



**Tennessee State University**

**College of Education**

**Department of Teaching & Learning**

**Advanced Methods for Secondary School Instruction**

**EDCI 5715**

**Instructor**: XXXXXXXXXX

**Phone**: XXXXXXXXXX

**E-mail**: XXXXXXXXXX

**Office Location:** XXXXXXXXXX

**Class Days/Times**: XXXXXXXXXX

**Office Hours**: XXXXXXXXXX

**Catalog Description**

This course is designed for students with a desire to explore practices and materials for programs in secondary school instruction.

**Pre-Requisites**

Admission to Teacher Education

Completion of Professional Education Core

**Required Text**

Kellough, R.D., & Carjuzaa, J. (2009). *Teaching in the Middle and Secondary Schools. 9th ed.* Pearson, Boston.

$108.25 in TSU Bookstore [ISBN-13: 978-0-13-158974-2, ISBN-10: 0-13-158974-1]

**Field Experience**

Required

##### Course Proficiencies\*

##### \*Course proficiencies are based on the seven (7) Key Performance Areas identified by the Professional Education Unit. The complete listing of Key Performance Areas is available at [www.tnstate.edu/coeweb](http://www.tnstate.edu/coeweb%20) -> student resources -> key performance areas

### Knowledge and Skills

*Plan*

INDICATOR 1.A: Establishes appropriate instructional goals and objectives

1a1. Selects goals and objectives aligned with the Tennessee academic content standards and state assessments.

1a3. Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.

1a4. Includes goals and objectives that emphasize higher order thinking skills appropriate to the content area and the students.

INDICATOR 1.B: Plans instruction and student evaluation based on an in-depth understanding of the content, student needs, curriculum standards, and the community.

1b2. Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.

1b3. Selects research-based strategies, methods, activities, and materials validated as sound practice within the content area.

INDICATOR 1.C: Adapts instructional opportunities for diverse learners.

1c2. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner

*Maximize Learning*

INDICATOR 2. A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

2a1. Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.

2a4. Facilitates students in constructing their own understanding of the content in large group, small group, and independent settings, and provides specific, corrective feedback relevant to the task.

INDICATOR 2. B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students

2b1. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education.

2b4. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners

Dispositions

INDICATOR 7.B: Performs academic and test-taking responsibilities effectively

7b1. Completes coursework in a timely manner and demonstrates academic success in general studies courses, courses in the content major, and in professional education courses

##### 7b3. Exhibits professional dispositions in performance of academic and test-taking responsibilities

**Field Experience Information**

Students will complete all requirements to be placed by the TSU Teacher Education Office in a public school (grades 7-12). 6-10 hours of fieldwork is required. Students holding a transitional license and currently teaching in grades 7-12 in public school will have a modified field experience assignment. Documentation of licensure and/or admission to the TSU Teacher Education Program must be provided.

**Expectations and General Information:**

1. **Academic Integrity** - You are responsible for what you achieve in this class; therefore neither cheating nor plagiarism will be tolerated. Any material taken from other sources must be documented. In no case should one represent another’s work as one’s own. This includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. To avoid questions of plagiarism, students involved in collaborative research should exercise extreme caution. If in doubt, students should check with their major professor. In addition to the other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.
2. **Classroom Conduct** –The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. The use of cell phones and text messaging are not allowed in the classroom. Digital devices may be used for note taking, group discussions and classroom presentations. Electronic and/or digital recordings of classroom activities and lectures ARE NOT permitted without the instructor’s permission. If permission is granted then it is limited to personal benefit and excluded for all other purposes. Under no circumstances can the recordings be distributed electronically or posted on websites of any kind.
3. **Classroom Attendance** - Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance. It is the responsibility of the student to inform the instructor of any anticipated absences and contact the instructor to find out what work was missed during a period of absence. Unexcused absences and or tardiness may contribute to your grade in this course being lowered.

Attendance and participation in class are vital to developing the understanding expressed in the course outcomes. There are also legal ramifications regarding attendance for students who are receiving financial aid. Any student who is absent will have a reduction of final grade credit according to the following scale:

2 absences -5 points

3 absences -10 points

4 absences -25 points

5 absences Grade of “F” in the course

One component of the professional dispositions of educators is promptness. We expect our students to be on time for their classes. Students who arrive late for class will be recorded as tardy. The first two occurrences will be counted as an absence *in terms of course meeting points.* Each subsequent occurrence will count as an additional absence, e.g. 3 tardies = 2 absences, 4 = 3, etc...

1. **Official Course Enrollment** - Students who are not on the official class roll may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names show up on the official class roster. Please make sure that you are in the correct section.
2. **Disabled Student Services** – Any student who has a condition that might interfere with his/her performance in class may contact the office of Disabled Student Services. This office is located in room #117 Floyd Payne Student Center. The phone number is 963-7400. They will provide you with a document stating what type of classroom accommodations, if any, are to be made by the instructor. The student is to give a copy of this document to the instructor no later than the end of the second week of class. Failure to do so will result in the instructor making no special accommodations of any kind.
3. **Changes to Course Syllabus** – The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students orally in class and via class email.

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| **Tentative Course Schedule** |
| Date | Class Discussions/Activities, ***Assignments Due*** |
| Jan 17 | Introduction, Course Syllabus, Class Expectations |
| Jan 24 | Ch 1: Today’s Middle and Secondary Schools: Purpose, Organization, Structure, and ReformCh 2: Middle and Secondary School Students***Article 1 Due in eLearn Dropbox by 11:59pm*** |
| Jan 31 | Ch 4: Selecting Content and Preparing Objectives Ch 5: Preparing an Instructional PlanCh 7: Teacher-Centered Instructional Strategies***Unit Rationale and Unit Outline Due in eLearn Dropbox by 11:59pm*** |
| Feb 7 | Ch 6: Student-Centered Instructional Strategies***Lesson Plan 1 (teacher-centered) Due in eLearn Dropbox by 11:59pm***  |
| Feb 14 | ***First In-Class Teaching Event \*******Article 2 Due in eLearn Dropbox by 11:59pm***  |
| Feb 21 | Ch 8: Media, Aids, and Resources***First In-Class Teaching Event \*******Lesson Plan 2 (student-centered) Due in eLearn Dropbox by 11:59pm*** |
| Feb 28 | ***First In-Class Teaching Event \*******Article 3 Due in eLearn Dropbox by 11:59pm*** |
| Mar 6 | SPRING BREAK |
| Mar 13 | Ch 3: Establishing and Maintaining a Safe and Supportive Learning EnvironmentCh 9: Assessing and Reporting Student Achievement***Second In-Class Teaching Event \**** |
| Mar 20 | Ch 10: Self-Assessment of Teaching and Continued Professional Development***Second In-Class Teaching Event \**** |
| Mar 27 | ***Second In-Class Teaching Event \*******PBL 1 Due in eLearn Dropbox by 11:59pm*** |
| Apr 3 | ***PBL 2 Due in eLearn Dropbox by 11:59pm*** |
| Apr 10 | ***Field Experience Due in eLearn Dropbox by 11:59pm*** |
| Apr 17 | CLASS WILL MEET ASYNCHRONOUSLY ONLINE***Contribution to online discussion Due in eLearn Dropbox by 11:59pm******Résumé and Sample Interview Responses* *Due in eLearn Dropbox by 11:59pm*** |
| Apr 24 | CLASS WILL MEET ASYNCHRONOUSLY ONLINE***Contribution to online discussion Due in eLearn Dropbox by 11:59pm******Take Home Final Exam Due in eLearn Dropbox by 11:59pm*** |

***\* TPA Task 2B and Task 4 are due one week following each In-Class Teaching Event.***

**Course Assignments**

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| **Attendance – 15 pts**(15 meetings at 1 pt each) | Students are required to attend each class session, to be punctual, and to demonstrate professionalism as “competent caring facilitators of learning committed to diversity and the success of all.”  |
| **Résumé and Sample Interview Responses – 10 pts**(5 pts for résumé, 5 pts for interview responses) | Students will submit a résuméappropriate for seeking a desired 7-12 teaching position. Also, students will respond in writing to a set of sample job interview questions provided by the instructor.  |
| **\*Unit Rationale and Unit Outline – 25 pts**(10 pts for outline, 15 pts for rationale) | Students will create an outline of a unit plan and write a 1-2 page rationale for the unit that includes connections to the state/district standards, real-world applications, and significance as a unit of study in the discipline.  |
| **\*Lesson Plans – 40 pts**(1 teacher-centered and 1 student-centered at 20 pts each)  | Students will design and write 2 original and new lesson plans related to the aforementioned unit plan. The first lesson must be teacher-centered and the second lesson must be student-centered. Students are expected to implement strategies and methods learned in the course. The lesson plans must be developmentally appropriate, must align with state academic content standards, and must conform to the TSU lesson plan format. Each lesson plan must be detailed.  |
| **\*In-Class Teaching Event and TPA Task 2B and Task 4 – 40 pts**(2 teaching events at 15 pts each and 2 TPA Task 2B and Task 4 at 10 pts each) | *For non-licensed/non-teaching students* Students will conduct **two** lessons in class. Each lesson should be between 20 and 30 minutes so some modifications to the original lesson plans must be made to accommodate the time restriction. Following each lesson, students will carefully and thoughtfully complete TPA Task 2B and Task 4 and submit to the instructor one week following the teaching event. Teaching events will be video recorded. Bring a USB flash drive with plenty of free space to class the night of the teaching events in order to get a copy of the video. Viewing the video is part of the TPA tasks. *For students currently teaching grades 7-12 on a transitional* Students will conduct **one** lesson in class following the same criteria listed above. Instead of teaching a second lesson, students will write a 2-3 page detailed scenario of a time/situation when working as a teacher became overwhelming/challenging. This paper should not include actual names of students, colleagues, school, or district. This paper will be worth 20 points and will replace the second in-class teaching assignment required of other students.  |
| **Professional Journal Article Summary – 30 pts**(3 at 10 pts each) | Students will select, read, summarize, and reflect on 3 journal articles related to curriculum, instruction and/or assessment published in subject-specific professional organization journals. Article summaries should be 1 to 2 pages in length. Examples of acceptable publications are listed below. NCTE – *English Journal* or *Voices from the Middle*NCTM – *Mathematics Teacher* or *Teaching Mathematics in the Middle School*NCSS – *Social Education* or *Middle Level Learning*NSTA – *The Science Teacher* or *Science Scope*Others must are subject to instructor approval |
| **Online Discussions – 20 pts**(2 at 10 pts each) | Class will meet asynchronously online at least twice during the semester. Thoughtful responses to the discussion thread posted by the instructor are required.  |
| **\*Field Experience – 60 pts** | *For non-licensed/non-teaching students*:Students will visit a secondary education classroom (grades 7-12) or other approved site and complete required observations. If the cooperating teacher allows, you may teach one approved lesson. The time of the field experience must be 6-10 hours. Students must complete **Observation Activity 1, Observation Activity 2**, **TPA Task 1A**, and the **Time Log Form**. Additionally, students will **conduct an interview** with the classroom teacher and **write a thorough reflection** (at least 1.5 pages) on the field experience. *For students currently teaching grades 7-12 on a transitional license:* Students will observe a colleague for one class period and complete **Observation Activity 2** and the **Time Log Form**. Additionally, students will **schedule a time for Dr. McAtee to observe** one class period. Prior to the observation, students will complete the **Lesson Planning Information Record** and following the observation students will complete the **Reflection Information Record**. It is the responsibility of the student to arrange the observation and to notify the school of Dr. McAtee’s visit.  |
| **Problem-Based Learning–20 pts**(2 at 10 points each) | Students will discuss scenarios in class and write individual responses (research information, additional questions, ideas, etc…) to each problem-based learning segment. |
| **Take Home Final Exam – 30 pts** | The final exam and instructions will be posted on eLearn at least two week prior to the due date.  |

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| **Additional Grading Information** |

All written material must follow the guidelines as presented in the *Publication Manual of the American Psychological Association, Sixth Edition.*  Deviation from APA style is declared unacceptable and may be returned to the student. In addition to other grade criteria, style, grammar, mechanics, and spelling will be considered.

\*Key assignments must be passed in order to pass the course.

**Assignments submitted after the due date/time are graded with a 10-point grade reduction per each day (24 hours) late. All assignments are submitted as electronic files in eLearn unless otherwise noted.**

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| Assignment | Deadline | Grade |
| Attendance | 1/17 | 1/24 | 1/31 | 2/7 | 2/14 | 2/21 | 2/28 | 3/6 | 3/13 | 3/20 | 3/27 | 4/3 | 4/10 | 4/17 | 4/24 | \_\_\_\_\_\_\_ / 15 |
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| Article Summary 1 | Jan 24 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 10 |
| Unit Rationale and Outline | Jan 31 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 25 |
| Lesson Plan 1 | Feb 7 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 20 |
| Article Summary 2 | Feb 14 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 10 |
| 1st In-Class Teaching Event  | Feb 14, 21, or 28 | \_\_\_\_\_\_\_ / 15 |
| TPA Task 2B and Task 4 for 1st In-Class Teaching Event | Feb 21, 28, or Mar 13 | \_\_\_\_\_\_\_ / 10 |
| Lesson Plan 2 | Feb 21 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 20 |
| Article Summary 3 | Feb 28 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 10 |
| 2nd In-Class Teaching Event *(written scenario for licensed, currently teaching students due March 14 - 25 pts)* | Mar 13, 20, or 27 | \_\_\_\_\_\_\_ / 15 |
| TPA Task 2B and Task 4 for 2nd Teaching Event *(licensed, currently teaching students are exempt)* | Mar 20, 27, or Apr 3 | \_\_\_\_\_\_\_ / 10 |
| PBL 1 | Mar 27 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 10 |
| PBL 2 | Apr 3 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 10 |
| Field Experience Packet | Apr 10 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 60 |
| Online Discussion 1 | Apr 17 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 10 |
| Résumé and Sample Interview Responses  | Apr 17 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 10 |
| Online Discussion 2 | Apr 24 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 10 |
| Take-Home Final Exam | Apr 24 – 11:59pm in eLearn | \_\_\_\_\_\_\_ / 30 |
| TOTAL  |  | \_\_\_\_\_\_\_ / 300 |

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| A = 270-300 points | B = 240-269 points | C = 210-239 points | D = 180-209 points | F = 179 and below |