



The Citadel

Zucker Family School of Education

EDUC 501.81 & EDUC401.81– Methods & Materials in Teaching Middle and High Schools Fall 2017

<i>Instructor:</i> Dr. Daniel J. Ilagan	<i>Class Meetings:</i> Tuesdays
<i>Office:</i> Capers 325-D	<i>Class Hours:</i> 5:30 – 8:00 p.m.
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<i>Credit Hours:</i> 3 undergraduate/ graduate hours	

REQUIRED TEXTS:

- Carjuzaa, J. and Kellough, R. (2013) *Teaching in the Middle and Secondary Schools, 11th edition*. Boston, MA: Pearson
- Blanchard, K., Lacinak, T., Tompkins, C., and Ballard, J. (2002) *Whale Done!* New York, NY: Free Press

ADDITIONAL REQUIRED RESOURCES AND MATERIALS:

- LiveText subscription- including Field Experience component
- You should bring your laptop and textbooks to each class meeting

OPTIONAL TEXTS:

- Savage, T., Savage, M., and Armstrong, D. (2012) *Teaching in the Secondary School, 7th edition*. Boston, MA: Pearson
- Powell, S. (2011) *Introduction to Middle School, 2nd edition*. MA: Pearson

RECCOMENDED WEBSITES:

- Buck Institute (2012) Project Based Learning resources. Available: <http://www.bie.org>
- S.C. Department of Education (2009). *Curriculum Standards*. Available: <http://ed.sc.gov/agency/se/instructional-practices-and-evaluations/>
- S.C. Department of Education (2009). *South Carolina Teaching, Learning, Connecting*. Website with resources to help S.C. teacher plan lessons and prepare test question. Available: <http://scdiscus.org/sc-teaching-learning-connecting> (*Technical problems on site*)
- S.C. Department of Education (2009). *ADEPT* Available: <https://ed.sc.gov/agency/programs-services/50/>
- S.C. Department of Education (2013) Enhanced Adept Guide: http://ed.sc.gov/agency/se/Educator-Evaluation/documents/Enhanced_ADEPT_Manual.pdf
- Darkness to Light (2012) *Stewards of Children Interactive Workbook*. Charleston, SC: Darkness to Light http://www.d2l.org/site/c.4dICIJOkGcISE/b.6143709/k.F02C/Stewards_of_Children_ONLINE_Prevention_Training.htm
- U.S. Department of Education (2006,2012) *Survival Guide for New Teachers*. Available: www.ed.gov/teachers/become/about/survivalguide/index.html
- S.C. Department of Education (2012) *South Carolina Personal Pathways to Success*. Available: <http://www2.scpathways.org/index.php>

PROFESSIONAL ORGANIZATION MEMBERSHIP:

- 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
- Science – National Science Teachers Association www.nsta.org

STUDENT INFORMATION:

This course requires thirty (30) hours of in-field contact time. The focus of these field experiences is on techniques of instruction applied specifically to the candidate's field of content specialization (English Language Arts, Mathematics, Science, or Social Studies). Candidates will apply knowledge and demonstrate performance growth in periodically scheduled teaching situations where they plan, implement, analyze, and modify instructional practices directed toward identified students' needs. These experiences will occur in the classroom with a content area certified teacher in the candidate's anticipated certification and grade level. The cooperating teacher may also ultimately become the supervisor of the teacher candidate's internship. ALL FIELD EXPERIENCE locations and school contact personnel are arranged via The Citadel's School of Education Field Experience and Internship Director, Dr. Thomas Reilly, Room 323 Capers Hall, 843-953-6984, thomas.reilly@citadel.edu.

This course is a required course in Teacher Preparation for Graduate Students.

CATALOG COURSE DESCRIPTION:

The focus of the course is to study the **aims, methods, and materials** employed in middle & 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. Candidates will apply the learner-centered conceptual base in the process of teaching a discipline specialty: Biology; English; Mathematics; and Social Studies. A passing score on the PRAXIS II must be achieved upon completion of this class.

ADDITIONAL DESCRIPTIVE INFORMATION:

The course is often the final course in preparation for student internship and is intended to ensure that the candidate has developed the knowledge, skills, and dispositions needed to be successful as they begin their teaching experiences. In this course, techniques, theories, and materials in teaching in the student's area of specialization (English Language Arts, Mathematics, Science, or Social Studies) in middle and high school education, grades 6-9 and 9-12 will be incorporated into lesson planning. In addition, significant field experiences will provide a platform for students to prepare for the internship that will follow. Students will have the opportunity to model professionalism and strive to meet the needs of the diverse types of learners they will be working with while in the school setting.

Learning and Developmental Goals: Students will be able to

Demonstrate an understanding of the techniques, theories, and materials in teaching in the student's area of specialization (English Language Arts, Mathematics, Science, or Social Studies) in middle and high school education, grades 6-9 and 9-12 by:

1. Researching educational theories in effective teaching and content areas
2. Planning and implementing instructional materials and assessments in grades 6-9 (middle school) and 9-12 (high school)
3. Developing effective teaching strategies and techniques to meet the needs of diverse learners
4. Participating in field experience to prepare for student teaching (internship)
5. Observing and emulating models of professional pedagogy and disposition
6. Reflecting on personal and professional experiences via reflective journal writing

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 program 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-12 school, 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 <i>Principled Educational Leaders...</i>	Reflective <i>Principled Educational Leaders...</i>	Ethical <i>Principled Educational Leaders...</i>
<ol style="list-style-type: none"> 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 practices; 4. Integrate appropriate technology to enhance learning; 5. Demonstrate a commitment to lifelong learning; 	<ol style="list-style-type: none"> 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; 	<ol style="list-style-type: none"> 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, fairing, 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:

(Note: Performance Indicators for the Conceptual Framework, National Content-Area Standards, National Council for Accreditation of Teacher Education, and Education Reform Initiative are identified in parenthesis)

Professional Pedagogy and Disposition:

1. Create a professional portfolio that provides documentation of reflective practices and teaching/learning processes (CF: 2,3,4,5,6,7,9,10; NCTE: 1-4; NCTM: 8,9,10; NSTA: 1,2,3,4,5,6,8,10; NCSS: 1-10; NCATE: 1-6)
2. Prepare accurate, neat, and professional materials. Assume professional responsibility for the preparation of materials, class attendance, and class participation (CF: 12,14; NCTE: 1-4; NSTA: 10; NCATE: 1-6)

Instructional Planning and Assessments:

1. Investigate published curricular materials, state content standards and textbooks, and primary sources to design effective instruction and assessments (CF: 1,2,4,7,9; NCTE: 1-4; NCTM: 1,2,3,4; NSTA: 6; NCSS: 1,2,3,4,5,6,7,8,9,10; NCATE:1-6)
2. Develop and assess appropriate objectives for specified content areas (CF:1,2,3,4,7,8,9,10; NCTE: 1-4; NCTM: 1,7; NSTA: 6; NCSS: 1-10; NCATE:1-6)
3. Construct and analyze assessments to measure learning goals for students (CF: 1,2,3,4,7,8,9,10; NCTE: 1-4; NCTM: 7,8,9; NSTA: 8; NCSS:1-10; NCATE:2,4,5,6)
4. Use content materials, concepts, vocabulary, and terminology appropriate for specialty areas (CF: 1,2,3,4,7,8,9,10; NCTE: 1-4; NCTM: 1,2,3,4; NSTA: 1,2,3; NCSS: 1-10; NCATE:1,2,5,6)

Teaching Strategies and Techniques I: Education and Economic Development Act (EEDA)

1. Establish relevance to students' lives for topics in lesson planning and content teaching (CF: 1,2,3,4,7,8,9,10,11,13; NCTE: 1-4; NCTM: 4, 5; NSTA: 7; NCSS: 1,3,4; NCATE:1-6)
2. Use concrete, hands-on instruction and content preparation with an emphasis on real-world application and problem-solving (EEDA 5; NCATE:1-6)
3. Implement learning strategies that promote cooperation (EEDA 6; NCATE:1-6)
4. Identify instructional strategies that promote core values in the school community, as specified in South Carolina School Law - Character Education §59-17-135 (EEDA 4; NCATE:1-6)
5. Implement strategies to accommodate the needs of diverse learners (EEDA 7; NCATE:1-6)

Teaching Strategies and Techniques II:

1. Select and demonstrate effective and efficient teaching strategies and teacher behaviors through micro teaching activities in the student’s specialty area (CF: 1,2,3,4,5,8,9,10,11,12, 13, 14; NCTE: 1-4; NCTM: 1,2,3,4; NSTA: 5; NCSS: 1-10; NCATE:1-6)
2. Integrate interdisciplinary connection to other disciplines including Fine Arts, Humanities, Mathematics, Science, Social Studies and Technology (CF: 1,2,3,4,5,6, 8,9,10,16; NCTE: 1-4; NCTM: 3,4,5; NSTA: 4; NCSS: 1,3,4,9,10; NCATE:1-6)
3. Incorporate technology and print/non-profit media into lesson planning and instruction (CF: 1,2,3,4,7,8,9,10; NCTE: 1-4; NCTM: 6; NSTA: 6; NCSS: 8)

Methods in Teaching Research-Based Theories in Content Areas:

1. Recognize and investigate the research base that forms the foundations for effective instruction and incorporate research theory into lessons (CF: 1,2,3,4,5,6,7,8,9,10; NCTE: 1-4; NCTM: 1,2,3,4; NSTA:5; NCSS: 1-10; NCATE:1-6)

On-Campus and Field Experiences:

1. Gain knowledge and skills through on-campus and field experiences designed to promote knowledge theory and practice in English Language Arts, Mathematics, Science or Social Studies (CF:1,2,3,7,8,9,10, 12; NCTE: 1-4; NCTM:1,2,3,4,5,6,7,8,9; NSTA: 9; NCSS: 1-10; NCATE:1-6)
2. Observe and analyze a variety of teaching models through field experiences and develop classroom management strategies for varying levels of instruction (CF: 1,-15; NCTE: 1-4; NCTM: 1,2,3,4,5,6,7,8,9; NSTA: 5,9; NCSS: 1-10; NCATE:1-6)
3. Observe models of effective pedagogy and attitudes by college/university faculty in both content area(s) and education, and by middle and/or high school supervising teachers (CF: 1-15; NCTE: 1-4; NCTM: 1,2,3,4,5,6,7,8,9; NSTA: 5,9; NCSS: 1-10; NCATE:1-6)
4. Participate in field experiences at the middle or high school level in classrooms with certified/licensed teachers in the content area(s) that the candidate is preparing to teach (CF: 1-15; NCTE: 1-4; NCTM: 1,2,3,4,5,6,7,8,9; NSTA: 5,9; NCSS: 1-10; NCATE:1-6)

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:

Course Goals	Evaluation Methods
<p>Professional Pedagogy and Disposition:</p> <ol style="list-style-type: none"> 1. Create a professional portfolio that provides documentation of reflective practices and teaching/learning processes 2. Prepare accurate, neat, and professional materials. Assume professional responsibility for the preparation of materials, class attendance, class participation 	<ul style="list-style-type: none"> •Class Participation •LiveText Professional Portfolio • Demonstrate In-Class Micro Lessons •Teaching Field Experience Lessons •Reflective Journal Writings
<p>Instructional Planning and Assessments:</p> <ol style="list-style-type: none"> 1. Investigate published curricular materials, state content standards and textbooks, and primary sources to design effective instruction and assessments (Develop and assess appropriate objectives for specified content areas) 2. Construct and analyze assessments to measure learning goals for students 3. Use content materials, concepts, vocabulary, and terminology appropriate for specialty areas 	<ul style="list-style-type: none"> •Class Participation • LiveText Professional Portfolio • Demonstrate In-Class Micro Lessons •Teaching Field Experience Lessons •Reflective Journal Writings
<p>Teaching Strategies and Techniques I: Education and Economic Development Act (EEDA)</p> <ol style="list-style-type: none"> 1. Establish relevance to students’ lives for topics in lesson planning and content teaching 2. Use concrete, hands-on instruction and content preparation with an emphasis on real-world application and problem-solving 3. Implement learning strategies that promote cooperation 4. Identify instructional strategies that promote core values in the school community, as specified in South Carolina School Law §59-17-135 5. Implement strategies to accommodate the needs of diverse learners 	<ul style="list-style-type: none"> •Class Participation • LiveText Professional Portfolio • Demonstrate In-Class Micro Lessons •Teaching Field Experience Lessons •Reflective Journal Writings
<p>Teaching Strategies and Techniques II:</p> <ol style="list-style-type: none"> 1. Select and demonstrate effective and efficient teaching strategies and teacher behaviors through micro teaching activities in the student’s specialty area 	<ul style="list-style-type: none"> •Class Participation • LiveText Professional Portfolio •Demonstrate In-Class Micro Lessons • Teaching Field Experience Lessons •Reflective Journal Writings

Course Goals	Evaluation Methods
<p>2. Integrate interdisciplinary connection to other disciplines including Fine Arts, Humanities, Mathematics, Science, Social Studies and Technology</p> <p>3. Incorporate technology and print/non-profit media into lesson planning and instruction</p>	
<p>Methods in Teaching Research-Based Theories in Content Areas:</p> <p>1. Recognize and investigate the research base that forms the foundations for effective instruction and incorporate research theory into lessons</p>	<ul style="list-style-type: none"> •Class Participation • LiveText Professional Portfolio •Reflective Journal Writings
<p>On-Campus and Field Experiences:</p> <p>1. Gain knowledge and skills through on-campus and field experiences designed to promote knowledge theory and practice in English Language Arts, Mathematics, Science or Social Studies</p> <p>2. Observe and analyze a variety of teaching models through field experiences and develop classroom management strategies for varying levels of instruction</p> <p>3. Observe models of effective pedagogy and attitudes by college/university faculty in both content area(s) and education, and by middle and/or high school supervising teachers</p> <p>4. Participate in field experiences at the middle or high school level in classrooms with certified/licensed teachers in the content area(s) that the candidate is preparing to teach</p>	<ul style="list-style-type: none"> •Class Participation • LiveText Professional Portfolio • Demonstrate In-Class Micro Lessons •Teaching Field Experience Lessons •Thirty (30) hours of Field Experience •Reflective Journal Writings

INSTRUCTIONAL UNITS AND ASSESSMENTS:

Note:

- *Course Schedule for EDUC 501 is subject to change based on class needs. Additional reading/activities may be assigned as the course develops*
- *Be sure to pay close attention to information, links, tools, tips, guidance, etc. that are provided in each class session's SMART Lesson*
- *Pay close attention to assignment details/descriptions/rubrics in LiveText, SMART Lessons, and syllabus*

DATE	TOPIC	CLASS ACTIVITIES	HOMEWORK ASSIGNMENTS
8/22	<p>Introduction to teaching and learning in middle and secondary schools.</p> <p>ADEPT</p> <p>School Assignments</p> <p>Your apprenticeship starts NOW.</p>	<ul style="list-style-type: none"> • introduction to course and course syllabus • identify and define methods and materials in teaching • define middle and secondary schools and review their historical development • discuss LiveText professional portfolio • discuss South Carolina's teacher evaluation instrument – ADEPT- Find forms online • discuss teaching philosophies <p>Create professional Twitter account. What's Trending in Education today?</p> <p>Exit slip- Tweet to @dannylagan</p>	<p>Read: Carjuzaa and Kellough, Chapters 1 - Middle and Secondary School in the Past: Purpose, Organization, Structure, and Reform</p> <p><i>(Post all assignments as a Word Document to LiveText. Mozilla recommended)</i></p> <p>LiveText Instructional Strategy Journal Assignment:</p> <ul style="list-style-type: none"> • Reflection Journal 1: <p>Carjuzaa and Kellough, P.24 Exercise 1.3 Reflect on your own school experience and explain why you want to be a teacher. (Read directions in LiveText)</p> <p>Due: 8/29</p>
8/29	<p>Developing a professional identity</p> <p>Planning for addressing cultural diversity</p> <p>Resources for accommodating special needs students</p>	<p>Mary Chapman</p> <p>LiveText</p> <ul style="list-style-type: none"> • Intro SMART Notebook • discuss accommodations for special needs students <p>Micro-lessons</p> <p>Exit slip- Tweet to @dannylagan</p>	<p>Read: Carjuzaa and Kellough Chapter 10 – Educational Technology, Media, Computer-Based Instructional Tools, and other Resources</p> <p>LiveText Instructional Strategy Journal Assignment:</p> <ul style="list-style-type: none"> • Reflection Journal 2: Exercise 3.1 P.76 Create an Icebreaker (activity to learn names) and Warm-up Activity (activity to get to know each other and present it in class.) (Read directions in LiveText) Due: 9/5

9/5	Establishing and maintaining a classroom management plan	<ul style="list-style-type: none"> Classroom Management Principles Darkness to Light- Stewards of Children Complete online training at http://www.d2l.org/www.darknesstolight.org SmartBoard Technology in the Classroom Diversity Exit slip- Tweet to @dannylagan 	<p>Read: Carjuzaa and Kellough, Chapter 2 - Middle and Secondary Schools Today and Tomorrow: Reform Efforts, Challenges and Issues, and Trends and Practices</p> <p>LiveText Professional Portfolio Assignment 1:</p> <ul style="list-style-type: none"> Complete and post professional digital photograph, introduction paragraph, resume, and teaching philosophy (Read directions in LiveText)– (Submit to LiveText Assignments- Upload to Portfolio after feedback) Due: 9/12 <p>Upload Darkness to Light Certificate into Portfolio- Due: 9/12</p>
9/12	<p>SMART software</p> <p>Technology in the classroom</p>	<ul style="list-style-type: none"> SmartBoard Technology in the Classroom Classroom Management Principles Exit slip- Tweet to @dannylagan 	<ul style="list-style-type: none"> Read: Carjuzaa and Kellough - Chapter 3 - Middle and Secondary Students: Addressing Cultural Diversity <p>LiveText Professional Portfolio Assignment 2:</p> <ul style="list-style-type: none"> School Mission Statements <p>Collect and compare mission statements from schools in the area, or schools you may be interested in teaching when you complete your degree. Compare the mission statements and answer the question, How are mission statements of middle, high school, and special schools (e.g., charter schools, academy schools, magnet schools, private schools, vocational schools) similar and how do they differ? Examine the mission statements for the schools' commitment to diversity. (Submit to LiveText Assignments- Upload to Portfolio after feedback) Due: 9/19 (Read directions in LiveText)</p>
9/19	<p>Standards</p> <p>Mastery Teaching Model</p>	<p>Where are we with Common Core? What are Standards? Mastery Teaching Model</p> <p>Mastery Teaching Model</p> <p>http://ed.sc.gov/agency/programs-services/190/</p> <p>http://ed.sc.gov/agency/se/instructional-practices-and-evaluations/</p> <p>Exit slip- Tweet to @dannylagan</p>	<ul style="list-style-type: none"> Read: Carjuzaa and Kellough - Chapter 4 - Establishing and Maintaining a Safe and Supportive Classroom Learning Environment <p>LiveText Professional Portfolio Assignment 3:</p> <p>Develop a Classroom Management Plan</p> <p>Review the five key components of a classroom management plan including: physical arrangement of the classroom, classroom rules, classroom procedures, disciplinary situations and a narrative description of a classroom management model (based on the models of discipline featured in Activity 4.8, page 114). Develop a classroom management plan for your classroom. (Submit to LiveText Assignments- Upload to Portfolio after feedback) Due: 9/26 (Read directions in LiveText)</p> <p>LiveText Professional Portfolio Assignments 4:</p> <p>SmartBoard Lesson: Develop a short lesson in your content area using SmartBoard technology. Be prepared to present the lesson in class. (Submit to LiveText Assignments- Upload to Portfolio after feedback) Due: 9/26 (Read directions in LiveText)</p>

9/26	<p>ADEPT Instructional Strategies: APS 1, 2 and 3</p> <p>Short Range Planning and Assessment</p>	<ul style="list-style-type: none"> • Discuss and Illustrate Lesson Plan Templates • Discuss APS1 and APS 2 Long Range Planning- <p>Long Range Plans (LRP) uploaded to LiveText Portfolio (Collaborative) Unit Work Samples (UWS) uploaded to LiveText Portfolio (Collaborative) by <i>November 11</i></p> <ul style="list-style-type: none"> • Discuss APS 2 and APS 3 Short Range Planning • Review APS 2 and APS 3 Short Range Planning Samples <p>Instructional Strategies and Classroom Environment</p> <p>APS 4 – Establishing and maintaining high expectations for learners APS 5 – Using instructional strategies to facilitate learning APS 6 – Providing content for learners APS 7 – Monitoring, assessing, and enhancing learning APS 8 – Maintaining an environment that promotes learning APS 9 – Managing the classroom</p> <p>Exit slip- Tweet to @dannnyilagan</p>	<p>Read: Carjuzaa and Kellough Chapter 5 - Selecting Content and Preparing Instructional Objectives</p> <p>LiveText Instructional Strategy Journal Assignment:</p> <ul style="list-style-type: none"> • Reflection Journal 3: Explain why organizing curricular goals, lesson plans and instructional delivery is important to you and your students. Due: 10/3 (Read directions in LiveText)
10/3	<p>APS 10 Professionalism</p>	<ul style="list-style-type: none"> • Discuss APS 10 – Professionalism • Discuss how to develop a professional identity • Discuss Professional Ethics for South Carolina Educators • Discuss South Carolina Code of Law Title 59 Education: Teachers • Discuss Professional Dress and Disposition • Discuss Field Experience Expectations and Assignments • Micro-lessons <p>Exit slip- Tweet to @dannnyilagan</p>	<ul style="list-style-type: none"> • Read: Carjuzaa and Kellough Chapter 6 - Course Syllabus, Instructional Units, and Curriculum <p>LiveText Instructional Strategy Journal Assignment:</p> <ul style="list-style-type: none"> • Reflection Journal 4: Explain how you might manage the classroom environment, time, and discipline in a student-centered classroom. Due: 10/10 (Read directions in LiveText)
10/10	<p>Micro Lesson and Presentation / APS 4-9 Instructional Strategies</p>	<ul style="list-style-type: none"> • Micro-lessons • Discuss Field Experience Expectations and Assignments • Discuss LiveText Portfolio • Review Micro Teaching Lessons and Presentations Using APS 4-9 Evaluation <p>Exit slip- Tweet to @dannnyilagan</p>	<ul style="list-style-type: none"> • Read: Carjuzaa and Kellough Chapter 7- Designing Lessons and Unit Plans to Engage All Students <p>LiveText Instructional Strategy Journal Assignments:</p> <ul style="list-style-type: none"> • Reflection Journal 7: Once you have taught your lesson to your classmates, 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? Due one week after your lesson.

10/17	Micro Lesson and Presentation / APS 4-9 Instructional Strategies	<ul style="list-style-type: none"> •Micro-lessons •Discuss Field Experience Expectations and Assignments •Discuss LiveText Portfolio •Review Micro Teaching Lessons and Presentations Using APS 4-9 Evaluation <p>Teaching Lesson and Presentations</p> <ul style="list-style-type: none"> •Review Teaching Lessons and Presentations Using APS 4-9 Evaluation <p>Exit slip- Tweet to @dannylagan</p>	<ul style="list-style-type: none"> •Read: Carjuzaa and Kellough Chapter 8 – Student-Centered Instructional Strategies <p>LiveText Professional Portfolio Assignments 5:</p> <ul style="list-style-type: none"> •Draft a letter to parents introducing you as the teacher and explaining your classroom management plan; phrasing all classroom expectations and procedures in professional and positive terms. (<i>Submit to LiveText Assignments- Upload to Portfolio after feedback</i>) Due: 10/24 (Read directions in LiveText)
10/24	Micro Lesson and Presentation / APS 4-9 Instructional Strategies	<ul style="list-style-type: none"> •Micro-lessons •Discuss Field Experience Expectations and Assignments •Discuss LiveText Portfolio •Review Micro Teaching Lessons and Presentations Using APS 4-9 Evaluation <p>Whale Done!</p> <p>Exit slip- Tweet to @dannylagan</p>	<ul style="list-style-type: none"> •Read: Carjuzaa and Kellough Chapter 9 – Teacher-Centered Instructional Strategies •Read: <i>United States Department of Education Survival Guide for New Teachers</i> http://www2.ed.gov/teachers/become/about/survivalguide/index.html •Reflection Journal 5: Explain why developing a professional identity is important to you and your students. – Due: 10/31(Read directions in LiveText) •Field Experience #1 Due: 10/31 (Read directions in LiveText)
10/31	Introduction and Observation	<p>Complete Field Experience Hours and Assignments</p> <ul style="list-style-type: none"> •Micro-lessons <p>Exit slip- Tweet to @dannylagan</p>	<p>Read: Carjuzaa and Kellough Chapter 11 - Assessment of Teaching and Learning</p> <ul style="list-style-type: none"> •Field Experience #2-4- Due: 11/7 (Read directions in LiveText) •Field Experience #5-8- Due: 11/14 (Read directions in LiveText) •Reflection Journal 6: Explain why and how you might foster a positive relationship with families and communities as a teacher. - Due: 11/7 (Read directions in LiveText) •Reflection Journal 8: Research a current professional journal representing your content area. Select and read an article from the journal (2009 to present). What information from the article was helpful to you as you prepare for your field experience and future internship? –Due: 11/14(Read directions in LiveText) •Reflection Journal 7: Once you have taught your lesson to your classmates, 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? – Due one week after your lesson.
11/7	Observation and Assistance	<p>Complete Field Experience Hours and Assignments</p> <ul style="list-style-type: none"> •Micro-lessons <p>Exit slip- Tweet to @dannylagan</p>	<p>Read: Carjuzaa and Kellough Chapter 12 – Reflecting on Teaching Practices and Engaging in Professional Development</p> <ul style="list-style-type: none"> •Field Experience #9-12- Due: 11/21 (Read directions in LiveText)

11/14	Field Experience assignments	Work on Field Experience assignments	<ul style="list-style-type: none"> Field Experience #13-14- Due: 11/28 (Read directions in LiveText) Field Experience #15a & 15b- Due: 11/28 (Read directions in LiveText) Field Experience #16- Due: 11/28 (Read directions in LiveText) Finish entering hours and description under Field Experience section of LiveText Due: 11/28(Read directions in LiveText)
11/21	No Class	Fall Break- No Class	No Class
11/28	No Class Observation and Assistance	Complete Field Experience Hours and Assignments •Micro-lessons Exit slip- Tweet to @dannylagan	<p>No Class</p> <p>LiveText Instructional Strategy Journal Assignments</p> <p>•Reflection Journal 9: Consider your field experience; reflect on what you have learned and how you plan to prepare for your future teaching experience. Due: 12/5.</p> <p>Submit photo of your Poster to LiveText- 12/5 (Read directions in LiveText)</p>
12/5	Final Exam	Poster Conference at my home	

ASSESSMENT PROCESS:

Grading: Grades for EDUC 401/501 are based on a variety of assignments. The weights used for calculating the course grades are as follows:

Assignments	Total Point Value
Reflective Journal Assignments	20%
Field Experience Assignments	40%
LiveText Portfolio	10%
Professional Disposition- preparation, promptness, attendance, dress	15%
Participation- Tweets, teaching	15%
Total	100%

The Grading System*:

- 90% or above = A
- 80-89% = B
- 70-79% = C
- 69% or below = F

*Note: **(In addition to the required hours, students must successfully complete All Field Experience Assignments in order to receive credit for the course).**

NOTE: *Grades for participation, activities, papers/journals, and presentations will depend on following factors:*

Preparation: The student is expected to be prepared for each day's activities, and especially prepared to discuss readings due on due dates. The student is responsible for obtaining information and materials missed because of his or her absence.

Promptness: Homework assignments should be submitted at the beginning of the class period of the assigned day. Except with prior approval or under exceptional circumstances; late assignments will be assigned a lower grade (50% deduction per day). **One day late: 50% deduction. Two or more days late: 100% deduction.** Notify me **BEFORE** the due date if you are having serious (out of your control) issues completing an assignment on time.

Discussion & Participation: The student must come to class having done the reading and written assignments. The student is expected to engage and promote class discussion every class period. The student is responsible for reacting to and forming ideas based upon course readings, concepts, and discussions. The student must participate and contribute to any group projects.

Substance: Classwork and Homework assignments are expected to reflect substance in thought appropriate for graduate students.

Neatness: All formal written assignments should be typed, free of errors, and should include a header (name, course, professor, and date), title, an introduction, body, and conclusion paragraphs. Typed assignments should be double-spaced, *Times New Roman* style and 12 point font size, and completed within the suggested page length. All citations should follow the Publication Manual of the American Psychological Association (APA)(6th ed.).

Performance: Student work will be evaluated on the criteria stated in this syllabus and assignment rubrics that will be provided.

Electronic Communication: Prompt response to emails and other electronic communication (LiveText) is expected.

COURSE ASSIGNMENTS' DESCRIPTION:

Notebook- Students are encouraged to organize a three ring binder for this course in the following order: Lecture Notes, Class Assignments, Field Experiences, Reflective Journal, Study Guides, Research Projects, and Personal Grade Sheet/ Graded Assignments Returned.

Lecture Notes- The professor will share the major key points and concepts. Students will listen attentively in class and record key points. Students are encouraged to use Cornell Style note-taking method (notes on the right side of paper and student-generated study questions in the left margin of lecture notes). Students will read, revise, and study lecture notes nightly to prepare for class discussions or quizzes. Remember to record key points clearly and accurately.

Class Assignments- Assignments include completion of essential questions, reading passages, individual performance tasks, group performance tasks, and/or informal or formal discussions and presentations.

Field Experience- Students are required to engage in a minimum of thirty (30) hours of on-site visits to schools, district offices and/or educational sites. **(In addition to the required hours, students must successfully complete All Field Experience Assignments (and submit them to LiveText) in order to receive credit for the course). Students who do not satisfactorily complete all field experience assignments (on time) will receive a Failing grade for the course.** These experiences will be in local settings that represent the diversity of the general population of the local school districts. Site visits must include a record of dates, locations, and times of the experience along with written reflections of what you observed and learned from each visit. Students must also obtain signatures of site personnel or persons interviewed.

ALL FIELD EXPERIENCE locations and school contact personnel are arranged via The Citadel's School of Education Field Experience and Internship Director, Dr. Thomas Reilly, Room 323 Capers Hall, 843-953-6984, thomas.reilly@citadel.edu. **Note: Students will not receive a passing grade without participating in and satisfactorily completing the scheduled field experiences (on time).**

During these field experiences, the teacher candidate will:

- Observe and assist in classrooms in their certification content area
- Teach lessons in their certification content area (at least one lesson will be completed using SMART Notebook software.
- Design instruction to meet the needs of all students and provide for students' continuous progress and success
- Demonstrate a respect for the worth and contributions of all learners
- Help students develop lifelong habits of critical thinking and judgment
- Encourage students to use writing, speaking, and observing as major forms of inquiry, reflection, and expression
- Model the processes of composing to create various forms of oral, visual, and written literacy with secondary students
- Use writing, visual images, and speaking for a variety of activities
- Encourage students to respond critically to different media and communications technologies
- Utilize instructional technology, media, and materials in lesson plans and teaching activities

Reflective Journal- In general, students will apply journal entries to their life experiences and/or plans for the future. Students will be asked to respond to a thought-provoking question and/or scenario related to the most current chapter and or field experience activities.

Chapter Quizzes- Quizzes may be given to determine if students are reading and studying regularly. Quizzes may be taken online in Citlearn or some other platform.

CLASS EXPECTATIONS:

Class Attendance: One of the most important aspects of the education profession is that of professionalism. Attendance will be taken and reported daily via The Citadel's Class Absence System.

The college policy will be followed. Punctual attendance in class is expected. While in class, cell phones must be silent and put away during the class meeting.

NOTE: *While in class, cell phones must be silent and put away during the duration of the class meeting.*

Disability Disclosure: If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Director of the Learning and Academic Retention Center located in room105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

"I will not lie, cheat, or steal, or tolerate those who do."

Honor Statement: As a professional educator, integrity is an expectation. Students of The Zucker Family School of Education at The Citadel are expected to meet the standards set 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).

Course Assignments Spreadsheet

Assignments	Due Date
Reflection Journal #1 (Personal school experience)	8/29
Reflection Journal #2 (Icebreaker and Warm-up)	9/5
LiveText Instructional Assignment & Portfolio #1 (Intro paragraph, resume, and teaching philosophy)	9/12
Upload Darkness to Light Certificate to Portfolio	9/12
LiveText Instructional Assignment & Portfolio #2 (Mission Statements)	9/19
LiveText Instructional Assignment & Portfolio #3: Develop a Classroom Management Plan	9/26
LiveText Instructional Assignment & Portfolio #4: SmartBoard Lesson	9/26
Reflection Journal #3 (Curricular goals, lesson plans & instructional delivery)	10/3
Reflection Journal #4 (Environment, time & discipline)	10/10
LiveText Instructional Assignment & Portfolio #5 Parent Letter	10/24
Reflection Journal #5 (Professional Identity)	10/31
Field Experience #1	10/31
Reflection Journal #6 (Families & Community)	11/7
Field Experience #2-4	11/7
Field Experience #5-8	11/14
Reflection Journal #8 (Journal Article)	11/14

Reflection Journal #7 (APS 4-9)	One week after micro-lesson(s)
Field Experience #9-12	11/21
Field Experience #13-14	11/28
Field Experience #15a & 15b	11/28
Field Experience #16	11/28
Finish entering hours and description under Field Experience section of LiveText	11/28
Reflection Journal #9 (Field Experience and Prep for Future) Submit Portfolio to LiveText	12/5
Poster Presentation (Final Exam)	12/5
Professional Disposition	Ongoing
Tweets	Ongoing

EDUC 401/501 Field Experience Assignments/Guidelines

(All Field Experience assignments are to be separate, distinct activities. The same activity MAY NOT be used as two assignments)

1. Summarize your first impression of the school, classroom teacher, and students to which you are assigned. *(1 page minimum)*
2. Learn the names of everyone in your observed classes and identify each student to the satisfaction of your cooperating teacher. (Carjuzaa and Kellough, Chapter 4) *(Brief statement)*
3. Identify ways that the cooperating teacher conveys high expectations to the students and ways that the cooperating teacher improves student self-concept. (Carjuzaa and Kellough, Chapter 4) *(1-2 paragraphs)*
4. Collaborate with the cooperating teacher on an effective plan for involving students from different cultural backgrounds, different academic abilities or who have a physical or learning disability in a specific activity. Summarize and describe the plan. (Carjuzaa and Kellough, Chapter 3) *(1 page minimum)*
5. Evaluate the textbook used in your observed class. (Carjuzaa and Kellough, Chapter 5) *See exercise 5.4 p145)*
6. Introduce a lesson, lab, or small group activity. (Carjuzaa and Kellough, Chapters 7-9) *(1-2 paragraphs)*
7. Assist students in class with seatwork. (Carjuzaa and Kellough, Chapter 8) *(1-2 paragraphs)*
8. Monitor and assist students in a small group activity. (Carjuzaa and Kellough, Chapter 8) *(1-2 paragraphs)*

9. Observe another content area teacher and summarize the teacher's strategies, classroom policies & procedures, physical facilities, materials, and equipment used. (Carjuzaa and Kellough, Chapter 12) *1 page minimum*
10. Observe a special education teacher and summarize what the special education teacher thinks you as a prospective classroom teacher should know about students with special needs. (Carjuzaa and Kellough, Chapter 7) – *1 page minimum*
11. Grade a set of papers for your cooperating teacher. (Carjuzaa and Kellough, Chapter 11) *(1-2 paragraphs)*
12. Write a description of how your teacher uses higher-order thinking and questions in the classroom. (Carjuzaa and Kellough, Chapter 5 & 9) *1 page minimum*
13. Observe and summarize student behavior as it relates to classroom and laboratory work, cooperating teacher's strategies to meet students' special needs, special instructional strategies employed by the cooperating teacher and classroom management policies and procedures. (Carjuzaa and Kellough, Chapter 4) *(1 page minimum)*
14. Help your cooperating teacher develop a learning activity. (Carjuzaa and Kellough, Chapter 7) *(1-2 paragraphs)*
15. Develop and implement **TWO different** instructional lesson plans using *Citadel SOE Lesson Plan Template*. This should include **at least one SMART lesson- the other lesson may be PPT**. Ask your teacher to evaluate you on disposition using APS 4-9 Evaluation Instrument. You will upload these to your LiveText Portfolio after I give you feedback on them. *There are two different submissions in LiveText. For each submission include:*
 - *Citadel SOE Lesson Plan*
 - *1 SMART lesson/ 1 PPT*
 - *Ancillary materials*
 - *APS 4-9 Evaluation Instrument completed by cooperating teacher*
16. Compile a list of 10 or more organizational tips that you gained from observing and interviewing your cooperating teacher about "tricks of the trade." Examples include- how to organize make-up tests/work, how to assign extra credit, etc. *This assignment can be bullet points.*