

SED 464
Methods of Teaching in Secondary School
SED 464 is a required course for Secondary Education and EC-12 Certification.
College of Education
Department of Curriculum and Instruction

INSTRUCTOR:

Dr. Mark Gaus
 Office: HKC 214
 Phone: (936) 294-1162
 e-mail: mdg001@shsu.edu

OFFICE HOURS:

Monday 9:00am to 2:00pm
 Wednesday 9:00am to 2:00pm

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.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: 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	Standard III Knowledge and Skills – Competencies 007 and 008

		Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric)	
The candidate implements pre-assessment, formative assessment and summative assessment to monitor each learners acquisition and mastery of objectives.	<ul style="list-style-type: none"> *Teacher Work Sample *Lessons taught in public school classroom, *Field Experience Reflection Papers, * Monthly Mentor Teacher Feedback 	<ul style="list-style-type: none"> *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) 	<ul style="list-style-type: none"> 1.25k, 1.26k, 1.30k 1.24s, 1.25s, 1.28s, 1.29s 3.12k, 3.13k, 3.14k 3.4s, 3.5s, 3.12s, 3.15s, 3.17s
The Candidate is able to use the TEKS to plan coherent instruction.	<ul style="list-style-type: none"> Writing objectives with coded Texas Essential Knowledge and Skills *Teacher Work Sample *Lessons taught in public school classroom 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> *Teacher Work Sample, *Lessons taught in public school classroom, Checklist, Rubrics, Teacher Made Tests 	<ul style="list-style-type: none"> *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

* Web address for state standards: <http://www.tea.state.tx.us>

* Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

* Web link to TExES study guides: <http://texas.ets.org/>

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS AND COMPETENCIES FOR THIS COURSE

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.

Domain I. Designing Instruction and Assessment to Promote Student Learning.

- **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.

Domain III. Implementing Effective, Responsive Instruction and Assessment.

- **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 Format:

This course will be taught through lecture, modeling, small group work, cooperative learning, in class activities and field experience. To be successful, students are encouraged to manage time and assignments.

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 Secondary Methods Block Field

Experience Syllabus (attached).

Course Content:

During the semester, we will cover the following topics:

- **Planning for Instruction**
 - Lesson Plan
 - Aligning TEKS, objectives, assessment, and instructional strategies
- **Implementing Instruction**
 - Direct Instruction
 - Small Group Instruction
 - Inquiry
 - Discussion
 - Cooperative Learning

- **Assessing Instruction**
 - Pre assessment
 - Formative Assessment
 - Summative Assessment
 - Assignment Sheets
 - Rubrics
- **Modifying Instruction**
 - Modifications

IDEA Objectives for this course:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions.

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 1950. These points are divided as follows:

Component I- Class Work Assignments (Course Specific): Total Points – 550 points

Checklist – 50 points (Competency 10)

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

Rubric – 50 points (Competency 10)

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

Teacher Made Test – 50 points (Competency 10)

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

In Class Work – 250 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 – 100 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**

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	50
Rubric	50
Teacher Made Test	50
In Class Work	250
Web Site Evaluation	50
Bell Work	100
<u>Subtotal</u>	550 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
<u>Weekly Field Experience Reflection</u>	150
Professor’s total evaluation points	900 possible points

Total for class **1950 possible points**

Grading Scale

A = 1755 to 1950

B = 1560 to 1754

C = 1365 to 1559

Below 1365 = D (must repeat the course)

Expectations:

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. 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% of the total points for the assignment 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.

Tardies and early exits are defined as 15 minutes. 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.

Assignment Re-Dos:

You are always welcome to re-do assignments when your grade is below a B (below 80%). 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 (when your grade is below a B) 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.**

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor.

A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department

chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

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.

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