



School of Education and Behavioral Sciences  
Education

## ED 423 Teaching Strategies-Secondary

Location meeting and Class meeting schedule Online Asynchronous;  
Credits: # 3   Section: # ED 423-90-9      Term: Spring 2026

### Instructor Information



**Instructor:** Denise Dugan  
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**Office Location:** Brogan 114  
**Office Hours:** By appointment  
**Virtual Office:** [Virtual Office Hours Link](#)

### Communication

Questions for this course can be emailed to the instructor at [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu). For online, in-person and phone conferences, please see above for face to face and virtual office hours. Response time will take place up to 48 hours. While a phone number is listed above, that is for my office phone so I will only be available to answer it during office hours. For the most immediate response, please email.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Brogan Hall 110; Phone: 808.739.4652

If you have questions regarding the Education department, reach out to your Instructor or the School of Education and Behavioral Sciences.

## Course Description & Materials

### Catalog Course Description

*This course presents age appropriate curriculum structure and trends. Students will learn to develop standards-based unit and lesson plans. Instruction will be given in application of various learning and teaching styles and strategies, classroom management, and use of multi-media. This should be taken the semester prior to student teaching.*

*Prerequisites: ED-201, ED-220, ED-221, ED-222, ED-326.*

### Time Allocation

Example CHP course description: This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37.5 hours online, 48 hours reading course materials, 2 hours each week completing online assignments and discussions (30 hours total), and 10 hours studying for and taking the final exam. There will be an additional 10 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

### Required Materials

Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education (2nd Edition), Özlem Sensoy and Robin DiAngelo ISBN: 978-0807758618

Instructional Strategies for Middle and High School, second edition. Bruce E. Larson & Timothy A. Keiper ISBN: 978-0415898133, Routledge, 2 edition

Fires in the Bathroom: Advice for Teachers from High School Students. Kathleen Cushman. ISBN: 978-1565849969, The New Press.

### Canvas (<https://chaminade.instructure.com>)

Canvas will be used to post homework (via direct links to InQuizitive for Writers under Assignments) as well as to post the weekly schedule for the course. Students may also check their grades via the Gradebook on Canvas.

### Technical Assistance for Canvas Users

- How do I get help with Canvas as a student?
- Live chat with Canvas Support for students

- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the undergraduate B.S. program in Secondary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community..
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

### Course Learning Outcomes (CLOs)

Upon completion of [course, e.g., ICS 170], the student will be able to:

1. Define the fundamental elements of critical theory as it relates to secondary education in their subject area
2. Analyze subject matter, content standards, and subject-specific pedagogy
3. Explain the importance of providing an integral, quality education within diverse learning communities
4. Develop instructional strategies grounded in social justice in their subject area

### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and

development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

While all five characteristics are present in this course, we will pay particular attention to “education for service, justice, and peace.” This course will demonstrate methods for incorporating complex questions of equality, and fairness in a way that is age- and grade-level appropriate. You will demonstrate your understanding of these approaches through assignments, reading reflections, and the creation of a unit plan

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū‘ono‘ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

### **Alignment of Course Learning Outcomes**

	CLO 1	CLO 2	CLO 3	CLO 4
PLOs	4	2	5	1
WASC Core Competencies	4	1	4	4

Marianist Values	2	2, 4	5	2, 5
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## Course Activities

This course is utilizing a flex model where the only due date is the first one and that you have will be at 11:59 pm on the last day of class. The flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want but please note that this class will end in 15 weeks so please plan accordingly. Descriptions of all assignments along with scoring rubrics are available on the course Canvas page.

Letter grades for the course will be determined by the following formula:

- Reading Responses 60%
- Assignments 20%
- Unit Plan Concept 20%

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination.

They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given In this course,

Letter grades are defined as follows: A 100-90% B 89-80% C 79-70% D 69-60% F 59-0%

## Course Policies

### Attendance

Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Late Work**

All assignments should be turned in by the due date. I am willing to accept late work; however, late assignments will receive a lower grade.

### **Extra Credit**

There is no extra credit in this course. All assignments are allowed to be redone if you are not satisfied with the grade, unless it was score low due to plagiarism.

### **Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### **Grades of Incomplete**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete". This will provide the student with up to 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of "incomplete" must be discussed with the instructor before the end of the

term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

### **Final Grades**

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### **Important Information**

#### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

## **Plagiarism**

Submitting someone else's writing as your own, copying partial or entire texts from published and unpublished sources, or even paraphrasing material without acknowledging the author, is a serious breach of academic honesty. According to Chaminade's Academic Policies and Procedures, (Student Handbook 45): "Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' for the course, to suspension or dismissal from the University."

Re-using assignments from other courses is not allowed. **The use of artificial intelligence (AI) or other automated tools to complete assignments is strictly prohibited in this class unless explicitly told to use it for an assignment. It should not be used to correct your writing, as it flags as AI generated and there is no way to prove ownership. Any evidence of the use of AI will be considered a violation of academic integrity and will be met with a failing grade for the assignment. Any subsequent attempt to plagiarize could result in your failure of the entire course.**

## **TITLE IX AND NONDISCRIMINATION STATEMENT:**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

## **Nondiscrimination Policy & Notice of Nondiscrimination**

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin

(including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

#### **[Hazing Prevention Resources and Athlete Helpline:](#)**

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—*including hazing*.

#### **[Chaminade University's Hazing Policy:](#)**

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

#### **[Basic Needs Resources:](#)** <https://chaminade.edu/basic-needs/>

#### **[Campus Safety/ SafeSwords](#)**

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc.

Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply

click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

# Course Schedule

### Week 1 (Aug 25–29) – Orientation & Secondary Education

- Readings: Larson & Keiper, Ch. 1; Cushman, Intro.
- Activities: Syllabus quiz; forum on impactful secondary teachers.

### Week 2 (Sept 1–5) – Critical Theory Foundations

- Readings: Sensoy & DiAngelo, Ch. 1–3.
- Assignment: Reflection Paper (due Fri 9/5).

### Week 3 (Sept 8–12) – Curriculum & Standards

- Readings: Larson & Keiper, Ch. 2; Sensoy & DiAngelo, Ch. 4.
- Assignment: Standards Analysis Chart (due Fri 9/12).

### Week 4 (Sept 15–19) – Instructional Strategies: STEM

- Readings: Larson & Keiper, Ch. 4–5.
- Activities: STEM lesson critique.

### Week 5 (Sept 22–26) – Instructional Strategies: Humanities & Arts

- Readings: Larson & Keiper, Ch. 6–7.
- Assignment: Subject-Specific Strategy Paper (due Fri 9/26).

### Week 6 (Sept 29–Oct 3) – Understanding Adolescents

- Readings: Cushman, Ch. 1–3.

- Activities: Forum on adolescent engagement.

## **Week 7 (Oct 6–10) – Classroom Management & Equity**

- Readings: Cushman, Ch. 4–5; Sensoy & DiAngelo, Ch. 5.
- Assignment: Classroom Management Plan (due Fri 10/10).

## **Week 8 (Oct 13–17) – Differentiation & Diverse Learners**

- Readings: Larson & Keiper, Ch. 8; Cushman, Ch. 6.
- Activities: Scaffolded lesson design project.

## **Week 9 (Oct 20–24) – Assessment in Secondary Classrooms**

- Readings: Larson & Keiper, Ch. 9; Sensoy & DiAngelo, Ch. 6.
- Assignment: Assessment Plan (due Fri 10/24).

## **Week 10 (Oct 27–31) – Technology & 21st-Century Skills**

- Readings: Larson & Keiper, Ch. 10.
- Activities: Group project – tech-integrated lesson.

## **Week 11 (Nov 3–7) – Equity & Social Justice**

- Readings: Sensoy & DiAngelo, Ch. 7–8; Cushman, Ch. 7.
- Assignment: Policy Memo (due Fri 11/7).

## **Week 12 (Nov 10–14) – Interdisciplinary Teaching**

- Readings: Larson & Keiper, Ch. 11.
- Activities: Cross-curricular project brainstorm.

## **Week 13 (Nov 17–21) – Lesson Planning with a Critical Lens**

- Readings: Sensoy & DiAngelo, Ch. 9–10.
- Assignment: Draft Final Project (due Fri 11/21).

## **Week 14 (Nov 24–28) – Community & Family Engagement**

- Readings: Cushman, Ch. 8; Larson & Keiper, Ch. 12.
- Activities: Forum on family/community partnerships.

## **Week 15 (Dec 1–5) – Final Project Development**

- Assignment: Final Project Due Fri 12/5.
- Activities: Peer feedback and conferences.

## **Week 16 (Dec 8–12) – Final Reflections**

- Readings: Sensoy & DiAngelo, Conclusion; Cushman, Epilogue.
- Assignment: Reflective Essay Due Fri 12/12.
- Activity: Online showcase of lesson/unit plans.

# **1. Reflection Paper: Critical Theory in Teaching (10%)**

### **Overview**

This assignment introduces you to critical theory and how it applies to your subject area. You will connect readings from *Is Everyone Really Equal?* to your own teaching context.

### **Instructions**

- Write a **2–3 page double-spaced reflection**.
- Prompt: Define key aspects of critical theory (power, equity, social justice) and explain how these concepts might influence your subject-area teaching.
- Reference at least **two chapters** from Sensoy & DiAngelo.

**Submission Suggestion:** Upload to LMS by **Week 2 (Fri 9/5)**.

#### **Rubric (10 points)**

- 3 pts – Accurate explanation of critical theory concepts.
- 3 pts – Application to subject-area teaching.
- 2 pts – Clear writing & organization.
- 2 pts – References to course text(s).

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## **2. Standards Analysis Chart (10%)**

#### **Overview**

Understanding state and national standards is essential for secondary teaching. This chart helps you analyze standards within your content area.

#### **Instructions**

- Select a **set of standards** (state, NGSS, C3, CCSS, etc.) relevant to your discipline.
- Create a chart including:
  - Standard (verbatim)
  - Content focus
  - Potential instructional strategy (from Larson & Keiper)
  - Notes on challenges/considerations for diverse learners
- Add a **1–2 paragraph reflection** at the end.

**Submission Suggestion:** Upload chart + reflection by **Week 3 (Fri 9/12)**.

#### **Rubric (10 points)**

- 4 pts – Completeness & accuracy of chart.

- 3 pts – Connection to pedagogy.
- 2 pts – Reflection quality.
- 1 pt – Formatting & clarity.

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### **3. Subject-Specific Strategy Paper (15%)**

#### **Overview**

This assignment deepens your understanding of subject-specific pedagogy through critical analysis of instructional strategies.

#### **Instructions**

- Write a **4–5 page paper** applying Larson & Keiper strategies to your subject area.
- Identify at least **two strategies** from the text.
- Discuss strengths, limitations, and equity considerations.
- Use at least one student voice insight from Cushman (*Fires in the Bathroom*).

**Submission Suggestion:** Due **Week 5 (Fri 9/26)**.

#### **Rubric (15 points)**

- 5 pts – Depth of analysis of strategies.
- 4 pts – Subject-specific application.
- 3 pts – Use of required texts.
- 2 pts – Writing mechanics & structure.
- 1 pt – APA/MLA formatting.

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### **4. Classroom Management Plan (10%)**

## Overview

Develop an equitable classroom management plan grounded in both theory and student perspectives.

## Instructions

- Create a **2–3 page plan** including:
  - Class rules & norms.
  - Routines & procedures.
  - Responses to misbehavior.
  - Equity and culturally responsive practices.
- Use Cushman (Ch. 4–5) and Sensoy & DiAngelo (Ch. 5) for reference.

**Submission Suggestion:** Due **Week 7 (Fri 10/10)**.

## Rubric (10 points)

- 4 pts – Practicality & clarity of plan.
- 3 pts – Integration of equity principles.
- 2 pts – Use of student perspectives.
- 1 pt – Formatting & clarity.

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## 5. Assessment Plan (10%)

### Overview

Design assessments aligned with content standards and principles of equity.

### Instructions

- Select one **lesson or unit objective**.
- Create:

- A **formative assessment** (checks for learning).
- A **summative assessment** (evaluates mastery).
- A **1–2 page rationale** explaining alignment with standards, equity, and student needs.

**Submission Suggestion:** Due **Week 9 (Fri 10/24)**.

#### **Rubric (10 points)**

- 3 pts – Quality of formative assessment.
- 3 pts – Quality of summative assessment.
- 2 pts – Alignment with standards.
- 2 pts – Equity & rationale.

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## **6. Equity Policy Memo (10%)**

#### **Overview**

This memo asks you to take a policy stance on an equity issue in secondary education, integrating theory and practice.

#### **Instructions**

- Write a **2–3 page policy memo** addressed to a school/district leader.
- Choose an issue (e.g., grading equity, tracking, discipline).
- Structure:
  - Issue summary
  - Evidence from Sensoy & DiAngelo + Cushman
  - Recommendations for change
- Use a professional memo format.

**Submission Suggestion:** Due **Week 11 (Fri 11/7).**

**Rubric (10 points)**

- 4 pts – Clear issue definition & relevance.
- 3 pts – Integration of course texts.
- 2 pts – Actionable recommendations.
- 1 pt – Professional tone & format.

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## **7. Final Project: Lesson/Unit Plan + Critical Theory Rationale (25%)**

### **Overview**

This is the capstone assignment where you design a lesson or mini-unit grounded in critical theory, pedagogy, and content standards.

### **Instructions**

- Develop either:
  - One **5-day mini-unit**, OR
  - One **detailed lesson plan** with full instructional materials.
- Include:
  - Standards addressed.
  - Instructional strategies (from Larson & Keiper).
  - Student perspectives (Cushman).
  - Equity considerations (Sensoy & DiAngelo).
- Add a **3–4 page rationale** connecting your plan to critical theory and CLOs.

**Submission Suggestion:** Due **Week 15 (Fri 12/5).**

### **Rubric (25 points)**

- 10 pts – Completeness & alignment of lesson/unit plan.
- 6 pts – Integration of texts & theory.
- 5 pts – Consideration of equity/diverse learners.
- 3 pts – Quality of rationale.
- 1 pt – Clarity, formatting, professionalism.

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## **8. Reflective Essay: The Teacher I Aspire to Be (10%)**

### **Overview**

This final reflection synthesizes your learning and future teacher identity.

### **Instructions**

- Write a **3–4 page essay**.
- Prompt: How has your view of secondary teaching evolved during this course?
- Address:
  - Critical theory and your role.
  - Instructional strategies you will prioritize.
  - Commitments to equity and diverse learners.

**Submission Suggestion:** Due **Week 16 (Fri 12/12)**.

### **Rubric (10 points)**

- 3 pts – Depth of personal reflection.
- 3 pts – Integration of course concepts.
- 2 pts – Forward-looking teacher identity.

- 2 pts – Writing clarity & organization.