



Zucker Family School of Education

EDUC 401 Methods of Teaching Middle and High School Spring 2016

<i>Professor:</i> Dr. Kathryn Richardson Jones	<i>Class Meetings:</i> 9:30-10:45 am Tuesday and Thursday -Capers Hall 305,
<i>Office:</i> 321 Capers Hall	<i>Office Hours:</i> Mondays and Wednesdays 9:30-11:30 School visits and meetings may alter this schedule.
<i>Telephone:</i> 843-953-3163	<i>Other hours by appointment:</i>
<i>Email:</i> kathryn.jones@citadel.edu	
<i>CreditHours:</i> 3 hours	

PREREQUISITES: Teacher Education Admission

RECOMMENDED PROFESSIONAL ORGANIZATION MEMBERSHIP

General Education - Cross Disciplinary

Association for Supervision and Curriculum Development www.ascd.org

International Society for Technology in Education www.iste.org

Content Specific

American Council on the Teaching of Foreign Languages - www.actfl.org

English Language Arts - National Council of Teachers of English www.ncte.org

Mathematics - National Council of Teachers of Mathematics www.nctm.org

Science - National Science Teachers Association www.nsta.org

Social Studies - National Council for the Social Studies www.ncss.org

RELATED COURSE RESOURCES:

- Buck Institute (2016) Project Based Learning resources. Available: <http://www.bie.org>
- Edutopia: What works in Education (2016) Available: <http://www.edutopia.org/>
- S.C. Department of Education (2016) Standards and Learning Resources (2016) Available: <http://www.ed.sc.gov/instruction/standards-learning/>
- S.C. Department of Education (2016) *South Carolina's Career Guidance Model, Exercises, and Personal Pathways to Success Guides*. Available: <http://www.ed.sc.gov/instruction/career-and-technology-education/career-guidance/sc-career-guidance-model/>
- U.S. Department of Education (2016) Transforming Teaching and Leading. Available: <http://www.ed.gov/teaching>
- U.S. Department of Education (2006) *Survival Guide for New Teachers*. Available: <http://www2.ed.gov/teachers/become/about/survivalguide/index.html>

ADDITIONAL REQUIRED RESOURCES AND MATERIALS:

LiveText subscription

Data storage device

STUDENT INFORMATION:

This course is a required teacher preparation pedagogy course.

CATALOG COURSE DESCRIPTION:

Study of the aims, methods, and materials employed in middle and high schools; organization of subject matter; motivation and direction of learning; development of attitudes, appreciations, and ideas; classroom presentation of formal materials; conducting informal activities; provision for individual differences; measurement of educational outcomes; and enhancement of personal and professional growth. The focus of the course is the application of the learner-centered conceptual base in the process of teaching their discipline specialty: English, Modern Languages, Science, Social Studies, and Mathematics.

ADDITIONAL DESCRIPTIVE INFORMATION

Middle and High School Methods and Materials is taught prior to the student internship but it is expected that teacher candidates enrolled in the course have some prior Education content preparation. In this course, techniques, theories, and materials in teaching in the student's area of specialization (English Language Arts, Math, Modern Languages, Social Studies or Science) in middle and high school education, grades 6-9 and 9-12 will be incorporated into lesson planning. Further, significant field experiences provide a platform for students to prepare for their upcoming internship. While in school settings, they will have the opportunity to model professionalism and strive to meet the needs of the diverse types of learners they will be working with.

THE CITADEL'S SCHOOL OF EDUCATION'S CONCEPTUAL BASE: Developing Principled Educational Leaders for P-12 Schools

The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

***Knowledgeable* Principled Educational Leaders...**

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base:

This course is intended to serve as one of the final courses in preparation for student internship and serves as support to ensure that the candidate has acceptably developed the knowledge, skills and dispositions to be successful as they begin their teaching experiences.

Learning and Development Goals

(Note: Candidate preparation - English Language Arts, Mathematics, Modern Languages, Science, or Social Studies -- in this course will be differentiated as to content area preparation and certification grade level.)

The following course goals are correlated to The Citadel School of Education's Conceptual Framework performance indicators as well as specific content area standards. Through this course, students will continue developing competence in being able to:

- recognize and investigate the research base that forms the foundation for effective instruction and incorporate this into lessons. (CF 1, 2,4, and 7- 12, ACTFL 1-5, NCTE 1.1.3,NCSS 1-10, NCTM 1-4, NSTA 5,)
- select and demonstrate effective and efficient teaching strategies and teacher behaviors through micro-teaching activities in the student's specialty area. (CF 1-5 and 8-15, ACTFL 3-4, NCTE 5.1, NCTM 1-4, NCSS 1-10, NSTA 5)
 - Use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving. (EEDA 5)
 - Implement learning strategies that promote cooperation.(EEDA 6)
- investigate published curricular materials, state content standards and textbooks, and primary sources to design effective instruction and assessments. (CF 1-4, 7a, 9, and 12, ACTFL 4-5, NCTE 1.1.3, NCTM 1-4, NCSS 1-10, NSTA 6)
- create a professional portfolio that provides documentation of reflective practices and teaching/learning processes. (CF 1-15, ACTFL 6, NCTE 5.2.3, NCTM 9, 8, 10, NCSS 1-10, NSTA 1-6, 8, 10)
- develop and assess appropriate objectives for specified content area. (CF 1-4 and 7-10, ACTFL 5, NCTE 4.2, NCTM 1,7, NCSS 1-10, NSTA 6)
- establish relevance to students' lives for topics in lesson planning and content teaching.(CF 1-5 and6-10, 11-14, ACTFL 1-3, NCTE 4.4, NCTM 4,5, NCSS 1, 3,4, NSTA 7)
 - Identify instructional strategies that promote core values, as specified in S59-17-135, in the school community. (EEDA 4)

- integrate interdisciplinary connections to the other disciplines including Fine Arts, Humanities, Mathematics, Social Studies, Science, and Technology. (CF 1-5 and 7-10, ACTFL 2, NCTE 4.4, NCTM 3-5, NCSS 1,3,4, 9, 10, NSTA 4)
- incorporate technology and print/non-print media into lesson planning and instruction; (CF 1-4, 7, 8, 11 and 12, ACTFL 3, NCTE 4.6, NCTM 6, NCSS 8, NSTA 5)
- construct and analyze assessments to measure learning goals for students.(CF 1-4 and 7-12, ACTFL 5, NCTE 4.2, NCTM 7-9, NCSS 1-10, NSTA 8)
- use content material, concepts, vocabulary, and terminology appropriate for their specialty area. (CF 1-4 and 7-10, ACTFL 1-6, NCTE 1.1.2, NCTM 1-4, NCSS 1-10, NSTA 1-3)
- prepare accurate, neat, and professional material. Assume professional responsibility for the preparation of materials, class attendance and class participation. (CF 10 and 12, ACTFL 6, NCTE 1, NSTA 10)
- gain knowledge and skills through on-campus and field experience designed to promote knowledge of theory and practice in English Language Arts, Mathematics, Modern Language, Science or Social Studies (CF 6-10 and 12-15, ACTFL 1-6, NCTE 1.1.2, NCTM 1-9, NCSS 1-10, NSTA 9)
- observe and analyze a variety of teaching models through field experiences and develop classroom management strategies for varying levels of instruction. (CF 6-10 and 12-15, ACTFL 1-6, NCTE 5.1, NCTM 1-9, NCSS 1-10, NSTA 5, 9)
 - Implement strategies to accommodate the needs of diverse learners.(EEDA 7)
- observe models of effective pedagogy and attitudes by college/University faculty in both Content Area and education, and by middle and high school supervising teachers. (CF 2-4, 6-10, and 11-15, ACTFL 1-6, NCTE 1.1.3, NCTM 1-9, NCSS 1-10, NSTA 5,9)
- participate in field experiences at the middle or high school level in classrooms with certified/licensed teachers in the content area(s) the candidate is preparing to teach. (CF 6-10, and 12-15, ACTFL 1-6, NCTE 5.1, NCTM 1-9, NCSS 1-10, NSTA 5, 9)

Course Goals with Evaluation Methods: Students will acquire information that will enable them to apply the concepts, theoretical principles, and research findings from the disciplines of Education and Psychology to the planning and implementation of effective instructional strategies in the classroom. Upon successful completion of the course, the student will demonstrate the ability to:

Goal	Evaluation Methods <i>Note: For portfolio and teaching rubrics, see The Citadel's Student Teaching Internship Evaluation forms - Teacher candidates will be assessed using these rubrics and ADEPT to assist in their understanding for future courses, Student Teaching Internship and professional Teaching in South Carolina public schools.</i>
recognize and investigate the research base that forms the foundation for effective instruction and incorporate this into lessons	Class participation, portfolio
select and demonstrate effective and efficient teaching strategies and teacher behaviors through micro teaching activities in the student's specialty area	Teaching micro lessons and lessons during field experience
investigate published curricular materials, state content standards and textbooks, and primary sources to design effective instruction and assessments.	Class participation, portfolio
create a professional portfolio that provides documentation of reflective practices and teaching/learning processes	Class participation, portfolio
develop and assess appropriate objectives for specified content area	Class participation, portfolio

Goal	Evaluation Methods <i>Note: For portfolio and teaching rubrics, see The Citadel's Student Teaching Internship Evaluation forms - Teacher candidates will be assessed using these rubrics and ADEPT to assist in their understanding for future courses, Student Teaching Internship and professional Teaching in South Carolina public schools.</i>
establish relevance to students' lives for topics in lesson planning and content teaching.	Class participation, portfolio, Teaching micro lessons and lessons during field experience
integrate interdisciplinary connections to the other disciplines including Fine Arts, Humanities, Mathematics, Science, Social Studies, and Technology.	Teaching micro lessons and lessons during field experience
incorporate technology and print/non-print media into lesson planning and instruction	Teaching micro lessons and lessons during field experience
construct and analyze assessments to measure learning goals for students	Teaching micro lessons and lessons during field experience and reflective papers
use content material, concepts, vocabulary, and terminology appropriate for their specialty area	Class participation, portfolio, Teaching micro lessons and lessons during field experience, reflective papers
prepare accurate, neat, and professional material. Assume professional responsibility for the preparation of materials, class attendance and class participation.	Class participation, portfolio, Teaching micro lessons and lessons during field experience, reflective papers
gain knowledge and skills through on-campus and field experience designed to promote knowledge of theory and practice in English Language Arts, Mathematics, Science or Social Studies	Class participation, portfolio, Teaching micro lessons and lessons during field experience, reflective papers
observe and analyze a variety of teaching models through field experiences and develop classroom management strategies for varying levels of instruction	Field experiences with reflective Class discussions and papers
observe models of effective pedagogy and attitudes by educators in both Content Area and education, and by supervising teachers.	Field experiences with reflective Class discussions and papers
Participate in field experiences at the middle and high school level with certified/licensed teachers in the content area(s) the candidate is preparing to teach.	Field experiences with reflective Class discussions and papers

CLASS EXPECTATIONS:

Class Attendance

Attendance is expected. If you are to be absent, please contact me as soon as you are able. The college policy will be followed in regards to reporting attendance. As is noted in the grade distribution participation and professionalism are significant portions of the course grade.

Assigned Work

All work assigned is expected to be completed by the due date. Late assignments will have lower grades unless special permission has been granted prior to the due date.

Disability Disclosure

If you need accommodations because of disability, please share them with me.

If you do not have an approved plan, please contact the Academic Support Center 843-953-1820 for an appointment.

Honor Statement

The Citadel's students are expected to meet the standard forth in the Citadel Code. Available at:

<http://citadel.edu/r3/honor/manual.shtml>

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.

This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

Grades

Grades for EDUC 401 are based on a variety of assignments. The relative weights used for calculating the course grade are as follows.

Please note that students must submit work on time to receive an A for assignments.

Revisions are allowed. Beyond 2 submission attempts may also result in lower grades.

	Percent
Professional Portfolio Assignments - see assignments below	80
Final Exam	10
Professionalism/Participation (preparation, attendance, punctuality and participation in class)	10
	100

Final grading is based on The Citadel's grading rubric: 90.0-100=A, 80.0-89.9=B, 70.0-79.9=C, 0-69.9=F

INSTRUCTIONAL UNITS AND ASSESSMENTS

* Note: This schedule is subject to change as the course progresses.

	<i>Class Topics</i>	<i>Strategy, Portfolio and Field Experience Assignments to be posted in LiveText -See LiveText Assignment box for due dates</i>																				
January	<p>Introductions, Overview of the course, expectations, portfolios and LiveText. Methods of Teaching Resources ADEPT Performance Standard 1: Long Range Planning for Instruction and Assessment Personality and Learning Style inventories Learning Preferences and Mind Styles - <u>Interdisciplinary Lesson Preparation</u> Writing measurable objectives and using South Carolina Standards ADEPT Performance Standard 2 - Short Range planning of instruction ADEPT Performance Standard 3 - Planning for and Use of Assessments</p>	<p><u>Professional Portfolio Assignments:</u></p> <ul style="list-style-type: none"> ✓ <u>Field Experience and Internship Applications</u> ✓ <u>Updated Resume</u> ✓ <u>Image for Portfolio Introduction</u> ✓ <u>Updated Philosophy of Education</u> ✓ <u>Outline of Long Range Plan</u> ✓ <u>Interdisciplinary lesson with support materials</u> ✓ <u>Unit Plan</u> - first draft - Five 90-minute lessons on a topic that you know you will teach in the future. Remember to vary instruction (minimum of 3 different strategies per lesson) and cross reference strategies. Make sure you include all supporting materials. <i>PowerPoints, assessment with answer keys, etc</i> Final version to be shared as part of the final exam. Complete first draft of 1 lesson each week then revise as indicated in LiveText assignment box. Remember to upload all supporting documents. ✓ <u>Annotated Web-Links</u> - Throughout the semester, review the instructional resources on the following web pages: www.ascd.org www.actfl.org www.iste.org www.ncss.org www.ncte.org www.nctm.org www.nsta.org www.bie.org www.edutopia.org www.discoveryschool.com www.howtosmile.org http://rubistar.4teachers.org and other web-based sources as appropriate <p>Choose lesson plans and activities that you may modify to incorporate in your unit plan this semester and create a hyperlinked annotated resource page that includes unit topics that you will use these with.</p> <p><u>Make sure you include a variety of strategies for each lesson, such as:</u></p> <table border="0"> <tr> <td>Artwork</td> <td>Brainstorming</td> <td>Discussion</td> <td>Drawing</td> </tr> <tr> <td>Experiments</td> <td>Models</td> <td>Field experiences</td> <td>Games</td> </tr> <tr> <td>Graphic Organizers</td> <td>Manipulatives</td> <td>Metaphors</td> <td>Mnemonic Devices</td> </tr> <tr> <td>Movement</td> <td>Music</td> <td>Project Based Learning</td> <td></td> </tr> <tr> <td>Reciprocal Teaching</td> <td>Role Plays</td> <td>Rubrics</td> <td>Story Telling</td> </tr> </table>	Artwork	Brainstorming	Discussion	Drawing	Experiments	Models	Field experiences	Games	Graphic Organizers	Manipulatives	Metaphors	Mnemonic Devices	Movement	Music	Project Based Learning		Reciprocal Teaching	Role Plays	Rubrics	Story Telling
Artwork	Brainstorming	Discussion	Drawing																			
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Reciprocal Teaching	Role Plays	Rubrics	Story Telling																			

	<i>Class Topics</i>	<i>Strategy, Portfolio and Field Experience Assignments to be posted in LiveText -See LiveText Assignment box for due dates</i>
February	<p><u>Share interdisciplinary lessons</u></p> <p><u>Overview of instructional expectations:</u> ADEPT 4 - Establishing and Maintaining High Expectations for Learners ADEPT 5 - Using Instructional Strategies to Facilitate Learning ADEPT 6 - Providing Content for Learners ADEPT 7 - Monitoring and Enhancing Learning ADEPT 8 - Maintaining an environment that promotes learning ADEPT 9 - Managing the Classroom</p> <p>Accommodations for learning differences Including Dr. Adolph Brown's <u>Wheelbarrow Philosophy</u></p> <p>Career Connections/21st Century skills Supporting information</p>	<p><u>Professional Portfolio Assignments</u></p> <ul style="list-style-type: none"> ✓ <u>Classroom and Instructional Management Plan</u> - Outline your classroom management plan including class rules and how you plan to ensure that your classroom is a positive productive learning environment. Explain how you will make accommodations for learners with physical differences and prevent bullying in your school setting. ✓ <u>Finalized interdisciplinary lesson plan</u> - Remember to upload all supporting documents, PowerPoints, assessments with answer keys, etc. Make sure that you include accommodations for learner differences and Career Connections for the content you include in lessons. ✓ <u>After teaching</u> - Watch the video of your teaching and compare your lesson with ADEPT standards 4-9. What evidence do you see that you have met the standards? What ideas do you have for improvement? ✓ <u>Local Connections and Celebrating Diversity in the Classroom</u> - Explain why making local connections and celebrating diversity in the classroom is important to you and your students. ✓ <u>Unit Plan revisions</u>
Early March	<p>ADEPT Performance Standard 10 - Professional Duties and Responsibilities</p> <p>The Citadel Code</p> <p>Professional Ethics for South Carolina Educators</p> <p>Field Experiences</p>	<p><u>Professional Portfolio Assignments:</u></p> <ul style="list-style-type: none"> ✓ <u>Professional Meeting Participation:</u> More information will be shared in class about external events such as ASCD Student Chapter Meeting, STEM Festival, The Citadel's Engineering Week Events, etc. You are also expected to participate in The Citadel's Principled Leadership Symposium. For each event, briefly describe what you learned from the guest speaker and the meetings you attended. Include at least 5 things you learned while attending the meeting. How might participation in professional organizations impact your future career? Why is it important to you and your students to participate in professional organizations and to develop a professional identity? ✓ <u>Stewards of Children and Child Protection</u> Explain your plan for protecting children in your care. Include how you might respond to traumatic events that impact learning. - Remember to post your Darkness to Light Certificate in your program completion portfolio.
End of March and April 5-14	<p>Content Related Secondary School Field Experience - Observe, Assist and Teach</p> <p><i>Make a video of the lessons you teach. Be prepared to share the best 5 minutes of your lessons with the class</i></p> <p>March 26-April 3 - Citadel and CCSD Spring Break</p>	<p><u>Professional Portfolio Assignments:</u></p> <ul style="list-style-type: none"> ✓ <u>Read and reflect on suggestions in the U.S. Dept. of Education - Survival Guide</u> -<i>In preparing for your upcoming field experiences, what was helpful from the guide?</i> ✓ <u>Field Experience Reflective Journal</u> - Describe the School, your class and the experience. Make a video of your teaching. (This is to be shared during final exams) In your journal, remember to include <i>which instructional strategies you used, what went well, and your ideas for improvement.</i> Prior to the end of the semester, watch the videos of your teaching whole lessons and compare with ADEPT standards 4-9. <i>What evidence do you see that you have met the standards? What ideas do you have for improvement?</i>
April 19, 21 and 26	<p>Field Experience Debriefing and Video Presentations - ADEPT review</p>	
April 28	<p>Final Exam - 8:00 a.m. Unit plan, Portfolio presentations and INTASC related questions</p>	

Note: Schedule subject to change based on class needs and scheduling. Additional reading/activities/assignments may be assigned as course develops.