

SED 464 / Methods of Teaching in Secondary School

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

**College of Education
Department of Curriculum and Instruction**



COURSE SYLLABUS

INSTRUCTOR:

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REQUIRED TEXT:

Kellough, R.D. and Kellough, N.G. (2007). *Secondary school teaching: A guide to methods and resources* - third edition. Pearson Education, Inc.

COURSE DESCRIPTION:

This course provides the study and application of writing objectives and the selection, organization, and presentation of the subject matter of the various secondary school subjects, instruction in the organization and implementation of units of work, and practice teaching. Learning from course work and Field Experience are combined in the Teacher Work Sample (see Course Requirements for detailed explanation).

A minimum of thirty hours will be spent in field experiences in a public school classroom. During Field Experience students will assist a secondary public school teacher, work with small groups of students, and teach lessons in their content areas. For specific requirements see the Field Experience Portion of the syllabus.

- **Please note:** A detailed explanation of each of the following activities can be found in the Course Requirements portion of this 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*. **In this course, we will focus on Standard I and III.**

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.

- **Competency 003** – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

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.

- **Competency 007**- The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- **Competency 008** – The teacher provides appropriate instruction that actively engages students in the learning process.
- **Competency 010** – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

COURSE OBJECTIVES

Goals	Course Activities (* indicates field-based activity)	Performance Assessment	State Standards
The candidate will be able to plan, design and implement instruction which addresses the needs of all learners.	*Teacher Work Sample *Lessons taught in public school classroom, *Field Experience Reflection Papers, * Monthly Mentor Teacher Feedback	*Completed Teacher Work Sample (see attached assignment booklet and rubrics) *Mentor PDAS feedback on 2 lessons (see attached PDAS form), *University Supervisor PDAS feedback on lesson(see attached PDAS form) *Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	Standard III Knowledge and Skills – Competencies 007 and 008
The candidate implements pre-assessment, formative assessment and summative assessment to monitor each learners acquisition and mastery of objectives.	*Teacher Work Sample *Lessons taught in public school classroom, *Field Experience Reflection Papers, * Monthly Mentor Teacher Feedback	*Completed Teacher Work Sample (see attached assignment booklet and rubrics) *Mentor PDAS feedback on 2 lessons (see attached	1.25k, 1.26k, 1.30k 1.24s, 1.25s, 1.28s, 1.29s 3.12k, 3.13k, 3.14k

		PDAS form), *University Supervisor PDAS feedback on lesson(see attached PDAS form) *Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	3.4s, 3.5s, 3.12s, 3.15s, 3.17s
The Candidate is able to use the TEKS to plan coherent instruction.	Writing objectives with coded Texas Essential Knowledge and Skills *Teacher Work Sample *Lessons taught in public school classroom	Writing objectives in class for feedback concerning appropriateness and alignment with TEKS and Assessment. Completed TEKS Coded List and Year-Long Calendar *Completed Teacher Work Sample (see attached assignment booklet and rubrics)	1.19k, 1.21k, 1.23k 1.19s, 1.22s, 1.23s
The Candidate monitors student performance and achievement through the use of high-quality assessments.	*Teacher Work Sample, *Lessons taught in public school classroom, Checklist, Rubrics, Teacher Made Tests	*Completed Teacher Work Sample (see attached assignment booklet and rubrics) Creating Checklists, Rubrics, and Teacher Made Tests	Standard III Knowledge and Skills – Competencies 007 and 008

Course Requirements:

Your grade in this course is based on two components::

Component I. Class Work Assignments

Component II. Field Experience Assignments (see Secondary Methods Block Field Experience Syllabus).

The total number of points possible in this course is 1900. These points are divided as follows:

Component I- Class Work Assignments (Course Specific): Total Points – 500 points

Checklist – 100 points (Competency 10)

For this assignment, you will create a checklist to be used as an assessment tool.

Rubric – 100 points (Competency 10)

For this assignment, you will create a rubric to be used as an assessment tool.

Teacher Made Test – 100 points (Competency 10)

For this assignment, you will create a test to be used as an assessment tool.

In Class Work – 100 points (Competencies 3, 7, 8, 10)

During the semester, I will often assign work to be completed in class. To receive credit, you must be present, complete the assignment, and turn it in to me to be graded.

Web site Evaluation – 50 points (Competency 9)

You will be asked to evaluate five teacher websites. More information to follow.

Bell Work – 50 points (Competencies 3, 7, 8, 10)

Each day as you enter class, you will be given an activity. You will have about 5 to 10 minutes to complete the activity. When time is called the work will be picked up. Late arrivals will not be given credit for the activity.

Component II- Field Experience Assignments (Common to the Block):**Total Points – 1400 points**

- **Points assessed by Mentor Teacher – 500 points**
- **Points assessed by University Professors – 900 points**

Points assessed by Mentor Teacher – 500 points

- **PDAS Observations, lesson plans and reflections – 300 points (Competency 3, 5, 7, 8, 10)**
Twice as you teach one of your three required lessons, you will be evaluated by your mentor teacher. Please be sure to review and discuss your lesson plans with your mentor. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format (**2 @ 100 points each**)
 - PDAS Evaluation Form completed by mentor (**2 @ 50 points each**)
- **Monthly Mentor Teacher's Feedback – 50 points (5 @ 10 points each)**
At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. Mentors will be asked to comment on your exhibited strengths, areas for improvement and things they would like to see you try. This form will help you, your mentor teacher as well as your university professors monitor your progress in the classroom. Remember...GROWTH NOT GRADES!
☺
- **Overall Mentor Teacher's Disposition Evaluation – 150 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.

Points assessed by University Professors – 900 points

- **Teacher Work Sample – 550 points (Competency 3, 5, 6, 7, 8, 10)**
Each day that you are in the Field Experience Classroom, you will be observing, implementing, and evaluating information you have learned in the methods' classroom. To assist you in this process, your methods' instructors will supply you with a detailed work sample assignment sheet and rubric. We will discuss the information contained in these documents at length.

Basically, the Teacher Work Sample is designed to help you develop a “habit of mind”. In other words, it helps you to learn to think about planning and implementing instruction like an effective teacher. It encourages you to deeply consider the planning cycle including how to use data to drive ongoing planning. (Please see the assignment sheet and the Teacher Work Sample Handbook.)

- **PDAS Observations, lesson plans and reflections – 200 points (Competency 3, 5, 7, 8, 10)**

As you teach one of your three required lessons, you will also be evaluated by one of your University Supervisors. After you have taught the lesson, please submit the following items to your methods professors:

- Lesson Plan in correct format **(100 points)**
- PDAS Evaluation Form completed by mentor **(100 points)**

- **Weekly Field Experience Reflection –150 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.

At the end of your Field Experience, you are required to reflect upon the entire experience. Using your Weekly Field Experience Reflections, you will write and overall reflection.

- **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. Again, GROWTH NOT GRADES! ☺

Evaluation:

Component I- Class Work Assignments:

Checklist	100
Rubric	100
Teacher Made Test	100
In Class Work	100
Web Site Evaluation	50
Bell Work	50
Subtotal	500 possible points

Component II. Field Based Assignments:

PDAS Observations, lesson plans and reflections (2 packets)	300
Monthly Mentor Teacher’s Disposition Evaluation	150
Overall Mentor Teacher’s Disposition Evaluation	50
Mentor’s total evaluation points	500 possible points
Teacher Work Sample	550
PDAS Observations and Lesson Plans	200

Weekly Field Experience Reflection	150
Professor's total evaluation points	900 possible points

Total for class **1900 possible points**

Grading Scale

A = 1710 to 1900

B = 1520 to 1709

C = 1330 to 1519

Below 1330 = D (must repeat the course)

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, early exits) will be documented each day. 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. 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.

If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in being counted absent and that procedures for being absent will be followed.

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.

Assignment Re-Dos:

You are always welcome to re-do assignments. Remember, GROWTH not GRADES! However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments if you are not satisfied with your grade. If you choose to re-do an assignment, that resubmission must be made on the following class day.