Substitute Teacher Role Preparation IV

Course Design
2015-2016

Course Information
Division: Social Sciences
Course Number: EDU 100D
Title: Substitute Teacher Role Preparation IV
Credits: 1
Developed by: Celinda Palmer
Lecture/Lab Ratio: 1 Lecture/0 Lab
Transfer Status:

<table>
<thead>
<tr>
<th></th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<td></td>
<td>Elective Credit</td>
<td>ECI Departmental Elective</td>
<td>Non Transferable</td>
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Activity Course: No

CIP Code: 13.0101

Assessment Mode: Pre/Post Test (20 Questions/20 Points)

Semester Taught: Upon Request

GE Category: None

Separate Lab: No

Awareness Course: No

Intensive Writing Course: No

Prerequisites
None

Educational Value
Individuals seeking to serve as substitute teachers; instructional aids currently employed by school districts; potential education major candidates

Description
One of four classes designed to prepare learners to enter a school setting as a substitute teacher. This class is an overview.

Supplies
Three Ring Binder
Competencies and Performance Standards

1. Identify key challenges encountered by today’s youth which have an effect on academic performance and social skills in the school setting.
   Learning objectives
   What you will learn as you master the competency:
   a. summarize information in research based articles.
   b. record and share current events from various media avenues that pertain to topic.
   Performance Standards
   Competence will be demonstrated:
   o in the completion of assignments relating to current research
   o in participation in group activities and class discussion
   o by successful completion of final exam
   Criteria – Performance will be satisfactory when:
   o learner reads current research on changes in society and effects on students in the school setting
   o learner participates in group activities and class discussions
   o learner shares current events that are applicable to topic

2. Identify key elements of a lesson plan.
   Learning objectives
   What you will learn as you master the competency:
   a. Identify and explain the basic components of instruction.
   b. Apply the concept of Bloom’s taxonomy to instruction and learning.
   c. Write a standards-based lesson plan.
   d. Rate prescribed lesson plans according to basic instructional components.
   Performance Standards
   Competence will be demonstrated:
   o by explaining the key elements in own terms and providing examples
   o by participating in group and class discussion
   o by completion of written assignments
   o in successful completion of final exam
   Criteria – Performance will be satisfactory when:
   o learner participates in class and group discussions
   o learner identifies key elements of lesson plan

3. Identify key components of effective instruction.
   Learning objectives
   What you will learn as you master the competency:
   a. Identify and explain the basic components of instruction.
   b. Explain the importance of self-reflection on instructional practices.
   c. Correlate the key elements of a lesson plan with those of effective instruction.
Performance Standards

Competence will be demonstrated:

- by explaining the key elements in own terms and providing examples
- through participation in group and class discussion
- by completion of written assignments
- in successful completion of final exam

Criteria - Performance will be satisfactory when:

- learner participates in class and group discussions
- learner identifies the key components of effective instruction
- learner is able to correlate key elements of a lesson plan with the key components of instruction

4. Determine appropriate classroom management strategies for various scenarios.

Learning objectives

What you will learn as you master the competency:

a. Analyze various classroom scenarios and determine appropriate manner in which to solve problems.
b. Analyze research articles pertaining to classroom management.
c. Compare research for similarities and differences.
d. Determine appropriate strategies for scenarios provided.

Performance Standards

Competence will be demonstrated:

- by explaining how to handle scenarios presented and provide support
- through participation in group and class discussion
- by completion of written assignments
- in successful completion of final exam

Criteria - Performance will be satisfactory when:

- learner participates in class and group discussions
- learner is able to identify a variety of methods for managing the classroom
- learner is able to analyze and compare learning theories with classroom management techniques
- learner is able to make correlation between key components of effective instruction and classroom management

5. Demonstrate understanding of instructional elements by conducting a lesson.

Learning objectives

What you will learn as you master the competency:

a. Present a lesson before peers using effective instructional strategies
b. Observe peers’ lesson presentations.
c. Rate presentation by peers’, prescribe feedback on positives of and suggestions for improving lessons.
**Performance Standards**

*Competence will be demonstrated:*
- through successful presentation of a lesson plan
- in successful completion of final exam

*Criteria - Performance will be satisfactory when:*
- learner is able to present a lesson in front of his/her peers
- learner is able to rate peer presentation and provide feedback

6. **Identify school related issues pertaining to medical and legal issues pertaining to substitute teachers.**

**Learning objectives**

*What you will learn as you master the competency:*
- a. Identify potential medical problems on school grounds.
- b. Identify appropriate ways to handle situations that require medical attention.
- c. Identify potential legal problems on school grounds.
- d. Identify key expectations of the substitute teacher.

**Performance Standards**

*Competence will be demonstrated:*
- by explaining how to handle scenarios presented and provide rational
- through participation in group and class discussion
- by completion of written assignments
- in successful completion of final exam

*Criteria - Performance will be satisfactory when:*
- learner is able to identify potential medical problems
- learner is able to provide appropriate ways to handle given situations
- learner identifies key expectations of the substitute teacher

**Types of Instruction**

Classroom Presentation

**Grading Information**

**Grading Rationale**

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
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<tr>
<td>Completion of out-of-class assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Development of one standard based lesson</td>
<td>10%</td>
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<tr>
<td>Lesson Demonstration</td>
<td>20%</td>
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<tr>
<td>Post Test/Final</td>
<td>20%</td>
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### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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