your work can be considered evidence of meeting the objective, although the work is generally on the right track. Revise based on feedback then re-submit the work.

*Does not meet Expectations - Scores of 5 or below* – Not on the right track; Revise based on feedback and re-submit the work.

**Category 2:** Teacher Candidates will show evidence of their understanding of Professional Growth as a Math Teacher by completing each of the following three objectives (for STEM 53103, *four* objectives):

* Class attendance & participation: TCs will show their commitment to developing as math teachers by attending and participating each and every week in class (or submitting make-up assignment: watch an NCTM webinar on nctm.org and write summary).
* TCs will demonstrate their understanding that being a professional in math education extends outside the classroom: Participate in one ‘extracurricular’ or ‘professional development’ activity/event and write about it in your final reflection (volunteer for Mathcounts regional competition, ACTM regional math contest, NWA Science & Engineering fair, attend NCTM student affiliate meeting/event, ACTM networking night for ACTM members, or a math-related professional development workshop, etc.)
* TCs will show their ability to reflect on their growth as math education professionals by writing a final reflection describing their growth
* *Students enrolled in STEM 53103 will create an e-portfolio that demonstrates their understanding of how their internship teaching exemplifies the eight Mathematics Teaching Practices (NCTM, 2014) and the domains of the Arkansas Aspiring Teacher Framework.*

**Course Grades (Objectives-based Grading System):**

**Expectations for an A**: Teacher Candidate has ‘met expectations’ for all 18 objectives of category 1 (two checkmarks, i.e., pieces of evidence, of “meets expectation” evidence matrix, and one checkmark for each objective in category 2).

**For a B:** Teacher Candidate is lacking ‘meets expectations’ evidence for 1-3 objectives

**For a C:** Teacher Candidate is lacking ‘meets expectations’ evidence for 4-6 objectives

**For a D:** Teacher Candidate is lacking ‘meets expectations’ evidence for 7 objectives

**For an F:** Teacher Candidate is lacking ‘meets expectations’ evidence for 8 or more objectives

**Readings**

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. NCTM.

Smith, M. S., & Stein, M. K. (2011). *5 practices for orchestrating productive mathematics discussions*. National Council of Teachers of Mathematics.

Smith, M. S., Steele, M. D., & Sherin, M. G. (2020). *The 5 practices in practice: Successfully orchestrating mathematics discussions in your high school classroom.* Sage Publications.



**UNIVERSITY OF ARKANSAS**

***College of Education and Health Professions***

***Department of Curriculum and Instruction***

**Course Number**: **STEM 43303 / STEM 53303**

**Course Title**: ***Nature of Science, History & Philosophy for Sci Teachers (or just the “NOS Class”)***

**Credits:** 3

**Semester**: Fall 2024

**Time:**  Tuesdays 5-7:45 pm

**Room:** Peabody Hall (PEAH)

**Professors**: William F. McComas, Ph.D

**Office**: 310 Peabody Hall (PEAH)

**Telephone**: 479-575-7525 (McComas)

**E-mail:** [mccomas@uark.edu](mailto:mccomas@uark.edu)

**Web Site:** <http://www.scienceeducation.org>

**Course Description**: The *Nature of Science* (NOS) is a label given to the content that describes “how science works” that we science teachers should share with science learners. This content is rich and interesting and draws its knowledge base from the philosophy, history, and sociology of science along with elements of the psychology of observations to provide an accurate description of how science functions. This course is designed for individuals who are interested in learning more about the methods and goals of science, the role of scientists and the place of science in society and how such issues can and should be reflected in science teaching and learning. We will read and discuss selections from the works of philosophers of science and from science educators from a philosophical perspective. We will explore the content of the nature of science and use that knowledge as a guide in improving science instruction and developing philosophically appropriate science curricula.

**Course Objectives**:

The course will focus on discussions and analyses of:

* the methods of science;
* ways of science knowledge production and validation;
* the development and status of laws and theories in science;
* paradigms, revolutions, research programs and falsification;
* the big ideas in the nature of science that science learners should encounter;
* the psychological basis for scientific discovery and knowledge generation, and
* science teaching models that support NOS inclusion in science classes.

**Prerequisite(s):** None beyond an interest in learning more about how science works and how to include this fascinating topic in your teaching.

**Required and Recommended Texts**: You are expected to access the set of readings outlined in the Syllabus of Readings. All readings will be available on Blackboard. In most cases, these readings often come from larger works and as such may be incomplete in terms of illustrating the author’s total view of the subject. Therefore, you are encouraged to seek out the entire book or article and make your judgments based on that source rather than relying solely on the selection included here.

**Strongly Suggested:** The most current version of the American Psychological Association (APA) P*ublication manual of the American Psychological Association*. Washington, DC: American Psychological Association. APA referencing style is used by most journals in the science education community.

Also, the following works on specific aspects of the nature of science (and mathematics) are recommended:

Carey. S. S. (1994). *A beginner’s guide to scientific method*. Wadsworth Pub Co.

Feynman, R. (1992). *The character of physical law*. MIT Press.

Martinez, A. A. (2012). *The cult of Pythagoras.* Univ. of Pittsburgh Press.

Martinez, A. A. (2011). *Science secrets: The truth about Darwin’s finches, Einstein’s wife, and other myths.* Pittsburgh, PA:Univ. of Pittsburgh Press.

McComas, W.F. (Ed.) (2020). Nature of Science in Science Instruction*: Rationales and strategies.* Springer Academic Publishing Company.

National Academy of Sciences (1998). *Teaching about evolution and the nature of science*. Washington, DC: National Academy Press.

Powell, J. L. (1999). *Night comes to the Cretaceous: Comets, craters, controversy, and the last days of the dinosaurs*. New York: Harcourt, Brace & Co.

**Note about the Two Course Combination:** We have the unique and interesting opportunity to involve students from two classes, each with somewhat different experiences but with very similar goals to learn about the nature of science as content. Inservice educators in the MEd or PhD programs will take CIED 6333 while Preservice educators will take STEM 4333. There will be some differences in the assignments, but the foundation content is the same.

**Organization of the Course:** The course readings group into major theme areas with the title of each section providing some clues regarding the focus of the reading set. The instructor will present mini-lectures focusing on the central theme of the readings set with student-based discussion. In all cases, it is critical that you come to class having read and carefully considered the assigned material so that you can contribute to an insightful discussion of it. Please note that the history of science will primarily be communicated through instructor-led presentations while the nature of science will be shared through presentations and vital readings.

**Note:** Unless something dire happens, we will meet in-person so pleased don’t ask for or expect a Zoom or hybrid option. Please try to stay healthy but if you must miss class, you can get notes from your classmates and download a PDF of any PowerPoint lectures that I will always post on Blackboard.

**Note about Assignments**

1. Please submit ONLY in MSWord (not in PDF, googledocs, hieroglyphics, cuneiform, etc.).  The reason is simple, I can download and markup a Word document very easily, but some of the other formats I can't open at all or take much too long to open and often require that I close out of Blackboard to do so.
2. Please use the following form for all POMS uploaded to Blackboard.  Your last name then the word “POMS” then the week so the title of the file uploaded should be "Smith POMS WK3." Use a similar system for all assignments
3. Please put your name on the paper itself

**Grades are based on some of the following (See chart for specifics with respect to your section):**

**A) Class Participation**; you will earn 3 points for each class session during which you contribute (of course, this is only possible if you are in the room) Please see note about grades for POMS each week.

**B)**  **Paper POMS (Points of Most Significance)** (Paper POMS); these are POMS inspired by an individual paper set and represent what you think are the most important points made **by the authors** of a given paper set or subset. There are three types of POMS, each with its point value.

Type I **SUMMARIZE** - reflect on the major idea(s) within the CURRENT readings set (35 words maximum, 3 points maximum) (avoid focusing on just one article).

Type II **SYNTHESIZE** – reflect on the major idea(s) within a current set of readings as these ideas relate to those in papers EARLIR in the course (35 words maximum, 4 points maximum).

Type III **APPLY** - state a major implication for science teaching (*not* directly provided by the author) that you draw from a given readings set and discuss how the implication can be put into practice (50 words maximum, 5 points maximum). The key is not to defend that we should teach NOS but to focus on how it should be taught.

Please review your POMS statements **for clarity and sense** (does the statement says what you want it to say and how clearly have you said it).

POMS **are due each week** for which a set of readings was previously assigned. Please upload to the appropriate Bb site in advance of class.

However, the POMS may or may not be graded! Please write at least *3 POMS* statements *(of at least two types)* each week on a single sheet of paper – either typed (preferably) or neatly printed. Indicate which type you have written next to the POMS statement. Each set of POMS collected and assessed will be worth 15 pts. What this means is that your POMS are evaluated as a percentage for your numerator earned and denominator possible (based on the type of POMS you write). The final percentage will be transformed into the 15-pts possible.

**NOTE:** Whether or not POMS are graded you will receive 3pts simply for turning them in. Therefore, each week you participate in class and turn in POMS you will earn 6pts.

*In constructing POMS you are expected to use the reading material assigned but you may cite the extra materials too (and quote things from the HOS part of the class too if you like).*

**Total points possible for POMS assessed will be about 90 (15 x 6 sets potentially assessed, but this may change).**

You may revise a POMS set any time *before* it is collected. Even when a POMS set is returned you may revise it (since it may be collected again). You may do this backward from the date of those POMS, but not forward. In other words, any set of POMS should refer only to readings that you would have encountered at the time of the original POMS. You should be prepared to hand in ***any*** *set of POMS up* ***through*** *the readings set assigned for the current class session.* See Rules and Hints of POMS for more information.

**“Rules” and Helpful Hints for Writing POMS**

**Rule 1:** Be careful about the word limits for individual POMS statements. You can write 35 words for a Type I and II and 50 words for a Type III.

**Rule 2:** For each POMS Indicate the type (I, II, or III) you intended to write. If your label and type do not match, I will try to figure out what type it really is and award points appropriately.

**Rule 3:** You must write THREE POMS per set of readings although perhaps they will not be collected. If you do not write three, the missing ones will be awarded 0/3 points.

**Rule 4:** ALL POMS for a current set of readings must include a reference to AT LEAST ONE of the papers in that week's set.

**Rule 5:** Points may be lost if significant and obvious connections (citations) are omitted. For instance, you may lose points if you write a Type I POMS that logically could have been a Type II.

**Rule 6:** State author's name and paper number(s) to make your point (These names and numbers will not be counted in the word limit).

**Rule 7:** Where possible, cite the authors (by using paper numbers rather than APA style) who support or refute a position with which you would like to draw comparisons or conclusions.

**Rule 8:** There are a few important exceptions, but you should avoid writing POMS that focus on insights from just *one* paper.

**Rule 9:** POMS should be typed or neatly handwritten on one side of a piece of paper with wide margins and spaces between each POMS. Put your name in the top right corner and the readings set (i.e., Set #4) related to the POMS in the top left corner.

**Rule 10:** See earlier note about how to name your POMS. All must be in MSWord!

**C)** **Theory/Law Project (Individual Project)**; find at least five common reference books (dictionaries, encyclopedias, etc.) and five recent science textbooks (have a theme like a particular level or subject or across a range of publications dates). Look in the index, glossary, and table of contents for the terms “law” and “theory.” For data, list what you have found using APA style. For your analysis, compare what you have found (your data) from source to source *and* with “accurate” definitions of law/theory (i.e., from the readings in this class – yes, you can read ahead). Please write up in lab report format and look at the grading sheet. **Due Week #6**

**Note: For any assignments required in a "lab report" format, please include these sections:**

1. Introduction (with refs where necessary) 5. Results/Discussion

2. Research Question(s) 6. Conclusions and Implications

3. Description of you Methodology/Procedure 7. Reference (if applicable)

4. Data Gathered / Observations Made

**D) Global POMS (Whole Course POMS)**; these POMS are due at the beginning of the *last* session of the course and should consist of the over-arching ideas communicated within the entire readings package. In other words, these are the BIG ideas of the entire course. You should write eight of these global POMS, each one addressing one of the MAJOR themes of the *Nature of Science* exhibited in the total paper set. These are Type II POMS. Each global POMS is worth 4 points for a total of 32 points. **Due Week #14**

**E) NOS Lesson Plan Sketches;** Individually you will write an outline (we call it a sketch) for 9 lessons each of which will target one of the 9 main NOS points in the class. These are **not** long formal lesson plans and you do not have to include references to any readings for this assignment.

Each of these lesson sketches should include the following: 1) a title and some background defining/detailing the main NOS element, 2) the student/science context (in other words, what science content and for what science class is this lesson designed (they do NOT have to all be the same science content and class), 3) next you will provide a short description of the lesson that should be no longer than about 100 words (like an extended Type III POMS), 4) in a few words, talk about how you would assess NOS learning during/after this lesson, 5) be sure to provide a reference if you were inspired by some NOS lesson you found elsewhere. Your lessons do not have to be completely original, but you must give credit where appropriate and indicate what changes you made in adapting the lesson to your context). Please turn in all 9 lesson sketches in one document by **Week #13 (45pts or 5pts for each successful lesson sketch – partial credit is possible).**

**F) NOS in the Life and Work of Scientists;** for this assignment, choose a rich biography of a scientist, read this biography, and pick out all the aspects of the nature of science illustrated. The key to this assignment is to tell us “how” this scientist does his/her work, how they interacted with other scientists or society, etc. As you read the book note what seem to be illustrations of how science functions. By the end of the semester, you can check these impressions against the NOS elements that you will have learned. In the paper, you should provide your impressions of the work itself, but the key here is not a critique of the writing but the insights you have gotten about the work of the scientist. The paper (perhaps 2-3 pages in length) is due **before Week #12** (60pts).

Here are *some* suggested books but or pick another (but please get permission before proceeding):

Einstein: His Life and Universe (by Isaacson)

Charles Darwin: Voyaging and Power of Places (Vols. I and II) (Browne)

Darwin: Life of a Tormented Evolutionist (Desmond and Moore)

Galilleo: Watcher of the Skies (Wooton)

Rosalind Franklin: Dark Lady of DNA (Maddox)

Isaac Newton (Gleick)

Barbara McClintock: A Feeling for the Organism (Keller)

Map that Changed the World: William Smith and Birth of Geology (Winchester)

**G\*) NOS Research Team (1-2 people max) Project**; Design and conduct a study designed to access to public (student) views with respect to the following three questions (although these issues do not have to be phrased exactly as stated below):

1) What is Science?

2) Can Science Answer all Questions? Why/why not?

3a) What is the Scientific Method?

3b) What Methods are commonly used in Science?

Your task is to collect enough information targeting a specific group of persons (e.g., K-3, 4-6, 7-8, 9-12, adults) to propose conclusions. Where possible, provide verbatim quotes/comments made by respondents as your data along with any interview responses and/or impressions. This assignment is due **on or before Week #13**. Please write in lab report format (80pts).

**H) Final Examination**; traditional assessment of your knowledge, impressions, and implications of the big ideas of this course. Time: TBA

|  |  |  |  |
| --- | --- | --- | --- |
| Overview of Graded Assignments | PHD/MS Students | MAT and STEM Teach  Students | Session Due Date |
| A) Class participation (3pts) & POMS Turn In (3pts) | X | X | Weekly |
| B) Paper POMS (90 pts total) | X | X | Weekly |
| C) Theory/Law Paper (60 pts) See Appendix A | X | X | WK #7 |
| D) Global POMS (32 pts) | X | X | WK #14 |
| E) NOS Lesson Plan Sketches (45 pts) Appendix C | X | X | By WK #13 |
| F) NOS in the Lives of Scientists (60 pts) | X |  | WK #12 |
| G) NOS Research Project (80 pts) Appendix B | X |  | WK #13 |
| H) Final Exam (70 pts) | X | X | TBD |
| TOTALS |  |  |  |

OPTION: MAT/STEM students may do assignments from the PHD/MS column to augment their grade. This is NOT extra credit. I am simply suggesting that if you would like to do an extra assignment for extra points to be added to your denominator and numerator that is fine. Let’s discuss if you have questions.

**The Nature of Science for Science Educators** / **Class Schedule Fall 2024**

**Session Date Topic**

1 AUG 20 **Introductions and Introducing the Nature of Science Class**

2 AUG 27 **Introduction to NOS Class** + **Science and its Methods (I)**

3 SEPT 3 **An Introduction to Science and its Methods (II)**

4 SEPT 10 ***Tools and Products of Science***: Social Studies of Science and its Logic

5 SEPT 17 ***Tools and Products of Science***: Science and Its Methods

6 SEPT 24 ***Tools and Products of Science***: Inductivism-empiricism and HD thinking

7 OCT 1 ***Tools and Products of Science***: Images of Science & Methods, Revisited

8 OCT 8 ***Tools and Products of Science***: Theories and Laws

OCT 15 NO CLASS (Fall Break)

9 OCT 22 ***Human Elements of Science***: Observation & Creativity in Science

10 OCT 29 ***Human Elements of Science*:** Conceptual Change in Science & Classroom

11 NOV 5 ***Human Elements of Science*: Society and Science & the Society of Science**

NOV 12 NO CLASS (McComas at Conference)

12 NOV 19 **Science Knowledge and its Limitations**: Realism, Tentativeness & the Science/Engineering/Technology Distinction

13 NOV 13 **Science Knowledge Limitations**: Religion vs. Science or Mixed Blessing?

14 DEC 3 **Teaching the Nature of Science/ Research in the Teaching and Learning of NOS** Model NOS Lesson Presentations (Details TBA)

DEC 10th FINAL EXAMINATION (Details TBA)

**Note:** You will find that all the readings relate to the nature of science and/or how to teach aspects of the nature of science, but the class has another very important element – the history of science (HOS). To avoid having you read twice as much (or more) the history of science component of this class is conveyed solely through lecture (although I have many readings if you are interested now or in the future). So, class attendance becomes even more important. The basic content of the history of science is in the final exam and may be referred to in POMS where appropriate.

**NATURE OF SCIENCE - READING LIST**

*Please read the articles in the order in which they are listed and be sure to read all articles assigned for a given session.*

***Supporting Materials***

Overview of Course: The “Big 9” NOS Concepts

Study Guide Handout: Theory/Law Comparison

Study Guide Handout: Traditional vs. New Views of Science

Key Philosophers of Science

Glossary of the Philosophy of Science

Definitions of Science and Other Statements about its Nature

The Arch of Aristotelian Knowledge

Do not be concerned about the age of any of these articles. They have been included, not because I am lazy did not want to update the course, but because they have something important to say. Many things get better with age like fine wine and your instructor!

**Session #1 Theme: Introductions and Introducing the Nature of Science Class**

1.1 Loke, A. (204). Benefits of studying philosophy for science education. Journal of the NUS Teaching Academy 4(1), 27-35.

**Session #2 Theme: *AN INTRODUCTION TO THE SOCIAL STUDIES OF SCIENCE (Part I)***

2.1 Brush, S. (2000). Postmodernism vs. Science vs. Fundamentalism: An Essay Review. *Science Education, 84*(1), 114-117.

2.2 Achenback, J. (2015, March). Why do reasonable people doubt science? *National Geographic*.

2.3 Nuccitelli (2017, 28 March). Trump’s War on Science. *The Guardian.*

2.4 Law, S (2019). Distinguishing science from pseudoscience. In McClain and Kampourakis What is Scientific Knowledge? Routledge.

**Session #3 Theme: *AN INTRODUCTION TO THE SOCIAL STUDIES OF SCIENCE (Part II)***

3.1 Wolpert, L. (1992). Chapter 1, “Unnatural Thoughts” from *The Unnatural Nature of Science*. Cambridge, MA: Harvard University Press.

3.2 Dear, P. (2007). Science as natural philosophy, Science as instrumentality. From *The Intelligibility of Nature.* Pp. 1-14. The University of Chicago Press.

3.3 Lindberg, D. C. (1992). What is Science? From *The Beginnings of Western Science*. The University of Chicago Press. (Pp. 1-4)

3.4 Schmaltz, R. and Lilienfeld, S.C. (2014, April 17). Hauntings, homeopathy and the Hopkinsville goblins: Using pseudoscience to teach scientific thinking. *Frontiers in psychology 5*(336), 1-5.

**Session #4 Domain: THE TOOLS AND PRODUCTS OF SCIENCE**

**Theme: *THE SOCIAL STUDIES and LOGIC OF SCIENCE***

4.1 McComas, W. F. and Clough, M. (2020). The Role and Character of the Nature of Science in W. F. McComas (ed). *Nature of Science in Science Instruction*. Springer Academic Publishing Company (pp 3-20)

4.2 Gjertsen, D. (1989). *Science and Philosophy: Past and Present from Science and Philosophy: Past and Present*. Penguin Press. (Pp 1-7)

4.3 Klemke, E. D., Hollinger, R. and Kline, A. D. (1988). What is Philosophy of Science? From *Introductory Reading in the Philosophy of Science, Revised*. Buffalo: Prometheus. (Pp. 19-26)

4.4 Rhodes, R. (1986). Atoms and Void. From *Making of the Atomic Bomb.* Simon and Schuster. (Pp. 29-39)

4.5 Casti, J. L. (1989). Faith, Hope and Asperity, from *Paradigms Lost*. William Morrow and Company, Inc. (Pp. 1-15).

4.6 Horgan, J. (1992). Intellectual warrior: Karl Popper. Sci. American (November) (Pp. 38-40).

4.7 Wallace, W. L. (1971). Edited selections from *The Logic of Science in Sociology*. Aldine Publishing Company. (Pp. 11-24)

**Session #5 Domain: THE TOOLS AND PRODUCTS OF SCIENCE *Theme: THE METHODS OF SCIENCE (a Brief introduction to FORMAL LOGIC*)**

5.1 Wenning, C. (2009, Autumn). Scientific epistemology. How scientists know. *J. Physics Teacher Education* online 5(2), 3-15.

5.2 Richards, S. (1983). Scientific Argument: The Role of Logic from *Philosophy and Sociology of Science: An Introduction*. Basic Blackwell (Pp. 14-27)

5.3 Gjertsen, D. (1989). Is There a Scientific Method? From *Science and Philosophy: Past and Present.* Penguin Books. (Pp. 87-113).

5.4 Richards, S. (1983). Philosophies of Scientific Method Theories of Science (Part of Chapter 4) from *Philosophy and Sociology of Science: An Introduction*. Basic Blackwell. (Pp. 44-59)

5.5 Mayr, E. (1991). Darwin's Scientific Method from *One Long Argument.* Harvard University Press. (Originally on Pp. 9-11, here reduced to two pages).

5.6 Bauer, H. H. (1994). Chapter 2 from Science literacy and the myth of the scientific method. (p. 19-41). University of Illinois Press.

5.7 Millar, R. (1988). What is the 'Scientific Method' and Can It be Taught? From *Skills and Processes in Science Education: A Critical Analysis*. Wellington, J. J. (Ed.) Routledge. (Pp. 47-62)

5.8 Horgan, J. (May, 1993). Paul K. Feyerabend: The Worst Enemy of Science. Scientific American (Pg. 36-37).

5.9 Medawar, P. B. (1963). Is the Scientific Paper a Fraud? In P. B. Medawar (1963/1990). *The Threat and the Glory (pp. 228-233)*. Harper Collins.

**Session #6 Domain: THE TOOLS AND PRODUCTS OF SCIENCE**

***Theme:*  *INDUCTIVIST-EMPIRICISM and HYPOTHETICO-DEDUCTIVISM***

6.1 Johsua, S. and Dupin, J. (1986). Is Systematization of Hypothetico-Deductive Reasoning Possible in a class situation? *European Journal of Science Education*. *8*(4), 381-388.

6.2 Medawar, P. (1982). Two Conceptions of Science from *Pluto's Republic*. Oxford U. (Pp. 28-34).

6.3 Pagels, H. R. (1982). Selection (Pp. 56-59) from *The Cosmic Code*. Simon and Schuster.

6.4 Trefil, J. (1989). Science in Context in *Reading the Mind of God: In Search of the Principle of Universality*. Anchor Books (Originally on Pgs 31-44)

6.5 Rachelson, S. (1977). A Question of Balance: A Wholistic View of Scientific Inquiry. *Science Education, 61*(1), 109-117.

**Session #7 Domain: THE TOOLS AND PRODUCTS OF SCIENCE**

***Theme:*  *IMAGES OF SCIENCE: METHODS AND PROGRESS OF SCIENCE***

7.1 Richards, S. (1983). Philosophies of Scientific Method: Theories of Science from *Philosophy and Sociology of Science: An Introduction* (Concluding part of chapter 4). Basil Blackwell.

7.2 Nadeau, R. and Desautel, J. (1984). The Khun Development in Epistemology and the Teaching of Science. Guidance Center of the University of Toronto. (Pp. 11-21)

7.3 Anon. (n.d.) Summary of Kuhn's Model of Science.

7.4 Horgan, J. (2012). Thomas Kuhn and Truth. *Scientific American*.

7.5 Anon. (1964). Book Review: *The Structure of Scientific Revolutions* from *Scientific American*

7.6 Kuhn, T. (1993). Selection from *The Structure of Scientific Revolutions, 3rd edition*. University of Chicago Press. This selection from S. Rosen (ed) (2003). The Philosopher’s Handbook. Random House, Pp. 503-519.

7.7 Barrow, J. D. (1988). The Different Views of Science from *The World Within the World* Clarendon Press. (Pp. 10-12)

7.8 Gould, S. J. (1993). Selection from The First Unmasking of Nature.  *Natural History, 102*(4), (Originally on pages 14-21 in the journal itself).

**Session #8 Domain: THE TOOLS AND PRODUCTS OF SCIENCE**

***Theme:*  *THEORIES AND LAWS and the PRODUCTS & TOOLS OF SCIENCE***

8.1 Dilworth, C. (1994). On the Nature of Scientific Laws and Theories, from *Scientific Progress, Third Edition*. Kluwer Academic Publishers. (Pp. 174-194)

8.2 Trusted, J. (1979). Theories and Laws in *The Logic of Scientific Inference*. Macmillan. (Pp. 70-77).

8.3 Rhodes, G. and Schaible, R. (February 1989). Fact, Law and Theory: Ways of Thinking in Science and Literature. *Journal of College Science Teaching*. (Pgs. 228-232, 288)

8.4 Sonleitner, F. J. (1989). Theories, Laws, and All That. National Center for Science Education. *Newsletter, 9*(6).

8.5 Fleisher, P. (1987). What is a Natural Law (Pgs. 1-4) from *Secrets of the Universe: Discovering the Universal Laws of Science.* Athenaeum.

8.6 Strahler, A. (1992). Selection from *Understanding Science*. Prometheus Books (Pp. 40-41).

8.7 Crick, F. (1988). Selection from *What Mad Pursuit*. Basic Books, Inc. (Pp. 137-142).

8.8 McComas, W. F. (2003). A Textbook Case of the Nature of Science: Laws and Theories in the Science of Biology. *International Journal of Science and Mathematics Education 1*(2), 141-155.

**Session #9 Domain: THE HUMAN ELEMENTS OF SCIENCE**

**Theme: *OBSERVATION & CREATIVITY IN SCIENCE***

9.1 Munby, A. H. (1976). Some Implications of Language in Science Education. *Science Education, 60*(1), 115-124.

9.2 Casti, J. L. (1989). Faith, Hope and Asperity from *Paradigms Lost.*  Morrow, Inc. (Pp. 16-55)

9.3 Hodson, D (1986). The nature of scientific observation. *School Science Review 68,* (1), 17-29.

9.4 Hainsworth, M. D. (1956). The effect of previous knowledge on observation. *School Science Review, 37*(132), 234-242.

9.5 Holton, G. (1995). Chapter 4 Imagination in Science from *Einstein, history, and other passions.*  Addison-Wesley

9.6 McComas, W. F. (2020). The expectancy effect in the secondary school laboratory: Issues and opportunities. In W. F. McComas (ed). *The Nature of Science in Science Instruction*. Springer Publishing Company. (Pp 141-157)

**Session #10 Domain: THE HUMAN ELEMENTS OF SCIENCE**

**Theme: *CONCEPTUAL CHANGE IN SCIENCE AND IN THE CLASSROOM***

10.1 Barber, B. (1961). Resistance by scientists to scientific discovery. *Science, 134*, 596-602.

10.2 Gould, S. J. (1990). Selections from *Wonderful Life*. W. Norton and Company. On pages 277-79 and 282-291 in the original.

10.3 Lessem, D. (1993). Weird Wonders Fuel the Battle over Evolution's Path. *Smithsonian, 23*(10), 107-115.

10.4 Lewin, R. (1992). Whose View of Life? *Discover, 15*(5) 18-19.

10.5 Morris, S. C. and Gould, S. J. (1998, December). Showdown on the Burgess Shale. *Natural History*, 48-55.

10.6 Strike, K. A. and Posner, G. J. (1982). Conceptual Change and Science Teaching. *European Journal of Science Education, 4*(3), 231-240.

10.7 Gauld (1989). A Study of Pupil's Responses to Empirical Evidence. In *Doing Science*. R. Millar (Ed.) Philadelphia: The Falmer Press/Taylor and Francis. (Pp. 62-82).

10.8 Millar, R. (1989). Bending the Evidence: The Relationship between Theory and Experiment in Science Education. Philadelphia: The Falmer Press/Taylor and Francis. (Pp. 38-61)

10.9 Driver, R. (1983). Invention and Imagination from *The Pupil as Scientist?* Open University Press. (Pp. 41-49)

**Session #11 Domain: THE HUMAN ELEMENTS OF SCIENCE**

**Theme: SOCIETY and SCIENCE and the SOCIETY of SCIENCE**

11.1 Kiefer, G. F. (1979). Science and Society from *Bioethics: A Textbook of Ideas* (Pp. 413-442). Reading, MA: Addison-Wesley, Inc.

11.2 Thompson, D. (November 23, 1992). Science's Big Shift. *Time*. (Pp. 34-35)

11.3 Collins, H. M. (1983). The Sociology of Scientific Knowledge: Studies of Contemporary Science. *Annual Review of Sociology. 9*(1), 265-285. Skim this!

11.4 Mendelsohn, E. (1977). The Social Construction of Scientific Knowledge. E. Mendelsohn, P. Weingart and R. Whitley (Eds.) The *Social Production of Scientific Knowledge. Sociology of the Sciences*, Vol. I, 3-26. D. Reidel Publishing Co. Skim this!

11.5 Lemonick, M. D. (2006). *The Rise and Fall of the Cloning King*. Time, *167*(2).

11.6 Monney, C. (2005). Science Wars II: Science and the Bush Administration. *The Skeptical Inquirer, 29*(6), 30-31. 13.11a

11.7ab Nuccitelli (2007), Hitzik (2017) and DiCamillo (2017) Three articles about the Trump administration attack on Science

11.8 Pinker, S. (2018, February 13). The intellectual war on science. Chronicle of Higher Education.

**Session #12 Domain: SCIENCE KNOWLEDGE and its LIMITATIONS**

**Theme: *REALISM, TENTATIVESS and TECHNOLOGY***

12.1 Chalmers, A. F. (1999). Realism and anti-realism (Pp. 226-246) from *What is This Thing Called Science*? Third edition. Hackett Publishing Company.

12.2 Hodson, D. (1982). Selection from Science -- The Pursuit of Truth? Part I. *School Science Review, 63 (*225) (in the original on pages 643-652).

12.3 Timmer, J. (2006). Scientists on science: Tentativeness. http://arstechnica.com/science/news/2006/10/5609.ars

12.4 Johnson, A.T. and Southerland, S. (2001). The Multiple Meanings of Tentative Science. Paper presented at the 6th meeting of the International History, Philosophy, and Science Teaching Organization. Denver, CO.

12.5 Wolpert, L. (1992). Technology is not Science. In L. Wolpert (Ed). *The Unnatural Nature of Science.* Harvard University Press (Pp. 25-34)

12.6 Price, D deSolla (1970). The differences between science and technology in M.J. Cetron and J.D. Goldhar (Pp 21-36). Gordon and Breach publishers.

**Session #13 Domain: SCIENCE KNOWLEDGE and its LIMITATIONS**

**Theme: *RELIGION vs. SCIENCE: REAL or IMAGINED BATTLE***

13.1 Gould, S. J. (1997). Nonoverlapping magisteria. *Natural History, 106*(2), 16-18, 22, 60-62.

13.2 Woodward, K. L. (1998, July 20). How the heavens go. *Newsweek*, 52.

13.3 Larson, E. J. and Witham, L. (1999, September). Scientists and Religion in America. *Scientific American*, 88-91.

13.4 Tyson, N. deG. (1999, October). Holy wars. *Natural History, 108*(8), 80-82.

13.5 Shermer, M. (2000). Selection from *How We Believe: The Search for God in the Age of Science.* New York: W. H. Freeman and Company.

13.6 Will, G. F. (1998, November 9). The Gospel from Science. *Newsweek.*

13.7 Ruse, M. (2003). The Mismeasure of Science. *Natural History, 112*(6), 52-55 & 58.

**Session #14 Theme: TEACHING ABOUT THE NATURE OF SCIENCE**

14.1 McComas, W. F., Clough, M, and Nouri, N. (2020). Teaching the Nature of Science. in W. F. McComas (ed). *The Nature of Science in Science Instruction*. Springer Academic Publishing Company. (Pp 67-112)

14.2 National Research Council (2013). The Next Generation Science Standards (Please see Appendix H and review the NGSS for how NOS fits in the delivery plan). Please note, this document is NOT included in the readings because it is on the web and all science teachers should have a copy.

14.3 McComas, W.F. and Nouri, N. (2016). The Nature of Science and the Next Generation Science Standards: Analysis and Critique. *Journal of Science Teacher Education*. Pp 555-576

14.4 Kampourakis, K. (2016). The “general aspects” conceptualization as a pragmatic and effective means of introducing students to the nature of science. *Journal of Research in Science Teaching*.

14.5 McComas, W.F. (2020). A Typology of Approaches for the Use of the History of Science. In W. F. McComas (ed). *The Nature of Science in Science Instruction*. Springer Publishing. Pp 527-550

14.6 McComas, W. F. (1997). The Discovery and Nature of Evolution by Natural Selection. *American Biology Teacher, 59*(8), 492-500.

14.7 Morrison, J. A., Raab, F. and Ingram, D. (2009). Factors Influencing Elementary and Secondary Teachers' Views on the Nature of Science. *Journal of Research in Science Teaching 46*(4), 384-403.

**FINAL EXAMINATION Time TBA**

**APPENDIX A**

**CRITERIA FOR EVALUATING THE THEORY / LAW PAPER (60 pts)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How well is the paper presented in "lab report format" with all the

requisite parts such as introduction, research questions, etc.?

\_\_\_\_\_\_\_ / 5pts

1. Is there a section in which the official/sophisticated definitions of the

terms “law” and “theory” are provided with appropriate references?

\_\_\_\_\_\_\_ / 5pts

1. Did the paper provide the required number of references (5 references

+ 5 textbooks) defining or illustrating the terms “law” and “theory”?

\_\_\_\_\_\_\_ / 10pts

1. Quality of the Introduction / Research Questions / Methods Sections?

\_\_\_\_\_\_\_ / 10pts

E) Quality of the Data Section and Discussion of Results?

\_\_\_\_\_\_\_ / 15pts

F) Quality of the Conclusions (and Implications) section?

\_\_\_\_\_\_\_ / 10pts

G) Overall Impression. Neatness, organization and some comparison

to other papers from class members.

\_\_\_\_\_\_\_ / 5pts

**OVERALL SCORE** \_\_\_\_\_\_\_ / 60pts

**APPENDIX B**

**CRITERIA FOR EVALUATING**

**“What is Science?” Research Project**

Name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Introduction and/or Purpose – an overall description of the \_\_\_\_\_\_\_ / 15 pts

project, its purpose and the focus group (subjects)

experiential goals held for the lesson, etc.

1. Description of the Data Collection Method - is there enough \_\_\_\_\_\_\_ / 20 pts

information provided so that others can evaluate and/or

repeat the study?

1. Data – an organized display of information you collected \_\_\_\_\_\_\_ / 20 pts
2. Discussion/Conclusions – an organized discussion of \_\_\_\_\_\_\_ / 20 pts

what the data mean perhaps including implications

1. Relative Score - A subjective view of how your \_\_\_\_\_\_\_ / 5 pts

presentation compares with those provided by

other class members (including timeliness and neatness)

**OVERALL SCORE** **\_\_\_\_\_\_\_ / 80 pts**

**APPENDIX C**

**A Sample of a Lesson Sketch for One of the NOS Elements in Required Format**

**Lesson Title:** *Color by Number: Exploring Observations Vs. Inferences*

**NOS Focus:** There are Shared Methods Used Across the Sciences **(Include your name here)**

**Brief Description of the NOS Focus:** Science has shared methods and scientists use the methods that are best suited to investigating their research question or questions.

**Science Class and Science Content Focus:** Any middle or high school science class. I would use this as an intro activity at the start of the year but then come back to it frequently throughout the year. Sometimes you see teachers doing a Nature of Science Unit at the start of the year. I would argue it is better to incorporate nature into content and intentionally make it part of content lessons. However, I do think that there are a few lessons that can be done toward the start of the year to get students understanding how science is done and about the process of science.

**Lesson:** (There are several variations to this lesson)

1. In the lesson I am using, students are given a sheet with a definition of an observation and a definition of an inference. Then there is a column with a list of numbered statements that are either an observation or an inference. There is a column for observation and a column for inference. In those columns there are colors listed.
2. The student circles the color in the row based on if the statement is an observation or inference.
3. Once they have completed all statements there is a color by number page of a magnifying glass with an eyeball.

Other variations include a slideshow with pictures / statements and you can read out loud. You could also make cards with statements/pictures and have the students do a card sort to put them into categories of observations or inferences.

**Assessment:** The students are assessed on the accuracy of their coloring page. (Did they correctly label the statements as an observation or inference).

**Reference:** I’ve done this for a long time as the pictures/statements in a slideshow. The color by number came from another teacher. It could easily be modified with different statements. Or adding examples of predictions.

Thanks for Mara Vaile (Spring 2022) for the original version of this activity!

**Appendix D**

**UA and Instructor’s Policies Governing this Class**

**I) Instructor’s Policies**

**A) Grading Scale:** Please note that we will follow a strict 10-point scale since we are not permitted to award "+" and "-" grades. This is unfortunate because there is certainly a difference between the achievement of those earning 80% and those earning 89% but these are both “Bs” with the current UA system.

**B) Syllabus Disclaimer:** This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs, but every attempt will be made to abide by the current syllabus.

**C) Lateness:** To encourage everyone to hand in all assignments, I will accept late work. However, in fairness to those who turn assignments in on time there will be a price to pay. All assignments will be reduced by at least one letter grade for each week (or part of a week) of lateness.

**D) Digital and Electronic Device Policy:** You may use devices such as laptop computers, tablets, and other such tools. They are useful for note taking (of course) and for immediate fact-checking (yes, professors do make mistakes). However, you will lose this privilege if you engage in non-educative functions such as roaming the internet, checking, and receiving emails and engaging in social media excursions. Please realize that your colleagues in class often see what others are doing and regularly report being distracted by these sorts of off-task digital behaviors.

**E) Assignment Format:** Please submit ONLY in MSWord (not in PDF, googledocs, hieroglyphics, cuneiform, etc.). The reason is simple, I can download and markup a Word document very easily, but some other formats I can't open at all or take much too long to open and often require that I close out of Blackboard to do so.

**F) Remote Learning**: If we engage in online learning, I understand that you may not want to be visible on camera for every moment of a class but please make every attempt to have your camera turned on for at least 90% of the time.

**G) eMail Contact**: I will primarily contact you through the class email list and/or the email feature in BlackBoard so please be sure to have access to and monitor your email account. If you want me to use a non-UA or several email accounts for you, I am happy to do that, please let me know.

**H) Use of ChatGPT and other forms of AI**: You will learn nothing if you turn in a document written by a computer (or another person for that matter). In both cases that is plagiarism. However, if you treat AI like any other research tool (such as Wikipedia or Google) I think that AI can be very useful. Be true to yourself and me mature about this.

**II) University Policies and Procedures**

**A) The Grade of Incomplete (IN)** can be assigned *only* when work is not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must not assume that the instructor will agree to the grade of IN. Removal of the "IN" must be instituted by the student, agreed to by the instructor, and reported on the official "Incomplete Completion Form."

**B) Students with Disabilities:** University of Arkansas Academic Policy 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately within two weeks of the beginning of the semester to arrange for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access Room 104 in the Arkansas Union (Contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**C) Academic Honesty and Integrity Policy:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/.

Academic dishonesty is defined by the University of Arkansas Honesty Policy as “Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another’s work or by interfering with the completion, submission, or evaluation of work.” If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2013-2014 University of Arkansas Graduate School Catalog.* Students with questions about how these policies apply to any course or assignment should contact their instructor.

**D) Emergency Preparedness:** Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

**Violence / Active Shooter (Think “CADD”):**

* **CALL:**  9-1-1
* **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of officers.
* **DENY:** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
* **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**E) Inclement Weather Policy:** When the University has officially canceled classes because of inclement weather this class will not meet. At other times if you feel the weather is so bad that you would risk an accident to get to class, you are responsible for making your own best decisions in these instances.

For information regarding whether the university is closed for any reason use the following sources:

* Inclement weather web site at [**http://emergency.uark.edu/11272.php**](http://emergency.uark.edu/11272.php)
* Call 479-575-7000 or UA switchboard at 575-2000 for recorded announcements about closings
* Check voice mail for announcements
* Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.

**F) Tape-recording and/or any Other Form of Electronic Capturing:** Tape-recording and/or any other form of electronic capturing of lectures is forbidden.  State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and even when we may record the class if delivered remotely, you are not permitted to keep or share these recordings with others. You are encouraged to take notes in class, but these are for your personal use only. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of class material without prior permission from me.**

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use.  Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc.  However, to be clear, any class notes must not be sold or made available for any commercial use.*

**G) Academic appeals:** Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [**List of Program, Department, and College Contacts**](http://uark.us4.list-manage1.com/track/click?u=dac1ff80baf86bae679a958d7&id=4e9f1468d4&e=96b74097eb). A [**flow chart**](http://uark.us4.list-manage2.com/track/click?u=dac1ff80baf86bae679a958d7&id=6dc31e4178&e=96b74097eb) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies ([http://catalogofstudies.uark.edu/2882.php](http://uark.us4.list-manage1.com/track/click?u=dac1ff80baf86bae679a958d7&id=7a86de01e8&e=96b74097eb)) or the Graduate Catalog of Studies ([http://catalogofstudies.uark.edu/3909.php](http://uark.us4.list-manage.com/track/click?u=dac1ff80baf86bae679a958d7&id=73f4365caa&e=96b74097eb)) for appeals structures and procedures for academic grievances.

**H) Contingency Plans:** In the event of an extended campus closure or increased absenteeism during another pandemic outbreak or other emergency, the course will continue without face-to-face meetings. I will use your university e-mail to notify you of any changes and modifications to the course requirements, policies, due dates, and schedule. I will provide guidance on alternative methods of delivering course content (probably zoom) and completing class assessment activities in the absence of face-to-face meetings. Please make sure that you are checking your UARK e-mail and your contact information on UAConnect is up to date.

**APPENDIX F**

**University of Arkansas/District MOU**



**Agreement**

**for Educator Preparation Programs’ Observation, Practicum, and Full-Time Internship Placements between the**

**University of Arkansas**

**And School District Name Effective October 2023**

**AGREEMENT**

Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas, Fayetteville -- Educator Preparation Programs (“University”), and Springdale Public Schools (“District”) agree to a collaboration in field experience for pre-service teacher candidates. Placements in this district may include student teacher candidates of all grade levels and subject areas, full-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

# Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or District may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

# Full-Time Internship Placements

1. **The University will:**
   1. Provide district with the following information no less than ten (10) days before the internship begins:
      1. Name and contact information of the student(s)
      2. Dates and hours of the assignment(s)
      3. Each student’s academic class designation
      4. Philosophy, purpose, and learning objectives
   2. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
   3. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
   4. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
   5. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
   6. Provide training to mentor teachers prior to the beginning of the school year.
   7. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
   8. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

# District will:

* 1. Provide a list of potential mentor teachers to the University when requested.
  2. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
  3. Provide classroom space, staffing, materials and necessary access to facilities for the

completion of the intern’s educational experiences.

* 1. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
  2. Name a contact person who is responsible for carrying out the requirements of this agreement.
  3. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

# Shared Expectations of UA and District Regarding Full-Time Internships:

* 1. Mentor teachers will provide continuing verbal and written feedback to interns.
  2. Mentor teachers will allow a minimum of one student-designed unit to be implemented during the rotation.

# Practicum and Observation Placements

1. **The University will:**
   1. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
   2. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
   3. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

# District will:

* 1. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
  2. Provide a list of potential host teachers for observations/practicums when contacted.

# Shared Expectations of UA and District Regarding Practicums and Observations:

* 1. Host teachers are willing to have pre-service teacher candidates observe their classroom.
  2. Host teachers will provide verbal and/or written feedback when requested.
  3. Pre-service teacher candidates can complete observations required for specific course assignments as long as they do not disturb the educational environment in the classroom or school.

# Shared Expectations for All Student Placements

1. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.
2. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student’s achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student’s behavior fails to conform with the applicable policies of UA or District.
3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

# Aspiring Teacher Permit Applicants

1. **The University will:**
   1. Provide a University instructional supervisor who will serve as the official liaison to the designated building and ensure that the requirements of the internship are met for graduation.

# The University instructional supervisor will:

* 1. Clarify the internship procedures and expectations to the intern and the mentor teacher.
  2. Establish and maintain correspondence and regular visits with designated building.
  3. Visit the designated building at least twice.
  4. Time the visits to designated building to provide the greatest feedback.
  5. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
  6. Keep records of weekly and final evaluations and lesson plans for the internship.
  7. Be responsible for filing paperwork with the University upon completion of the internship.

# Springdale Public Schools will:

* 1. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
  2. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
  3. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
  4. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
  5. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
  6. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
  7. Allow the University instructional supervisor to complete the required number of observations required by the University.
  8. Immediately communicate with the University instructional supervisor of any issues that arise.
  9. Recognize that the Aspiring Teacher Candidate Applicant is being hired as the teacher of record in the designated building and is not an employee of the University, and all obligations of employment including employment supervision, compensation, tax compliance, and liability related to employment shall the sole responsibility of Springdale Public Schools.

# The mentor teacher/lead teacher will:

* 1. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
  2. Review the internship manual and other paperwork from the University.
  3. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
  4. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
  5. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
  6. Complete weekly performance ratings and forward them to the University instructional supervisor.
  7. Explain teaching methods and why they are used.
  8. Immediately communicate any problems or concerns to the University instructional supervisor.
  9. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
  10. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

# Mentor Teacher Compensation

1. **The University will:**
   1. When applicable to a given program, collect a fee from UA student interns with the express purpose of the district using the fee money to provide stipends to mentor teachers mentoring those interns, and for the district to cover costs directly associated with the internship program (administrative overhead, tax withholdings, intern name tags, intern professional development, supplies, etc.)
   2. Send a list of mentor teachers detailing the amount owed to them based on mentoring activities conducted during the academic year, as well as the amount to be used for purposes directly related to the internship program. This will be sent to the district office by June 1 at the conclusion of each school year.
   3. Send a check accompanying the list of mentor teachers to cover the cost of directly compensating mentor teachers, as well as costs directly related to the internship program.

# District will:

* 1. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
  2. Use the remaining amounts for purposes directly related to the internship program (see examples above).
  3. Account for and remit any tax withholdings as required by law.

# Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.
2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student’s academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school

district, and/or the district’s contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.

1. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

# Sexual Harassment

District agrees to promptly address any reports of sexual harassment, sexual assault, domestic violence, dating violence or stalking committed by or against Students or University Faculty. District shall promptly notify University of any such reports and shall cooperate with any review of such matters conducted by the University.

# Additional obligations of District:

District shall provide or obtain emergency treatment in the event of accident or illness to students while at a placement site participating in a placement under this Agreement, such care to be provided at students’ expense.

# General Provisions

1. The parties acknowledge that student educational records are protected by the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232, 34 CFR Part 99, and that generally student permission must be obtained before releasing student-specific data to anyone other than the University.
2. This Agreement shall be executed by authorized representatives of UA and District. This Agreement may be executed in one or more counterparts, each of which shall be an original. This Agreement may be executed by facsimile or e-mail attachment.
3. The relationship of UA and District is that of independent contractors, and nothing in this Agreement should be construed to create any agency, joint venture, or partnership relationship between them.
4. In the event of litigation against either party connection with a student placement, the parties agree to cooperate in the investigation of such claims and provide such information as required in the defense of any claims.
5. University and District agree that District is not responsible for any Workers’ Compensation

or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers’ Compensation.

Supervising faculty from the University are employees of UA and are covered accordingly

under Workers’ Compensation.

1. The parties agree to comply with all applicable federal, state, local, and university laws, ordinances and rules, and specifically agree not to unlawfully discriminate against any individual on the basis of race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran’s status, national origin or any other basis protected under Federal or state law.
2. This Agreement is solely between UA and District and shall not create any rights in any third party.
3. This Agreement shall be governed by the laws of the State of Arkansas.

**IN WITNESS WHEREOF,** this Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

|  |  |
| --- | --- |
| **UNIVERSITY:** | **DISTRICT:** |
| Acknowledged by: | Approved and Accepted by: |
| BOARD OF TRUSTEES OF THE UNIVERSITY OF ARKANSAS ACTING FOR AND ON BEHALF OF THE UNIVERSITY OF ARKANSAS, FAYETTEVILLE |  |
| by (Signature) | by (Signature) |
| JL Jennings  (Printed Name) | (Printed Name) |
| Director of Field Placement  (Title) | (Title) |
| (Date) | (Date) |

|  |
| --- |
| by Associate Dean for Administration  College of Education and Health Professions University of Arkansas |
| (Date) |
| **Approved by:** |
| by Provost and Executive Vice Chancellor for Academic Affairs  University of Arkansas |
| (Date) |

**Please name the contact person responsible for carrying out this agreement for the District:** Name: Position: Phone: Email: