“Let us…move on to maturity.” Hebrews 6:1

Winter, 2012

SECONDARY METHODS
EDU 646.43E

Instructor: Dr. Eugene D. Owens
School of Education
William Carey University
318-6602 (W)  649-3659 (H)
eugene.owens@wmcarey.edu

OFFICE HOURS:
- Tuesdays: 10:00 to 12:00 p.m. and 3:00 to 5:00 p.m.
- Wednesdays: 10:00 to 12:00 p.m.
- Thursdays: 10:00 to 12:00 p.m. and 3:00 to 5:00 p.m.

CLASS SCHEDULE: 100% online


CATALOG DESCRIPTION:
EDU 646 is an in-depth study of current instructional management and evaluation processes and practices within secondary schools. Methods and problems related to teaching and learning in the major areas will be emphasized.

COURSE CONTENT: This course immerses students in various instructional strategies that are educationally sound for utilizing with secondary students in grades five through twelve. An in depth study focuses on all aspects of differentiated instruction as it relates to how best to plan for the average, above average and at-risk colorful student populations in schools.
LEARNING OUTCOMES:

1. Identify societal issues and forces that greatly impacted secondary education
   (CEC - Standard 1; NMSA - Standard 1 and INTASC - Principle 2)
2. Reexamine secondary curriculum and instruction
   CEC-Standard 7 and NMSA-Standard 3
3. Become more familiar with standards and assessment (CEC - Standard 8;
   CEC-Standard 8, NMSA - Standard 5; and INTASC - 8)
4. Become familiar with current terminology relevant to teaching strategies.
5. Discuss in depth, specific curriculum approaches and instructional strategies for
   all learners at the secondary level (CEC - Standard 4; INTASC - 4)
6. Become familiar with principles of Best Practice science, math, social studies and
   the arts
7. Construct differentiated instructional plans

In keeping with the focus and goals of the Mississippi Department Education, instruction will integrate the Common Core State Standards through reflective writing, current research assignments and pre-field experiences.

COURSE REQUIREMENTS:

If an assignment is not turned in on the specified date, it will be treated as an absence from class. All assignments will be submitted through D2L.

All assignments are to be keyboard and double-spaced!
EVALUATION METHODS:

- Article Critique: 100 points
- Case Study: 100 points
- 2 YouTube Assignments: 100 points each
- Choice Board: 100 points
- Discussion Questions for Designated Chapters (Chapters 1, 3 and 7): 100 points each

SPECIFIC INSTRUCTIONS FOR ABOVE ASSIGNMENTS BEGIN ON PAGE 8 OF THIS SYLLABUS.

GRADING SCALE:
A = 92-100
B = 91-84
C = 83-74
F = 73 and Below

BIBLIOGRAPHY:


ELECTRONIC DATABASES:
www.inspiration.com/
matti.usu.edu/nlvm/index.html
wmcarey.edu library

CLASS CALENDAR FOR ASSIGNMENTS:

November 18 Article Critique
December 02 Discussion Questions for Chapter 1
December 09 Discussion Questions for Chapter 3
December 16 Discussion Questions for Chapter 7

January 13 Case Study
January 20 You Tube Video One Assignment (Go online to retrieve)
January 27 You Tube Video Two Assignment (Go online to retrieve)

February 03 Place Choice Board in D2L and TK20

Drop boxes are available for assignments. Do not email assignments or place two assignments in one dropbox.

Assignments should be in Microsoft Office Word.

1. I have no control over the type of internet delivery system you have at home; since this is a 100% online class, it is your responsibility to have a system in place for this class.

2. I have copies of assignments turned in to me from the previous years. Assignments completed for other courses are not acceptable even if they are yours.

3. If assignments are accepted (discretion of instructor) after due dates, 10 points will be deducted.
Statement on Academic Integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Redbook.

ADA Statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number). (contact person) is located in (office of contact person).

The contact information:

Hattiesburg campus: Ms. Brenda Waldrip, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus: Mr. Jerry Bracey, 228-702-1802.

Keesler Center: Ms. Amanda Knesal, 228-376-8480.

New Orleans campus: Dr. Arnold Arredondo, 504-286-3296, William Carey University Nursing Building.
Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.

Plagiarism:
Do not plagiarize assignments or facilitate plagiarism. You could fail this course.

www.plagiarism.org/pla_what_is_plagiarism.html

According the Merriam-Webster Online Dictionary, to “plagiarize” means:
-to steal and pass off (the ideas or works of another ) as one’s own
-to use (another’s production) without crediting the source
-to commit literary theft
-to present as new and original an idea or product derived from an existing source

All of the following are considered plagiarism:
-turning in someone else’s work as yours
-copying works or ideas from someone else without giving credit
-failing to put a quotation in quotation marks
-giving incorrect information about the source of a quotation
-changing words but copying the sentence structure of a source without giving credit
-copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
TK20 Subscription Information for Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state's schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi's children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A., M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.

2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including units, test data, teaching artifacts, etc.

3. Have a fully documented record of artifacts from your university classes and school.

Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button.

Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088).

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.
EDU 646 ASSIGNMENTS for Winter of 2012:

Assignments are to be done in Microsoft Office Word.

I. Complete an Article Critique on Differentiated Instruction for Gifted Students
   There must be a relevant quote. It should be about one and one half pages in length.

   SAMPLE Article Critique
   PLEASE DOUBLE SPACE THIS ASSIGNMENT

   Sally Doe
   EDU 646
   Date:

   Topic - Man Power Planning

   The article refers to the fact that the use of computers in the workplace is rapidly expanding but teachers and students should not fear being passed over for jobs because they lack computer expertise. This article goes on to elaborate that most workers learn what they need to know about computers on the job and do not require extensive training in computer courses. By the year 1995, only 1% of all jobs in the U.S. will require technical expertise in computers and this will include computer science teaching, computer engineering, and design programming systems analysis, and computer maintenance.

   “A very small proportion of the 2.5 million teachers in the U.S. have had to learn programming.” P. 79.

   It seems strange that at a time when schools are struggling to get more money for computers and encouraging teachers to update or even learn computer literacy, we as educators are having a prominent educational journal suggest that learning how to use computers is unnecessary unless we wish to make computer programming a discipline like any foreign language. I believe the content of this
article will be of very little solace to the teachers out in the field who are having to learn how to operate computers which school boards are placing in their rooms and ten asking teachers to make full use of them. This writer again feels the dilemma educators are continually facing, “Are we educating for the workforce or for lifelong learning?”

**Expectations for Reading Critique – Due November 18**

1. Selected article is related to assigned topic. (2 points)
2. APA citation of source is included. (5)
3. There is consistency with correct sentence structure, spelling, and grammar mechanics. (5)
4. A direct quote is given with proper citation. (3)
5. The summary has depth and breadth and clearly states what the article is about. (15)
6. Professional opinion of the graduate student is succinct and intellectual. (10)
7. The plagiarism tolerant level is not over 20%. (10)

_____ Number of points X’s 2=_______ Score (%)

**II.** Design a CHOICE BOARD (See pp. 153-157 of textbook) for a subject. Make sure that you utilize standards from the State’s curriculum frameworks. This should be in power point format and presented in class at the next meeting; it should be uploaded into D2L and TK20 (a date is given in the calendar in the syllabus).

**Expectations for Choice Board – Due Date is February 3**

1. The subject and grade levels for the choice board are clearly given. (5)
2. The teaching objective/standard (s) from curriculum frameworks is clearly stated. (3)
3. The choice activities (at least 6) on the choice board clearly mirror the stated teaching objectives. (5)
4. Clear and detailed instructions to students for using the choice board as a whole are given. (5)
5. Decisions for group assignments and/or individual assignments are clearly stated in sentence format (5)
6. Instructions for each choice activity are clear. (15)
7. The overall design of the choice board is readable and neat. (5)
8. The graduate student went beyond the call of duty (creativity) in designing this project. (2)
III. **Answer discussion items for textbook chapters 1, 3 and 7. They are below.**

**Chapter 1: One Size Doesn’t Fit All - Due December 2**

1. What is meant by the phrase “One size does not fit all?”

2. Complete the following statement: “Still, we expect students to adjust to the learning when ...”

3. Complete the phrase: “Our quest in schools and classrooms everywhere is to ...”

4. How does the textbook define differentiation?

5. List some of the beliefs of supporters of differentiation.

6. Complete the following: “The standards and the needs of the students should....”

7. What are some challenging landscapes that constantly change the classrooms?

8. Identify Gregory and Chapman’s steps for planning differentiated learning.

9. Explain the phrase “spray and pray for success.”

10. What are educators doing when they are “honoring the diversity of students?”

11. How does the teacher differentiate content?
12. How does the teacher differentiate assessment?

13. How does the teacher differentiate performance?

14. How does the teacher differentiate /content instructional strategies?

15. Discuss the research of Canady.

16. Explain CART.

17. Complete the following: “Through differentiation, we give all these students....”

18. What type of climate should educators set for designing inclusive differentiated classrooms for diverse learners?

19. Complete the phrase: “For many decades, educators used a “bell curve”....

20. What is meant by apply and adjust?

21. What are some ‘curriculum approaches” for differentiation?

Chapter 3: Knowing the Learner – Due Date December 9

1. Complete the following: “It is important to look at the reality in our classrooms, recognizing that ...”

2. Who is Robert Sylwester?

3. Who are Rita and Ken Dunn?
4. Complete the following: “The more teachers can involve....”

5. According to the text what are factors to consider that affect learning styles?

6. How is successful intelligence defined?

7. What did Kolb base his learning profiles on?

8. What are Kolb’s learning profiles?

9. Who are accommodators?

10. What are the characteristics of the clipboard learner?

11. What is the purpose of “mining for gold?”

12. What is the purpose of kidwatching?

13. What does designer brain mean?

14. Regarding McCarthy’s 4MAT model, complete the following: “Learners tend or favor....

15. What did Gregorc base his learning styles on?

16. Who are the assimilators?

17. What researcher uses metaphorical thinking in their workshops/

18. What are Gardner’s multiple intelligences? “They are eight....”

19. Complete the following: “Because teachers are also unique individuals...”
20. How do tactile learners learn?

21. Who are the dynamic learners?

22. What are two valuable tools to help students reflect on their learning and their enjoyment or preference of one learning activity over another?

23. Who are the interpersonal learners?

24. What learning styles have been identified with Silver, strong and Perini?

25. Complete the following: Learning is affected by such factors as auditory, visual, kinesthetic mobility tactile, sound, _____, ______, _______, ______.

Chapter Seven: Curriculum Approaches for Differentiated Classrooms – Due December 16

1. Complete the following statement: “In this chapter, we explore....”

2. Define a center.

3. What are some centers for the student who has the multiple intelligence of being a naturalist according to the text?

4. How does Gardner define intelligence?

5. How should rubrics be designed according to the text?

6. What are two assessments students can use for self-assessments?

7. The internet and technology are valuable tools and should be considered for project work. They are....”
8. What is the purpose of effective questioning techniques?

9. Complete the following: “All projects need to be designed with the end in mind. That means....”

10. What are choice boards?

11. What is the purpose of an inquiry model?

12. What do students have to do when they enter the math rotation centers and what are agendas?

13. Complete the following “Centers are places where the work can be made to fit ....”

14. Complete the following “Centers should not be just for ....”

15. What are some assessment strategies for the learners while they are in the center according to the text?

16. What is a project and what does it do?

17. Differentiate between structure and exploratory centers.

18. What is problem-based learning?

19. Complete the following “when preparing differentiated activities for a center, it can....”

20. On page 138 write three essential questions for the standard that is presented.

21. How did secondary teacher Diane Huggler set up her learning centers?


23. Complete the following “Thus projects are invariably adjusted as a matter....”
24. List some management techniques for utilizing centers.

IV. Select and complete one case/scenario from below and devise a plan for differentiated instruction. Due Date - Jan. 13

CASE ONE: Miss Jameson teaches a seventh grade English Class. It is a class that is of average intelligences, except for three students who have learning disabilities (Id’s). Next week, she will be teaching one of the following standards:
   a. The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction and informational text citing text – based evidence, story elements, literary devices, sound devices, author’s purpose (2d1,2,3,4)
   b. Evaluate the author’s use of facts, opinions, or tools or persuasion in written and visual texts to determine author’s purpose and consider the effect of persuasive text on the intended audience (2e1,2)

CASE TWO: Mr. Glover has ninth and tenth graders in his Biology One class. One student is in a wheel chair because of immobility in the knees, another is sld and the others are average students. He will select one of the following standards to teach:
   a. Investigate cell structures, functions, and methods of reproduction (3a-g)
   b. Investigate the transfer of energy from the sun to living systems (4a-c)

CASE THREE: Mr. Zodell teachers pre-algebra. Students in his class are average and above average. He truly wants every student to be successful, and is making lesson plans to teach one of the following standards:
   a. Graph linear equations and non-linear equations (y=x2), using multiple methods including t-tables and slope-intercepts (2e)
   b. Model inequalities (and their solutions on a number line (2d)

CASE FOUR: Mrs. Brumble loves teaching health and finds it very rewarding for her and her high school students. There are 20 students in the fifth period class (James likes to doodle, Joshua has an interest in mechanical operations, and several student seem to complete their work ahead of schedule). This semester she will highlight one of the following standards:
   a. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks (3a,b,c,d,e, f, g, h, i, j, k)
b. Analyze the influence of culture, media, technology and other factors on health (4a,b)

CASE FIVE: Mrs. Hobble loves teaching American history (Post Reconstruction to the Present). All students are bright, yet she has a vision impaired student. One of the two standards below will be selected:

a. Understand the evolution of the American political system, its ideas and institutions post reconstruction (1a,b,c,d)

b. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (feminists, native Americans, Hispanics, Immigrant grounds and individuals with disabilities (4a, b, c, d, e, f)

EXPECTATION GUIDE FOR CASE STUDY: Due Date is January 13

NAME_______________________________________________________

1. Subject Area is stated (1 point)

2. Standard (s) is stated(3 points)

3. Three essential/guiding questions have been developed (related to the selected standard-#2 above) (6 points)

4. A LIST of the content or skills/concepts to be taught (based on the selected standard-#2 above) has been developed (8 points)

5. Clear descriptions for dealing with individuals and / or special students are given (grouping and teaching strategies – 20 points). Use sentence format.

6. At least two assessment strategies are clearly defined/developed and reference to individuals or groups of students in the descriptive case (12 points)  CLEARLY MARKED Assessment 1, 2, etc.

___Number of Points X's 2 = _____________SCORE (%)
Mrs. Sims will teach sixth grade science. She has twenty students. Three of them are sld’s. She will be teaching the following standard:

1. Standards
   Describe the process involved in weather and climate. 1a, 1b, 1c

   **Essential Questions**
   1. How does location have an impact on climate?
   2. Can climate be changed by human actions?
   3. How are weather and climate different?
   4. What are the climate zones of the world?

2. Content

   **Vocabulary words**
   Air mass, altitude, cirrus clouds, climate, weather, cloud, fronts, cumulus clouds, equator, latitude, prevailing winds, climate zones

   **Facts**
   1. Weather can change from hour to hour, but climate is established over a long period of time.
   2. The farther away from the equator a country is located the colder that countries climate is.
3. Cumulus clouds have flat bottoms and usually mean fair weather.
4. The greenhouse effect can play a role in the changing of climates.
5. Air masses are large bodies of air that have similar temperatures and moisture properties that can push weather fronts as they move.

3. Activate
   1. Pre-assessment
      Students will be given a test to determine what they already know about weather and climate. This test will be given as a pre-assessment and a post-assessment.
   2. K-W-L
      Students will also take a piece of copy paper and fold it into three sections. Each student will write down what they already know about weather and climate in the section labeled know. After they have completed this section, they will then write down what they want to know. All students will turn this assignment in so that the teacher can use it to determine what prior knowledge the students have. This assignment is also very helpful in determining what information the students are interested in learning.

4. Acquire
   I plan on teaching this class by using a variety of teaching methods to ensure that all learning styles are being touched. I will use lecture, video, presentation, and also take a trip to a weather station. At the weather station we will have a meteorologist talk to us about weather and climate.
This class will be taught by individual assignments and activities completed by each student. There will also be group assignments to be completed at the end of the sections for a grade.

5. Apply and Adjust
Groups will be broken up based upon the ability levels of students and also what students wanted to learn based upon their K-W-L activity. Students with higher ability levels will be grouped with students of lower ability levels. Students will be asked to demonstrate what they have learned by completing their K-W-L activities as well as one group project or individual project listed below.

6. Assessment and Choice Activities
1. Each student will complete the post-assessment test to determine what they have learned from the chapter.
2. Students will complete one of the following assignments and present it to the class.
   a. Student will be given a partner and complete a 12-14 slide PowerPoint on the process of weather or climate to include.
      i. Definition of weather or climate
      ii. How it affects us
      iii. How it changes
iv. Types of weather or climates
v. Types of weather specific to different regions of the world

b. Completion of a 3-5 page research paper on the climate zones of the world and how climates affect the daily life’s of people in these regions. 100

V. Video One Assignment

Review the following video on You Tube: Student Engagement in Dawson Creek — Due date January 20
Complete a narrative report in sentence format utilizing the Expectations Guide (about one and one-half pages).

EXPECTATION GUIDE: You Tube: Student Engagement in Dawson Creek (Go to You tube: Dawson Creek)

Descriptive setting of the Dawson Creek School District (2 points)
The major engagement strategy highlighted in the schools (4)
Identification of other student engagement strategies used (7)
Grade levels highlighted (2)
Subject areas highlighted (2)
Reaction of Dawson Creek students to the strategies (10)
Noticeable benefits to the schools, classrooms and district as a result of utilizing student engagement strategies (8)
Graduate student’s professional opinion regarding Student Engagement in Dawson Creek (3)
Could this work in your school district, in your classroom? Why or why not (explain in detail)? (3)

What are some student engagement strategies you as an educator utilize? (4)

Correct use of grammar and sentence structure, and is in narrative format. (5)

___Number of Points  X’s 2 = Score (%)

Page 6

VI. **Video Two Assignment** (Go online to You tube: Differentiated Instruction Using Choice Boards)

Review You Tube: Differentiated Instruction using Choice Boards – Due Date – January 27

In Narrative Format

**Expectations**

Reason educators have to differentiate instruction as per the clip (2 points)

The purposes of utilizing choice boards (5)

Additional resources recommended in the clip (5)

The challenge of utilizing choice boards as per the clip (5)

Educator responsible for developing the choice board concept (1)

Another name the developer gives for choice boards (2)

How you might utilize choice boards in your area of expertise (10)
BELLOW IS A SAMPLE CHOICE BOARD.
Grade and Subject:

This choice board is for students participating in a 12th grade Economics class.

Curriculum Standards:

1. Understand that the nation's overall economy is characterized by the interaction of spending and production decisions.

c. Demonstrate how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. (DOK 3)

4. Understand that resources are limited and therefore choices must be made.

a. Explain why individuals and societies can not have all the goods and services that they want and as a result, they make choices that involve costs and benefits. (DOK 2)

5. Understand that markets exist when buyers and sellers interact and engage in exchange.

b. Investigate and explain how markets determine prices and thereby allocate goods and services and describe how market prices send signals and provide incentives to buyers and sellers. (DOK 2)

6. Understand the personal economic consequences of spending and investment decisions made by individuals, businesses, and governments.

a. Demonstrate how American culture promotes entrepreneurship. (DOK 3)
b. Demonstrate why it is important to take responsibility for personal financial decisions. (DOK 3)

c. Analyze the effects of advertising, marketing, and American popular culture on people's economic choices (consumerism, charitable giving, entertainment spending, etc.). (DOK 3)

**Directions for Choice Board:**

For this assignment students will be able to choose the type of project that they want to complete for their grade in the unit on business decisions. You will choose one of the six assignments from the choice board to be completed individually. The only assignment that can be completed as a group of 3 or less is the Drama activity. Each of the choices relate to decisions that a business owner with a sole proprietorship must make in order to successfully sell a product from a business in America's Free Market Economy.

**Choice 1: Visual**

Create a drawing that will be used to advertise your product in a local paper. The advertisement must include detailed artwork of the product and a sales pitch to entice potential customers to want to buy your product. The price and product must be realistic to match the current market prices for that product in our area.

**Choice 2: Musical**
Create a 30 second jingle that could be used by a company that wants to advertise on the radio or television. The jingle will need to be catchy and easy for customers to remember, while still informing people about the product that you are trying to sell. Use a well known tune such as a popular song or rhyme for your musical accompaniment.

**Choice 3: Drama**

A group of 3 or less students will create a one minute commercial that they will act out for the product of their choice. The students may use simple props and must have a written script for each of the students participating in the commercial. The commercial must attempt to sell their product to a target audience that would be interested in the product. Students must be sure to include a price, description, and sales prices for the product.

**Choice 4: Research**

Use the Internet, newspapers or magazines to find at least 4 different sales plans for products that are sold in our local area. Copy the ads for each product and write a 4 to 5 sentence paragraph description of what you think the company is trying to use to appeal to its consumers. Then write a one paragraph description of what you think the company could do to better advertise this product. Good

**Choice 5: Writing**

Create a 2 page business plan for one of the local businesses that you shop in regularly. Choose 3 to 5 products that the business sells and create a plan of action to increase sales for each product. This plan can include sales ideas, floor plan for where to
set the product in the store, special promotion offers, and ideas on how to market the product to a target audience. Be detailed in your plan for the product. Good

**Choice 6: PowerPoint Presentation**

Create a PowerPoint presentation that you could present to the owner or owners of a business that could possibly sale a product that you have created or found in another area. Your are to sale the owners on the idea that they can make a profit from your product. Include in your presentation a detailed description with pictures of the product with suggested sales prices and cost for the owners. Use the Internet and other sources to find information useful to your presentation. Remember you are trying to sale your product, so be creative. This will be presented to the class.
<table>
<thead>
<tr>
<th><strong>Visual</strong></th>
<th><strong>Musical</strong></th>
<th><strong>Drama</strong></th>
<th><strong>Research</strong></th>
<th><strong>Writing</strong></th>
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<td>Create a 30 second jingle that could be used by a company that wants to advertise on the radio or television. The jingle will need to be catchy and easy for customers to remember, while still informing people about the product that you are trying to sell. Use a well known tune such as a popular song or rhyme for your musical accompaniment.</td>
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useful to your presentation. Remember you are trying to sale your product, so be creative. This will be presented to the class.
Professional Dispositions for Teaching Excellence
Graduate School of Education

You are expected to demonstrate professionalism throughout your graduate education program. Professionalism includes the ways you participate in the university classroom and in teaching experiences in school. Your professional disposition is reviewed by advisors, professors, and the Professional Standards Committee. Exhibiting professionalism in the university classroom and the schools is a necessary requirement for continuing in the program.

### Areas of Professional Dispositions

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<td>1.</td>
<td><strong>Dependability and Reliability</strong> – Candidate demonstrates behaviors that are characteristic of the professional teacher such as punctuality, attendance and organization. Lessons are very well-planned and presented.</td>
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<td>2.</td>
<td><strong>Respect</strong> – Candidate demonstrates respect for supervisors and colleagues, students and other educational stakeholders, and is held in esteem by peers and supervisors.</td>
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<td>3.</td>
<td><strong>Commitment and Initiative</strong> – Candidate demonstrates commitment to learning and students; creates different learning strategies for students; and shares new and unusual professional resources with colleagues.</td>
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<td>4.</td>
<td><strong>Responsiveness</strong> – Candidate seeks and values constructive feedback from peers, instructors, and mentors; and goes beyond the call of duty to utilized feedback in teaching and planning.</td>
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<td>5.</td>
<td><strong>Collaboration</strong> - Candidate creates positives relationships within the university classroom and with stakeholders in the school community as well as suggests tips for sustaining positive relationships.</td>
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<td>6.</td>
<td><strong>Open-Mindedness</strong> - Candidate demonstrates willingness that is characteristic of professionals in terms of willingness to examine both traditional and innovative practices, and demonstrates flexibility when dealing with uncertainty and complex educational issues through personal extensive inquiry and consultation.</td>
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<td>7.</td>
<td><strong>Knowledgeable</strong> – Candidate demonstrates awareness of current educational issues and demonstrates the ability to illustrate and apply subject matter concepts consistently and</td>
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sequentially in lessons.

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<td>8. <strong>Communication</strong> - Candidate demonstrates the ability to effectively write and speak, how to assist students in successfully utilizing applicable concepts of the language arts in terms of mastery as indicated by students’ work and grades.</td>
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<td>9. <strong>Confidentiality</strong> - Candidate demonstrates characteristics of the professional teachers such as sharing information about students and specific classroom anecdotes in confidential and respectful ways. Candidate shares information only with those who need to know.</td>
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<td>10. <strong>Academic Honesty</strong> - Candidate demonstrates academic honesty, a behavior that is characteristic of a professional teacher by producing independent, original work.</td>
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<td>11. <strong>Appearance</strong> - Candidate consistently wears appropriate professional attire while teaching.</td>
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<td>12. <strong>Teaching Effectiveness</strong> - Candidate demonstrates the ability to plan and to engage students in productive learning events that feature critical and insightful thinking, and demonstrates effective management skills by using a variety of strategies to foster appropriate student behavior according to individual and situational needs.</td>
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<td>13. <strong>Fairness</strong> - Candidate engages in practices that recognize all students, and all students received constructive feedback and encouragement. Student progress is recognized as well as mastery. All students believe that they can improve.</td>
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<td>14. <strong>Bias</strong> - Candidate engages in practices that recognize all students and encourage active student participation in activities and discussion that highlight the value of diversity and the richness of student’s experience.</td>
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I have read and understood this statement of my professional responsibilities.

Student Name (Print) _______________________________ Date __________________

Signature ____________________________________________ Revised 7/1/2011