



Teacher Name: Ronda McWhortor
Name of Course: Ed Professions
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Cultural Vision: BGHS is committed to providing continuous opportunities to demonstrate achievement and personal growth in a collaborative student-centered community of diversity and kindness. To this end, we embrace standards-based practices and focus on student learning and growth.

Supplies List

- Chromebook and charging cord provided by the School District
- Pencils and blue/black pens
- Loose leaf notebook paper.
- Agenda/Calendar – Use the app on Chromebook or a paper version

Guaranteed and Viable Curriculum

BGHS students will develop their reading, writing, speaking, and listening skills by utilizing analysis, organization, production, and language skills in innovative and creative ways. These skills will be assessed individually and collectively at times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest achievement level and challenge themselves to grow and learn to their highest ability. There are state standards, district curriculum expectations, and a scope and sequence to ensure students are learning alongside their peers, and at Goldwater, we also focus heavily on critical thinking skills, communication skills, life skills, and habits of mind. Please check Canvas, Power Schools, and/or the BGHS course website for grading Standards, Performance Objectives and Rubrics.

Course Description

Education Professions is a CTE elective that allows students to explore teaching and other education professions as a career option. This course provides an overview of the many facets of teaching. A major portion of this course is the work experience component where students will observe education professionals. This course is aligned with district and state standards and supports the school wide effort in increasing student achievement. The course follows the standards as outlined in the Education Professions Career and Technical Education Program. This year long, 1 credit course is aligned with Arizona College and Career Ready Standards.

Classroom Expectations

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

What to do immediately upon entering this classroom:

1. Look at the board to determine learning goals and find your assigned seat.
2. Turn all electronic devices off and place in backpack or pocket* (Needs to be out of sight)
3. Take out your Chromebook and all necessary materials and put your backpack away as indicated.
4. Begin bell work and/or join your team to actively engage in learning.
5. Contribute to the learning and work hard to demonstrate your abilities.

Our expectation is that each student achieves mastery of each concept measured on a summative assessment.

Work Experience

Students will need to have a parent/guardian permission slip on file for each work experience which happens during school days. During the required 10 hours of work experience, students are required to uphold dress code and school conduct policies, and wear school-issued identification. If work experience is not completed, it will negatively affect a student's grade.

Professionalism

Unique to a Career and Technical Education class is the high expectations for professionalism. During work experience, students are expected to dress and behave in a professional manner, be punctual and meet all commitments, just as will occur when students enter an educational career in the future.

Course Outlines and Objectives

# of Weeks 2	Course Introduction & Self Evaluation	3.0 ANALYZE THE ROLES OF TEACHERS AND PARAPROFESSIONALS 3.2 Identify areas of teacher professionalism 3.3 Explain the curricular roles of teachers 3.4 Describe additional duties and/or extracurricular activities of teachers 3.5 Discuss the supervisory and leadership roles of teachers 3.6 Describe the collaborative roles of teachers
2	History of Education & Educational Philosophies	2.0 EXAMINE THE HISTORY AND PHILOSOPHY OF EDUCATION 2.1 Outline the history of education in the U.S. 2.2 Identify the major philosophies of education
3	Structure, Operation and Careers in Education	1.0 EXAMINE THE STRUCTURE AND OPERATION OF EDUCATION 1.1 Identify types of education systems (e.g., elementary, middle school, high school, and college or university) 1.6 Discuss challenges that schools face 1.8 Identify career paths in education 9.0 EXAMINE THE USE OF TECHNOLOGY IN EDUCATION 9.2 Explore virtual career options
3	Professional Responsibilities	3.0 EXAMINE THE PROFESSIONAL RESPONSIBILITIES OF TEACHERS AND PARAPROFESSIONALS 3.2 Identify areas of teacher professionalism 3.3 Explain the curricular roles of teachers 3.4 Describe additional duties and/or extracurricular activities of teachers 3.5 Discuss the supervisory and leadership roles of teachers 3.6 Describe the collaborative roles of teachers
6	Lesson Planning	8.0 CONSTRUCT AND TEACH A LESSON TO MEET THE NEEDS OF LEARNERS 8.1 Define learning theories and their application to the classroom 8.2 Identify teaching methods that accommodate different learning styles 8.4 Describe the components of an effective lesson plan 8.5 Describe the importance of aligning learning with state standards and practices and expectations of public education agencies 8.9 Develop a lesson plan aligned with objectives, learning experiences, materials/technology, and assessments
2	Semester Review & Assessments	1.0 EXAMINE THE STRUCTURE AND OPERATION OF EDUCATION 2.0 EXAMINE THE HISTORY AND PHILOSOPHY OF EDUCATION 3.0 ANALYZE THE ROLES OF TEACHERS AND PARAPROFESSIONALS 8.0 CONSTRUCT AND TEACH A LESSON TO MEET THE NEEDS OF LEARNERS

Semester 2

2	Effective Schools	1.0 EXAMINE THE STRUCTURE AND OPERATION OF EDUCATION 1.2 Identify types of schools 1.3 Explain the typical organizational structure of a school district 1.4 Identify a school's most important stakeholders
4	Classroom Management & Engagement	7.0 EXAMINE THE IMPACT OF CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT ON STUDENT LEARNING 7.1 Explain classroom management as the foundation for effective student learning 7.3 Discuss the importance of documenting classroom management and student engagement activities and outcomes 7.4 Identify classroom instructional strategies used to engage student learning 7.5 Describe motivation strategies that address the needs of students in diverse learning environments
2	Exceptional Learners	5.0 EXAMINE 504 PLANS, GIFTED EDUCATION, AND INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) 5.1 Identify the legal responsibilities of Section 504, gifted education 5.2 Compare and contrast a 504 plan, gifted education, and an Individualized Education Program (IEPs) 5.3 Explore instruction and practices based on 504 plans, gifted education, and IEPs
5	Lesson Planning & Delivery CTSO Projects: Meetings & Events	8.0 CONSTRUCT AND TEACH A LESSON TO MEET THE NEEDS OF LEARNERS 8.3 Describe ways to accommodate English Language Learners (ELL) and English as a Second Language (ESL) students 8.6 Identify assessment strategies and explain how they inform instruction 8.7 Explain formative versus summative assessment 8.10 Practice teaching a lesson to meet the needs of all learners including 504 plans, gifted education, and IEPs
3	People in Education	3.0 EXAMINE THE PROFESSIONAL RESPONSIBILITIES OF TEACHERS AND PARAPROFESSIONALS 3.7 Explain a paraprofessional's roles and responsibilities 3.8 Discuss the collaborative role of the paraprofessional with district and site-level support staff 3.9 Discuss options to become a paraprofessional 4.0 EXAMINE THE ROLES OF SUPPORT PERSONNEL 4.1 Describe the roles of certified support personnel 4.2 Describe the roles of classified support personnel 4.3 Describe the roles of other professional support personnel 4.4 Describe the roles of volunteers
2	Semester Review & Assessments	1.0 EXAMINE THE STRUCTURE AND OPERATION OF EDUCATION 3.0 EXAMINE THE PROFESSIONAL RESPONSIBILITIES OF TEACHERS AND PARAPROFESSIONALS 4.0 EXAMINE THE ROLES OF SUPPORT PERSONNEL 5.0 EXAMINE 504 PLANS, GIFTED EDUCATION, AND INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) 7.0 EXAMINE THE IMPACT OF CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT ON STUDENT LEARNING 8.0 CONSTRUCT AND TEACH A LESSON TO MEET THE NEEDS OF LEARNERS

Grading and Feedback

At Barry Goldwater High School, we believe that a positive attitude and strong work ethic driven by the goal of continuous improvement are essential for student success both in high school and in life. **Each piece of a student's work is crucial as it provides an opportunity for feedback to foster improvement and growth academically, socially, and emotionally. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of student learning and growth.** In order to ensure that teachers provide feedback based on student learning, DVUSD uses levels of proficiency based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, and Arizona content standards. Feedback may be verbal or in writing and is intended to be timely and clear to provide the necessary support for a student to reach the next level of proficiency.

Students will receive marks for their **proficiency** towards the standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

4 = Highly Proficient **3** = Proficient **2** = Partially Proficient **1** = Minimally Proficient

Proficiency marks for each standard measured will use the following guide to assign a score to the assignment. Parents will be able to view the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal or by the student PowerSchool site.

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

Grade Book Categories:

ASSESSMENT (80%) This category includes ALL items used to measure a student's proficiency towards the learning standards once the student has had sufficient practice and at a specified point in time. Items in this category include, but are not limited to, summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

COURSEWORK (20%) This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. Items in this category include in-class assignments, quizzes, exit tickets, checks for understanding, and daily activities.

PRACTICE (0%) This category includes formative student work that a student completes while in the process of learning specific skills.

Reporting Timeline

In order to provide better communication of student progress, an up-to-date progress report will be available on the dates listed below. Progress reports indicate where a student is with regard to achieving proficiency with the content standards and process skills at that point in time. A final grade will be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow.

Fall Semester Progress Report Reporting Dates	Spring Semester Progress Report Reporting Dates
August 18 th September 8 th September 29 th October 20 th November 17 th December 8 December 16 th January 3 rd * - End of Semester in PowerSchools	January 19 th February 8 th March 1 st March 22 nd April 12 th May 3 rd May 16 st May 17 th - End of Semester in PowerSchools

Make Up & Retake Policy

Goldwater students have within the current unit of study to turn in assigned work for full credit. However, students will have two weeks to turn in assignments from the assigned due date even if the unit is completed. The unit of study is established by the teacher but will generally follow the syllabus timeline.

Retake Policy

Students will be allowed to retake teacher-approved summative assessments. Inquire with the teacher for requirements.

Positive Choices

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive Peer relationships
More/ higher level skills	Increased success	Positive Relationships with staff
Scholarships, better jobs	Increased respect	Internships and Opportunities

Consequences of Poor Choices

Tier	Minor Offences	Major Offenses
1 st	Restate expectations, Redirect, Task change, Seat change, Conference, Replacement choices	Referral to Administration Consequences issued in line with student handbook
2 nd	Buddy Teacher w/reflection, Conference, email communication to parent	
3 rd	Phone call home, In person conference w/parent, Thinking center, Detention	
4 th	A referral to the administration/office	



BULLDOG PACK MATRIX

	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
PRIDE	<ul style="list-style-type: none"> Support your peers Produce work you are proud of Be actively engaged 	<ul style="list-style-type: none"> Use positive language Clean up after yourself 	<ul style="list-style-type: none"> Respect school property Clean up after yourself
ACCOUNTABILITY	<ul style="list-style-type: none"> Be on Time Personal devices away Ready to Learn 	<ul style="list-style-type: none"> Move with purpose Have pass and ID 	<ul style="list-style-type: none"> Use Restroom Before/After Class or at Lunch Use for intended purpose
COURAGE	<ul style="list-style-type: none"> Stand up for what's right Try something new 	<ul style="list-style-type: none"> If you see something, say something 	<ul style="list-style-type: none"> If you see something, say something
KINDNESS	<ul style="list-style-type: none"> Treat ALL with Respect 	<ul style="list-style-type: none"> Include everyone 	<ul style="list-style-type: none"> Respect others space and privacy Wash hands

BGHS Electronic Procedures

At BGHS we want students to learn how to leverage technology and its applications to make life easier and to enhance their performance now and in the future. We know that integrating tech into our classrooms is one way to expose students to the potential benefits of technologies while at the same time helping students to learn how to use these powerful tools responsibly. ALL students will receive a Chromebook they can use to complete their schoolwork. Since ALL students have access to a computing device, they will not need to use personal electronics during class time. As a courtesy and to ensure we focus on academic pursuits, **we ask students to silence their phones and put away all personal electronics during instructional time.**

Use of LLMs or Artificial Intelligence technology

DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is prohibited unless clearly specified by your teacher. Specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is an LLM or if it is permitted on a specific assignment, please contact your teacher before submitting your work.

Attendance

Our school motto is “Attend Today, Achieve Tomorrow.” This motto is an extension of our belief that regular attendance will equate to the attainment of excellence later in life. Remember, the benefit of lectures, discussion, and participation is lost forever to those who are absent. Everyday Counts! Students who miss more than 10% of the class or school year are at risk of losing credit. (12 Class Periods). Remember, Attend Daily, On Time, Ready to Learn!

Tardies

Being punctual or being respectful of another’s time is an important part of a culture of kindness.

THE BULLDOG WAY

1. If you struggle to be on time... **BE EARLY.**
2. Once you arrive, don’t leave... **ENTER CLASS ONCE**
3. No hall passes during the first and last... **10 MINUTES** of class.
4. All students who are not in class can be approached by... **FACULTY and STAFF.**

Out of Class Policies

Teaching and learning time is a priority. Students are asked to make every effort to be in class from bell to bell.

We ask that students limit the number of passes they request in a semester.

Students are expected to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom, etc.

If students need to leave class, they must fill out an eHall pass.

Gold and Advisory Periods

At BGHS, learning is the constant expectation and the time and support provided is what varies. Student mastery of content and each student's social and emotional well-being are equally important.

Advisory time on Mondays helps to ensure we develop a sense of belonging and connectivity at Goldwater.

GOLD time (Get Our Learning Done) is provided Tuesday through Thursdays. During GOLD time, teachers work with students who need additional support or time to become proficient.

It is imperative that students check Flex Time Manager during Advisory to see if they have been requested by a teacher or to choose a session to work toward the next level of proficiency whether it be content knowledge or a related skill. The student will report to that location during GOLD time. Attendance is taken.

Confirmation of Ed Professions Syllabus 2023-2024

My signature is provided to confirm I have received the Course Syllabus for **Ed Professions at BGHS**. My review of this supports an awareness of the learning expectations for this course as well as the course outcomes.

I understand that written materials such as articles, stories, excerpts, and novels as well as videos and technology are used in the classroom to support the teaching of the State Standards and this level of information may be found in the Canvas course that accompanies the class.

I am aware that I am invited to Meet the Teacher Night and I am also able to speak directly with a teacher if I have questions.

BGHS also provides intervention staff, social workers, and counselors who are available to provide information and support. Please contact the main office for more information or see the parent tab on the BGHS Website.

I understand the [Insert Late Work Policy]

Parent Initials _____

Student Initials _____

I understand that in order to retake any assessment I must [CT Policy]

Parent Initials _____

Student Initials _____

I understand the purpose of GOLD day sessions and will sign up every week in advisory.

Parent Initials _____

Student Initials _____

I understand that **cell phones and/or other personal electronic devices or accessories are not allowed** and will be confiscated and turned over to the office immediately following the BGHS Electronics Policy.

Parent Initials _____

Student Initials _____

I understand the importance of attendance and that I will not receive credit for the class after [Insert Policy]

Parent Initials _____

Student Initials _____

I understand that any communication regarding assignments, grading, absences, or any coursework should be communicated to the teacher [Insert CT Policy on Communication]

Parent Initials _____

Student Initials _____

A signature indicates that you have reviewed the syllabi in this class. A missing signature does not communicate that your student will not participate in the activities and course lessons and outcomes.

STUDENT'S SIGNATURE

PRINTED NAME

DATE

PARENT/GUARDIAN SIGNATURE

PRINTED NAME

DATE