

SOUTHERN WESLEYAN UNIVERSITY
SYLLABUS

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Year 2013 Fall Spring _____ May Term _____ Summer School _____

COURSE NUMBER/NAME EDUC 3123 Effective Methods for Middle & Secondary School

INSTRUCTOR Shotsberger

The following checklist indicates the information required for each SWU syllabus (see *Faculty Handbook C-130*.)

- Instructor's name, office number (or telephone number), and office hours
- Course name and number (Including meeting room and time is helpful.)
- Objectives stated in terms of student learning OUTCOMES
- Texts and other required material (author, title, publisher, year)
- Grading procedures
- Policies governing late work
- Policies on attendance and tardiness
- Assignments for semester, including reading, test dates (where possible)
- Outline of the course/topics to be covered
- One or more learning objectives relating to approaching issues from a Christian perspective
- One or more activities with a research component
- One or more activities giving the opportunity for the student to work with others

Also helpful:

_____ Prerequisites

_____ Reading list or bibliography

Signature Paul Shotsberger
Instructor

8/15/13
Date

Dean

Date

EDUC 3123 Effective Methods for Middle & Secondary School

Dr. Paul Shotsberger, Dean

Office Location: Newby Education Center, Room 114

Office Phone: 644-5353

Office Hours: M, W 11:00-12:00, 2:00-4:00 and F 11:00-12:00 or by appointment

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3 Credit Hours

MWF 9:00-9:50

Fall 2013

Course Description

This course is designed to familiarize the secondary education major with the purposes, parent-school-community relationships, curriculum, and activities of the secondary school. Studies in educational tests and measurement are also included.

Rationale

Teaching and learning in the middle and secondary levels has become increasingly complex and necessitates the acquisition of knowledge related to today's middle and secondary schools and its students; planning for instruction; selecting and implementing instructional strategies; and assessing teaching and learning.

Accordingly, it is imperative for the general secondary or middle school education student to be engaged in some descriptive, analytical, or self-reflective manner with the concepts and practices related to these levels of teaching.

Prerequisites

The student must have a 2.5 grade point average and complete an application for Lock I.

Relationship to Conceptual Framework The theme of the School of Education is integrated with this course by familiarizing students with how dispositions towards scholarship and a Christian ethic of care are related to self, learners, colleagues, and the community in the context of the secondary school and classroom instruction.

Response to Dispositions

Courses in the School of Education seek to integrate the following dispositions:

- **The teacher candidate demonstrates an ethic of care toward self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- **The teacher candidate demonstrates an ethic of care toward learners** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The teacher candidate demonstrates an ethic of care toward colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The teacher candidate demonstrates an ethic of care toward the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Although all dispositions will be discussed in this course, a Christian ethic of care toward self and learners will be emphasized.

Accommodations Statement

If you have a disability that interferes with your learning, test taking, or completion of assignments outlined in the syllabus, please contact Martha Mishoe, Assistant Director of the Center for Transformational Learning. She will help you secure the right documentation, know what accommodations are appropriate, and authorize professors to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your professors can authorize or provide accommodations unless you specifically request accommodations each semester. Documentation must meet the guidelines of the Americans with Disabilities Act. We want you to have equal opportunity to learn and a fair assessment of that learning. Your abilities, skills, and efforts should determine your success, not your disability.

Counseling Services

Free services are available in the counseling center for help related to any issues or problems you experience this semester. Contact the secretary, Debbie Eller, at 864-644-5131, or by e-mail deller@swu.edu to schedule an appointment with Monica Perez, Director of Counseling Services. The counseling center is on 3rd floor of the Campus Life Center near the elevator. Your contact with a counselor is confidential.

Technology Integration

The teacher candidate will be required to use word processors for all assignments. Information will be accessed from the Internet, and presentation software, such as PowerPoint, will be used for group assignments. Lesson plans will be uploaded and assessed on Chalk and Wire.

Culturally Responsive Teaching

A substantial portion of this course is devoted to topics related to diversity issues. Differences among learners are explored in terms of their implications for learning and teaching and how having an understanding of these differences influences the way in which learners are motivated. Teacher candidates are instructed as to how planning for instruction must be influenced by the teacher's knowledge of learners and their respective backgrounds. Various instructional strategies are examined in terms of their relevance to learners who process information differently.

Required Textbooks

Carjuzaa, J. & Kellough, R.D. (2013). *Teaching in the middle and secondary schools* (10th ed.). Upper Saddle River: Pearson.

Enduring Understandings

Students will learn that:

1. High schools and middle schools are complex systems which require teachers who are adaptive and flexible in their approach to education.
2. A teacher is expected to be a lifelong learner who is responsible for his/her own professional development.
3. Teacher selection and implementation of effective questions and questioning techniques plays a crucial role in promoting student learning in the classroom.
4. Classroom management depends as much on teacher behaviors and the classroom environment as on student behaviors and attitudes.
5. Effective teaching does not just happen; it is produced by thoughtfully planning each phase of the intended learning process.

Course Objectives

Upon the completion of this course, the student will be able to:

Objective(s)	INTASC Principle(s)
Recognize the nature of today's schools; characteristics of young people of middle-level and high school years; characteristics of some of the adults who work in schools; trends and practices; and problems, issues, and challenges.	2, 3, 7, 9, 10
Demonstrate an understanding of teacher responsibilities and the competencies and behaviors necessary for fulfilling them.	6, 9
Examine the skills for teaching thinking and using questioning.	1
Identify guidelines and resources that facilitate a classroom environment that is safe and conducive to learning for each	5, 6

learner.	
Recognize aspects of curriculum planning.	7
Plan instruction	1, 2, 3
Assess and report student achievement	8
Use instructional strategies that encourage students to become independent thinkers and skilled learners who can help in planning, structuring, regulating, and assessing their own learning and learning activities.	1, 2, 4
Examine ways of grouping students to facilitate quality instruction.	2, 3
Develop a positive disposition towards the assessment and continued development of one's teaching effectiveness in the classroom.	9
Examine current web sites that focus on topics relevant to secondary school teaching.	6

Instruction Methods

Lecture
 Demonstration/Instruction
 Group Presentations
 Assigned Readings
 Videos
 Periodical Reviews/Summaries
 Internet Searches
 Group Activities

Class Attendance Policy

Please refer to the class attendance policy described on page 33 in the current edition of the University catalog. You are responsible to know the information on these pages.

Academic Integrity

Please refer to pages 30-31 in the current edition of the University catalog. You are responsible to know the information on these pages.

Use of Electronic Devices During Class

Because the educational process is one of engagement between learners, instructor, and subject matter, cell phones and other electronic messaging devices are a distraction and intrusion in the learning community at SWU. Therefore, no electronic devices should be used by students during classes except computers for note-taking. I will endeavor to have my mobile phone on silent by the start of every class; please do the same.

Coursework Submission Dates

The teacher candidate is expected to submit all assignments on the assigned date (see schedule that follows). If, for any reason, the teacher candidate cannot meet the deadline for the assignment, (s)he should communicate with the instructor to negotiate a submission date that will facilitate the completion of the assignment. In order for the instructor to do his job and assign a valid grade that indicates the student's level of mastery of the course content, all teacher candidates will be given an equal opportunity to succeed. Therefore, it is the teacher candidate's responsibility to complete and submit all assigned work. **If an assignment is not submitted on time and no prior arrangement was made for turning the work in late, 10% of the grade for the assignment will be deducted for each class meeting the assignment is turned in after the due date.**

Internet Site Summaries

A one-page word-processed summary of one Internet site listed on the My Campus handout “Internet Sites for Review” is to be submitted on the dates indicated below (total of four summaries). *The summaries should be strictly limited to one page.* These assignments are included among the course assignments in order to familiarize the student with Internet resources in the field of education and, specifically, current information available related to middle and secondary education. The student should be prepared to discuss the assessment of the Internet site in class.

Personal Information Format

The student’s personal information should be formatted on the summary page as follows:

In the upper left-hand corner of the page include:

Your Name
EDUC 3123
Internet site Summary # _____

Citation Format

Double-space below your personal information and use a left justification to cite the Internet site:

Name of Internet site
Address of Internet site

Example:
SS { First Amendment Schools
<http://www.firstamendmentschools.org/>

Summary Format

The main body of the summary should be **double-spaced** and include two sections with these headings:

Review (a detailed description of the main aspects of the website, including functionality, features and ease of use)

Application (How might the information discussed in this Internet site be of assistance in the planning, implementation, and assessment of any part of your future teaching responsibilities? Does it in any way enhance your development of a disposition of an ethic of care?) **This is the more important section of the review, so “drill deep” in your analysis regarding the application of the information in your future classroom.**

Diversity Project

Each teacher candidate will use the field experience assignment to work with a student who is a differentiated learner by virtue of ethnicity, culture, linguistic competency, developmental delay, socio-economic background, or physical disability. The one-to-one interaction should be carried out under the supervision of the cooperating teacher and be on-going over the period of the field experience assignment. The teacher candidate will keep a journal in which entries reflect on the learner’s progress and the teacher candidate’s insights from the experience.

OR

The teacher candidate will complete a case study about a student who represents some aspect of the diverse student population. The case study will include;

- a description of the circumstances that have impeded or enhanced the learner’s ability to achieve;

- the accommodations that are being made to address the learner’s unique need(s);
- the accommodations made for the learner in the regular classroom; and
- how the accommodations support or address the particular need(s) of the learner.

Teaching Strategy Summary

The teacher candidate will analyze one instructional strategy used by the field experience cooperating teacher in a scheduled large or small group lesson and submit a two page narrative summary. The teacher candidate will identify the grade level and the subject area in which the strategy was demonstrated and respond to the following prompts:

- Was the strategy used for large or small group instruction?
- What were the learners’ responses to the instruction?
- Were the learning objectives clearly articulated?
- Were the intended learning outcomes achieved?
- What was the evidence that the intended learning outcomes were achieved?
- Was this teaching strategy age/grade appropriate?
- How was this strategy effective in achieving the intended outcomes?
- Did the strategy demonstrate an ethic of care towards the learners?

Technology Narrative

The teacher candidate will analyze the use of technology in the cooperating field experience classroom and the cooperating school. The two page narrative summary will address the following prompts:

- What is the disposition of your cooperating teacher regarding the use of technology in the classroom? What evidence supports your perception of this disposition?
- What is the general disposition of the administration and faculty of the cooperating school regarding the use of technology in the classroom? What evidence supports your perception of this disposition?
- How is technology utilized in the classroom in which the field experience assignment took place?
- What technology was used on a regular basis?
- What technology was used on a less regular basis, perhaps only once or twice during the practicum assignment?
- Was the technology used primarily for instruction or other applications, i.e., maintaining grades, writing lesson plans, and/or communicating with parents?
- Name and describe the software that was used and specific content area(s) for which it was used.

Lesson Plan

Each teacher candidate will apply the pedagogy introduced in the class by planning a full teaching lesson that can be used as the basis for both a mini-teaching session and a cooperating classroom teaching lesson (see below). The lesson topic will be coordinated with the cooperating field experience teacher and reflect material that will be covered during the field placement. The lesson will follow the format of the *Pre-Clinical/Clinical Experience Lesson Plan Format* and reflect an objective selected from among those in the South Carolina academic standards. **The lesson plan will be uploaded to Chalk and Wire and submitted to the instructor for assessment.**

Mini-Teaching Session

Each teacher candidate will apply the pedagogy introduced in the class by presenting a mini-teaching session to classroom peers who will serve as the learners at the age or grade level for which the instruction would be appropriate. The session will be a maximum of 10-15 minutes and will be based on the lesson plan which has already been evaluated by the instructor and revised by the teacher candidate. The session, which will be scheduled at a time other than when the class regularly meets, will be assessed by a professional educator from the community using the *Initial Assessment of the Pre-Teacher Candidate*. **The revised lesson plan should be uploaded to Chalk and Wire and submitted to the assessor prior to the mini-teaching session.**

Cooperating Classroom Lesson

With the permission of the cooperating field experience teacher, the teacher candidate will teach a lesson to either the whole class or a selected group of learners. The lesson will be based on the lesson plan already written and revised, and will be evaluated by the cooperating teacher using the *Initial Assessment of the Pre-Teacher Candidate*. Upon the completion of the lesson, **the teacher candidate will upload the final lesson plan to Chalk and Wire and submit it to “Public School Partner”**. *The teacher candidate should plan on completing the Cooperating Classroom Lesson by Thanksgiving.*

Standardized Test Analysis

The teacher candidate is required to analyze **two** of the following standardized assessment instruments using the Test Analysis Form that will be distributed in class.

- Wide Range Achievement Test
- Slossen Intelligence Test (SIT-R)
- Key Math Diagnostic Test
- Peabody Picture Vocabulary Test
- Detroit Test of Learning Aptitude

The teacher candidate should use the *Mental Measurements Yearbook* and *Tests in Print* published by the Buros Institute for assistance in reviewing and analyzing each test (students will receive an orientation into these resources at the appropriate time in the semester).

Teacher-Made Test

Prepare a summative assessment consisting of 25 items related to a content area unit at the grade level you plan to teach. Use the curriculum standards (national and state) related to the grade for which the test is being created, making sure to cover approximately nine weeks for that grade level. The final version of the test should include the following types of test items: multiple choice, true/false, matching, short answer, completion, and two essay questions. In addition to the test itself, you are also expected to turn in a table of specifications for the items of the test and an essay scoring rubric. All work must be original and you cannot use any part of any previously constructed test.

Test Construction Checklist

- Overall appearance of the test is neat, consistent, and legible
- Instructions are clear and specific and age/grade appropriate
- Categories of items are arranged in increasing complexity
- Essay questions include elements that:
 - specify the knowledge the students are supposed to command in preparing a response
 - specify the kind(s) of reasoning or problem solving the students are to carry out.
 - point the direction to an appropriate response without giving away the answer
- Essay scoring rubric is included
- Test items reflect the level on Bloom’s taxonomy at which the learner is expected to think or perform
- Test items align with the table of specifications
- Rationale for the test’s content validity is obvious
- Propositions are appropriate
- Table of specifications is included

Reflection on Dispositions

You will be asked at the end of the semester to reflect on the dispositions already mentioned as they relate to your field experience. **Reflections need to be submitted to Chalk and Wire.**

Weekly Online Quizzes

Each Friday you are expected to take an online quiz covering the assigned readings from that week.

Final Exam

The final exam will be cumulative and will test only the textbook material. *You can exempt out of the final exam with a semester average of A- or higher as of the end of November (min. 465 out of a possible 500 points).*

Computation of Final Grade

The final semester grade for the class will be computed on a total value of 665 points as follows:

Assignment	Point Value
Internet Site Summaries (4 required)	60
Diversity Project	50
Teaching Strategy Summary	50
Technology Narrative	50
Mini-Teaching Session	50
Standardized Test Analyses (2 required)	40
Teacher-Made Test	50
Weekly online quizzes	50
Final Exam	80
Field experience requirements:	
Lesson Plan	50
Cooperating Classroom Lesson	50
Reflection on Dispositions	25
Cooperating teacher final evaluation	30
Documented minimum 30 field experience hours	30
TOTAL	665

Final Grade Point Assignment

Point Range	GPA Equivalent	Letter Grade Equivalent
639-665	4.0	A
619-638	3.7	A-
599-618	3.4	B+
579-598	3.0	B
559-578	2.7	B-
539-558	2.4	C+
519-538	2.0	C
499-518	1.7	C-
486-498	1.4	D+
466-485	1.0	D

0-465	0.0	F
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Class Schedule

Monday, Wednesday 9:00-9:50 face-to-face; Friday online

Date	Topic	Assignment Due
August 21	Syllabus Overview/Introduction	Read through syllabus
August 23	Middle and Secondary Schools in the Past	Carjuzza pp. 1-9 Meet face-to-face
August 26	Middle and Secondary Schools in the Past	Carjuzza pp. 9-22 Internet Site Summary 1
August 28	Middle and Secondary Schools Today and Tomorrow	Carjuzza pp. 23-33
August 30	Middle and Secondary Schools Today and Tomorrow	Carjuzza pp. 34-45 Meet face-to-face
September 2	Middle and Secondary School Students: Addressing Cultural Diversity	Carjuzza pp. 46-58 Internet Site Summary 2
September 4	Middle and Secondary School Students: Addressing Cultural Diversity	Carjuzza pp. 58-68
September 6	Establishing and Maintaining a Safe and Supportive Classroom Learning Environment	Carjuzza pp. 70-80 Internet Site Summary 3 Meet face-to-face
September 9	Establishing and Maintaining a Safe and Supportive Classroom Learning Environment	Carjuzza pp. 80-92
September 11	Establishing and Maintaining a Safe and Supportive Classroom Learning Environment	Carjuzza pp. 92-105
September 13	Establishing and Maintaining a Safe and Supportive Classroom Learning Environment	Weekly online quiz (chap. 4)
September 16	Selecting Content and Preparing Instructional Objectives	Carjuzza pp. 106-119 Internet Site Summary 4
September 18	Selecting Content and Preparing Instructional Objectives	Carjuzza pp. 119-132
September 20	Selecting Content and Preparing Instructional Objectives	Weekly online quiz (chap. 5)
September 23	Course syllabi, Instructional Units, and Curriculum Integration	Carjuzza pp. 133-149
September 25	Course syllabi, Instructional Units, and Curriculum Integration	Carjuzza pp. 150-162 Diversity Project
September 27	Course syllabi, Instructional Units, and Curriculum Integration	Weekly online quiz (chap. 6)
September 30	Designing Lesson and Unit Plans to Engage All Students	Carjuzza pp. 163-193 Library Orientation I
October 2	Designing Lesson and Unit Plans to Engage All Students	Carjuzza pp. 194-221
October 4	Designing Lesson and Unit Plans to Engage All Students	Lesson Plan Weekly online quiz (chap. 7)
October 7-11	Fall Break	
October 14	Student-Centered Instructional Strategies	Carjuzza pp. 222-232
October 16	Student-Centered Instructional Strategies	Carjuzza pp. 232-245
October 18	Student-Centered Instructional Strategies	Weekly online quiz (chap. 8)
October 21	Teacher-Centered Instructional Strategies	Carjuzza pp. 246-257

October 23	Teacher-Centered Instructional Strategies	Carjuzza pp. 258-271
October 25	Teacher-Centered Instructional Strategies	Weekly online quiz (chap. 9)
October 28	Educational Technology, Media, and Computer-Based Instructional Tools	Carjuzza pp. 272-287
October 30	Educational Technology, Media, and Computer-Based Instructional Tools	Carjuzza pp. 287-300 Teaching Strategy Summary
November 1	Educational Technology, Media, and Computer-Based Instructional Tools	Weekly online quiz (chap. 10)
November 4	Assessing and Reporting Student Achievement	Carjuzza pp. 301-312 Library Orientation II
November 6	Assessing and Reporting Student Achievement	Carjuzza pp. 313-325 Technology Narrative
November 8	Assessing and Reporting Student Achievement	Weekly online quiz (chap. 11)
November 11	Learning Environment	Assigned readings
November 13	Learning Environment	Assigned readings Standardized Test Analysis
November 15	Learning Environment	Weekly online quiz (L.E.)
November 18	Differentiated Curriculum	Assigned readings
November 20	Differentiated Curriculum	Assigned readings
November 22	Differentiated Curriculum	Assigned readings Teacher-Made Test
November 25	Reflecting on Teaching Practices and Engaging in Professional Development	Carjuzza pp. 326-337 Weekly online quiz (D.C.)
November 27-29	Thanksgiving Break	
December 2	Reflecting on Teaching Practices and Engaging in Professional Development	Carjuzza pp. 337-351
December 4	Wrap up	Reflection on dispositions, Cooperating teacher final evaluation, Documentation of field experience
December 6-12	Final Exams	

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Principle #11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (Southern Wesleyan University).

Southern Wesleyan University School of Education Dispositions
“Educators who demonstrate scholarship within a Christian ethic of care”

SELF

1. The candidate exhibits a biblical approach to life that is demonstrated by a passion for learning.

- engages in research and professional development
- reflects on own practices
- holds high expectations for self
- demonstrates initiative
- demonstrates a professional work ethic
- demonstrates a biblical view of life
- engages in habits of moral and ethical integrity
- demonstrates a healthy self-perception
- engages in a balanced, healthy lifestyle

LEARNERS

2. The candidate is enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.

- demonstrates an integration of theory with practice
- demonstrates sensitivity to diverse learning styles and abilities
- promotes critical thinking
- encourages application of learning beyond the classroom
- encourages high achievement in all learners
- motivates learners
- promotes learning for its intrinsic value
- demonstrates a nurturing and caring attitude
- demonstrates equity in interactions
- exemplifies sensitivity to learners' nonacademic needs
- encourages individual responsibility
- acts on the belief that all students can learn

COLLEAGUES

3. The candidate engages in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.

- promotes collaborative learning
- responds constructively to feedback
- works cooperatively and professionally with others
- speaks positively about colleagues
- displays sensitivity to the needs of colleagues
- fosters professional relationships

COMMUNITY

4. The candidate recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

- views community as a context for teaching
- promotes community involvement in educational practices
- promotes communication with the community
- respects diversity within the community
- engages as a member of the community
- responds nonjudgmentally to members of the community