

SED 464

Methods of Teaching in the Secondary Schools

SED 464 is a required course for Secondary Education and 8-12 Certification.

College of Education Department of Curriculum and Instruction



Enhancing The Future
Through Educator Preparation

COURSE SYLLABUS

INSTRUCTOR:

Janet L. Williams
Office: TEC # 234
Phone: (936) 294-3580
Cell: (713)562-8731
E-mail: jlw001@shsu.edu
Office hours: By Appointment

REQUIRED TEXT:

Kellough, Richard and Noreen Kellough. *Secondary School Teaching: A Guide to Methods and Resources*. 3rd Edition. Upper Saddle River, NJ: Pearson, 2007

COURSE DESCRIPTION:

This course provides a study of the objectives and the selection, organization, and presentation of the subject matter of the various secondary school subjects, instruction in the organization of units of work, and demonstration teaching. A minimum of sixty hours will be spent in field experiences in a public school classroom (see Field Experience explanation in the SED 494 syllabus).

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*.

Standard I. The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

COURSE OBJECTIVES

Objective	Course Activities (* indicates field-based activity)	Performance Assessment	State Standards
The candidate knows and understands the importance of designing instruction appropriate for all students.	*Teacher Work Sample *lessons taught in public school classroom, *Field Experience Reflection Papers, Teaching unit for teaching field, writing objectives with coded Texas Essential Knowledge and Skills, TEKS Coded List in-class activities	*Mentor feedback on 2 lessons, *University Supervisor feedback on lesson Checklist and Papers	1.2k, 1.3k, 1.4k, 1.5k, 1.7k, 1.9k, 1.11k, 1.12k, 1.13k, 1.14k, 1.15k, 1.16k, 1.21k, 1.26k, 1.27k
The candidate designs instruction appropriate for all students.	*Teacher Work Sample *Write lesson plans *Develop a unit plan for teaching field, *in-class activities, *writing objectives with coded Texas Essential Knowledge and Skills TEKS Coded List	*Mentor feedback on 2 lessons, *University Supervisor feedback on lesson Assessment of lesson plans evaluation of unit plan	1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.7s, 1.11s, 1.12s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s,
The candidate knows and understands how to promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and gives timely, high-quality feedback.	*Teacher Work Sample *Write lesson plans *Develop a unit plan for teaching field, *in-class activities, *writing objectives with coded Texas Essential Knowledge and Skills TEKS Coded List	*Mentor feedback on 2 lessons, *University Supervisor feedback on lesson Assessment of lesson plans evaluation of unit plan	3.5k, 3.6k, 3.10k, 3.11k
The candidate provides responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and gives timely, high-quality feedback.	*Teacher Work Sample *Write lesson plans *Develop a unit plan for teaching field, *in-class activities, *writing objectives with coded Texas Essential Knowledge and Skills	*Mentor feedback on 2 lessons, *University Supervisor feedback on lesson Assessment of lesson plans evaluation of unit plan	3.1s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.11s

Class Policies:

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Attendance Policy:

Regular and punctual attendance is required for class, seminars, and field experiences. Course grades may be lowered up to one-half letter grade for each one-hour absence in excess of three hours. **The three hours of absence provided by university policy should be used carefully for illness and emergencies.**

Attendance (absences, tardies, and early exits) will be documented each day. Three tardies will be considered an absence. After two absences a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. After three absences, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for class participation and in-class assignments. **Daily work cannot be made up.** Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, email it, or have a friend bring it in when it is due. **10% will be deducted each class period it is late.**

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

Time Requirement:

For each hour attempted, at least three hours outside class is expected. This 3-credit hour course will meet three to four hours each week. That leaves a minimum of nine hours each week outside of class in which to read, observe, and complete assignments. **It is expected that if you enrolled in this course, you can meet the time requirements.**

Professionalism:

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

Course Requirements: Classroom Component

Bell Work/In-Class Activities – 100 points (Competencies 3, 7, 8, 10)

Throughout the semester you will be assigned an activity that is to be completed in class and/or electronically. To receive credit you must be present, complete the assignment and turn it in during the specified time. Your work will be graded and returned to you.

Lesson Plan-100 points (Competencies 3,7,8,10)

Each student will prepare a detailed lesson plan that encompasses all aspects of a research-based, effective lesson presentation using the SHSU COE adopted lesson plan template.

Biography-100 points (Competencies 1,2,3,4,8) For this assignment you are required to interview a person from another culture. You will describe the significant events that shaped their lives. Effective teachers have empathy with all their diverse students in order to ensure the success of each student.

Methods of Instruction Presentation-200 points (Competencies 3,7,8,10)

Each student will make a presentation for the rest of the class on an assigned effective teaching method. The presentation will include a handout, a demonstration of the method in a lesson, and a visual product of the teaching method.

Instruction and Assessment Assignment-200 points (Competencies 3,7,8,10)

Each student will complete a lesson plan with a variety of activities and assessments that are completely composed by the student. (Two activities and two assessments)

Field-Based Component

- **PDAS Observations, lesson plans and reflections – 100 points (2 sets at 50 points each) (Competency 3, 5 and 6)**
Twice as you teach one of your three required lessons, you will be evaluated by your mentor teacher. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format
 - PDAS Evaluation Form completed by mentor
 - Your reflection of the lesson's effectiveness
- **Weekly Mentor Teacher's Feedback – 50 points**
At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. This form will help you, your mentor teachers as well as your university professors monitor your progress in the classroom.
- **Overall Mentor Teacher's Disposition Evaluation – 50 points**
Just as we assess your professional dispositions, the school personnel, especially your mentor teacher, do also. At the beginning of your Field Experience, your mentor teacher will be given a Disposition Evaluation form (see attached). As your time in their classroom ends, your mentor will complete the form and return it to your university professors.
- **Teacher Work Sample – 350 points (Competency 3, 5 and 6)**
Information concerning this component will be discussed at a later date.
- **Weekly Field Experience Reflection –50 points**
At the end of each week, you will be asked to complete a reflection form based on your experiences during Field Experience. This form will help you identify areas of strength and areas of needed improvement.
- **Walk-Through Feedback – No points**
As we walk around campus and into your classroom, we will complete a walk-through form. This form is intended to offer feedback on what we observe.

Evaluation:

Classroom Components:

Bell Work/In-Class Activities	100
Activity and Assessment Plan	200
Biography	100
Methods of Instruction Presentation	200
Sample Lesson Plan	<u>100</u>
	700 possible points

Field Based Components:

PDAS Observations, lesson plans and reflections (2 packets)	100
Weekly Mentor Teacher's Disposition Evaluation	50
Overall Mentor Teacher's Disposition Evaluation	50
Teacher Work Sample	350
Weekly Field Experience Reflection	50
Professional Portfolio	<u>400</u>
	1000 possible points

Total for class

1700 possible points

Grading Scale

A = 1700 – 1630

B = 1629 – 1560

C = 1559 – 1490

Below 1490 = D (must repeat the course)