Ihanktonwan Community College

***Branch of Sinte Gleska University***

Spring 2018 Tuesdays 6-9pm

General Methods of Teaching ED-305

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**Course Description**

This course is designed to provide a survey of current teaching methods and models for elementary, middle, and secondary teachers. Students must develop competencies in using a variety of instructional strategies and materials through videotaped micro-teaching experiences. Students will learn how to write appropriate lesson plans and develop culturally appropriate integrated units that address learning styles and promote active learning. Students will have opportunities to utilize and integrate technology in lessons and units and to evaluate and select appropriate textbooks and materials. Students will develop skills in observing, recording and assessing behavior in elementary, middle, or secondary schools in order to plan appropriate academic programs and learning environments.

Course Pre-requisite: none

Course credit hours: three

Grade Type: whole letter grade (A-F)

**Course Description**

All policies found in the student handbook will be followed. Students are required to familiarize themselves with policy and procedure.

**Instructional Methods**

Students will learn through class lectures, discussions, class activities, reflection, writing, comparative analysis, and general class participation. Students will be evaluated using weekly chapter tests, attendance, and participation.

**Course Objectives**

In order for students to become actively engaged in what they are learning, this course will provide opportunities for students to:

1. Demonstrate an understanding of how all students develop and learn and use that knowledge to design active learning opportunities that address at or developmentally-appropriate practice and diversity in learning, as is reflected in the Constructivist model of education
2. Integrate pedagogical theories into a variety of discipline in order to create meaningful learning experiences for all children
3. Develop lessons and instructional units that reflect a variety of teaching models and strategies based on knowledge of subject matter, student needs, materials, technology, and curriculum frameworks, including local and South Dakota k-12 content standards
4. Gain knowledge of how to integrate appropriate literature, language arts, components and content standards into a variety of subject areas
5. Demonstrate knowledge and competence in establishing safe, orderly, and equitable learning environments that foster positive social interaction, active learning and self-motivation
6. Create, select, and use appropriate formal and informal assessment strategies to evaluate student progress; students will also be given opportunities to deepen their understand of two assessment results are used to determine whether curricular programs are addressing students needs and facilitating achievement
7. Apply theories of teaching and learning to practices through microteaching experiences applicable to the student’s field of study

**Books**

Learning to Teach (seventh edition) by Richard I Arends

The case for Constructivist Classrooms by Jacqueline Grennon Brooks & Martin G. Brooks

**Interstate New Teacher Assessment and Support Consortium (INTASC) Principles for Beginning Teachers**

Through assignments, readings, and class activities, students will:

**Principal 1:** Understand the central concepts, tools of inquiry, and structures of the disciplines he or she teaches an d can create learning experiences that make these aspects of subject matter meaningful for students

**Principal 2:** Understand how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development

**Principal 3:** Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners

**Principal 4:** Understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills

**Principal 5:** Use 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

**Principal 6:** Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

**Principal 7:** Plan instruction based knowledge of subject matter, students, the community, and curriculum goals

**Principal 8:** Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner

**Principal 9:** Be a reflective practitioner who continually evaluates the effects of his or her choices and action on others (students, parents, and other professionals in the learning community) and seeks out opportunities to grow professionally

**Principal 10:** Foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being

**Student Responsibilities**

1. **Attendance**-The attendance policies stated in the Ihanktonwan Community College Student Handbook will be strictly adhered to. **Successful completion** of this course is contingent upon attendance, participation, and completion of all course requirements, complied in a portfolio in a timely matter.
2. **Accountability**-All readings, presentations, and assignments must be ready when due in order to earn the maximum number of points allowed. The instructor reserves the right to deduct points for late work. After one week, a failing grade for that assignment may be given. Work handed in must be professional quality. A final grade will not be given unless a completed portfolio is handed in**. MOST IMPORTANTLY STUDENTS MUST UNDERSTAND THAT THEY ARE ULTIMATELY RESPONSIBLE FOR THEIR OWN LEARNING**
3. **CELL PHONE POLICY** Cell phone usage disrupts the learning process. All cell phones must be turned off and put away during class time. You may check your messages and/or make necessary phone calls during class breaks or after class is over. Thanks for your cooperation.
4. **DISABILITY STATEMENT** ICC strives to assist students with declared disabilities that may impact their learning. Please advise your instructor or academic advisor prior to the beginning of the class if you have special needs.

**Points**

**1.Class attendance/participation** (15 x 24 points) = 360 points

**2.Microteaching** (4 microteaching presentations x 100 points) = 400 points

(in order to earn all 100 points, students must also complete the self-assessment of each lesson AND revise the lesson plans, if required)

**3.Self Assessment** (4 self assessments x 10 points) students MUST complete a self-assessment of each lesson.

The goals of microteaching are:

A.To prepare lesson plans for teaching various instructional models

B.To present lessons utilizing specific teaching models to a group of peers

C.To develop authentic tasks and assessment procedures

D.To become reflective teachers through self-assessments and self-directed learning

Students will be required to present ONE lesson from EACH of these four models:

A.Direct Instruction (lecture/expository instruction)

B.Cooperative Learning

C.Problem-Based instruction

D.Classroom Instruction

**4.Peer Assessment** (4 reviews x 10 points) = 40 points

Microteaching lessons will be videotaped. Peer, instructor, and self-assessment will be required**. A lesson plant that follows the chapter’s format for each model AND includes selected constructivist principles as well as local and or South Dakota K-12 content standards must be handed in prior to teaching the lesson. Ten points will be awarded for the peer assessment for each lesson. Self-assessments and revisions (if recommended) are required before a final grade can be given.**

5**.Reflective journals** (11 reflections x 20) = 220 points

The reflective writings will be in form of quick-writes, case studies, journal articles, reviews, or as assignments take from the Reflective Box Activities at the end of the specified chapters in the Arends’ text. The purpose fo these writings will be to assist students in reflective practices and to assist the instructor in assessing students’ understanding of the key concepts of each lesson.

6.**Constructive strategies** (10 x 20 points) = 200 points

Students will be required to use a variety of assigned strategies and apply them to readings from the Brooks & Brooks test. A reflection on the effectiveness of each strategy will also be required to earn the maximum number of points.

7.**Chapter Assessments** ( 14 assessments x 10 points) = 140 points

8**.Course portfolio** (1 portfolio x 10 x 14 chapters) = 140 points

**Course assessment**

The assessment of this course will be based on a completed portfolio. Through the use of portfolios, students become active participants in the assessment of their work. This form of assessment is designed to engage and empower students in the teaching and learning process by allowing them to recognize their strengths as a teacher and as a learner as they choose their best pieces of work and modify any work they feel is not as professional quality. **Each portfolio should be divided into the following sections however students may use their own creativity in the portfolio development)**

1.Reflective journal writings-all reflections and assignments from the CD Rom and/or other sources will be included in this sections

2.Constructavist strategies-all assignments applying constructivist strategies from Brooks & Brooks text will be included in this section

3.Microteaching lessons-This section should contain:

A.your original lesson plan (a copy must handed to the instructor prior to teaching the lesson)

B.your self-assessment of the video presentation

C.a peer’s assessment of the video presentation

D.the instructor’s assessment rubric and/or written comments

E.a revised lesson plan-if the instructor states that revisions be made

4.INTASC-students must identify supporting sources and trace those supporting sources to each INTASC standard and corresponding teaching competency

5.Mid-term and final assessments

If revisions are not made, ten points will be deducted from the score on the miroteaching lesson plan.

|  |  |  |
| --- | --- | --- |
| Attendance/participation | 15 classes x 24 points | 360 =20% |
| Microteaching lessons | 4 x 100 points | 400 = 22% |
| Peer assessments | 4 x 10 points | 40 = 2% |
| Self-assessments | 4 x 10 points | 40 = 2% |
| Reflective writing | 11 x 20 points | 220 = 12% |
| Constructivist strategies | 10 x 20 points | 200 = 11% |
| INTASC | 10 indicators x 20 | 200 = 11% |
| Assessments | 14 x 10 points | 140 = 8% |
| Course portfolio & assessment | 140 points | 140 = 8% |
| Class assignments | 10 x 10 points | 100 = 5% |
| Total points |  | 1840 = 100% |
| **Grading Scale** |  |  |
| A | 100-90 |  |
| B | 89-80 |  |
| C | 79-70 |  |
| D | 69-60 |  |
| F | Below 60 |  |

**Students must pass this class with a grade of a “C” or better in order to reenroll in other methods courses. (Elementary and special education majors) or in SE331 (secondary majors)**

**Agenda**

**Date Topic and Chapter Readings Assignments Due**

|  |  |  |
| --- | --- | --- |
| 1/16 | Introduction |  |
| 1/23 | Chapter 1-3 |  |
| 1/30 | Chapter 4 learning communities/case for constructivist classrooms | Chapter 1-2 and 3 quiz and reflective writings, portfolio entry |
| 2/6 | Chapter 5 classroom management case for constructivist classrooms | Chapter 4 quiz and reflective writings, portfolio entry |
| 2/13 | Chapter 6 assessment and evaluation | Chapter 5 quiz and reflective writings portfolio entry  Lesson plan example |
| 2/20 | Chapter 7 presenting and explaining | Chapter 6 quiz and reflective writings, portfolio entry |
| 2/27 | Chapter 8 direct instruction | Chapter 7 quiz and reflective writings, portfolio entry |
| 3/6 | Chapter 9 direct instruction | Chapter 8 quiz and reflective writings, portfolio entry/microteaching lessons-direct instruction |
| 3/13 | Chapter 10 cooperative learning | Chapter 9 quiz and reflective writings, Portfolio entry |
| 3/20 | Spring break |  |
| 3/27 | Cooperative learning | Chapter 10 quiz and reflective writings, portfolio entry/microteaching lesson-cooperative learning |
| 4/3 | Chapter 11 problem-based learning |  |
| 4/11 | Problem based-learning | Chapter 11 quiz and reflective writings, portfolio entry/microteaching lesson-problem based learning |
| 4/10 | Chapter 12 classroom discussion |  |
| 4/17 | Chapter 13 Classroom discussion | Chapter 12 quiz and reflective writings, portfolio entry/microteaching lessons-classroom discussions |
| 4/24 | No class |  |
| 5/1 | workday |  |
| 5/8 | Chapter 14 | Chapter 13 and 14 quiz and reflective writings, portfolio entry/Portfolio Due |

**Article Critical Critique Guidelines (weekly journal entry)**

**Purposes for weekly essay**

1.Read

2.Write

3.Research

**Essay papers must include the following:**

1.name, date, week, text chapter, course

2.APA citation of the name of article reviewing

YOU ARE TO USE RESEARCH SCHOLARLY JOURNAL ARTICLES ONLY-NEWSPAPER ARTICLES OR OTHER SUCH CLIPS WILL NOT BE ACCEPTED UNLESS APPROVED IN ADVANCE FIRST

3.A copy of the journal article must be attached to the essay

4.All papers must be spaced at 1.5 lines

5.One inch margins top, bottom, and sides

6.Papers must be typed in size twelve fonts and do not capitalize unless appropriate

7.Keep to one page but do not exceed two pages

8. Students may be asked to read their papers during a class period

9.Papers will be evaluated for authentic content and substance of your evaluation and insights

10.Papers are due the day of class. Students will not be allowed to papers once they are late.

Name: student Date: August 22, 2011

Course ED 305 Week: Chapter 1

Assignment (weekly journal, essay, or class assignment)

Title of article in APA format

**Article Critical critique Guidelines (weekly journal)**

The purpose of the critical critique papers is to ensure you can apply the concepts and principles learned in the classroom (especially logical reasoning)to actual events in the real world. In other words, can you understand and effectively interpret articles written on the course subject? As a college level course, I expect that you are able to correctly interpret educational articles about the course subject you are taking and also correctly communicate the information you obtained to others, along with your own analysis of the information. A critical critique paper should convey information to the ready by explaining, analyzing, and synthesizing.

The following components must be included in your paper:

**1.Summary (explanation)**

In order to explain something, you should concisely and accurately summarize the author’s major points. Do not just copy the author’s words. Summarize in your own words. As you summarize, keep the material for class discussion in mind. In addition, list the evidences being presented to support the author’s position. The summary should account for less than 50% of the paper. Begin the summary section with the bolded heading: **Summary**

**2.Analysis**

In order to analyze the author’s position you should state how the evidence is being interpreted. Analyze the author’s position in a critical fashion. Critical does not necessarily mean to find fault; instead, it means to think about the arguments presented carefully and offer other comments or insights. For example, is the author’s interpretation logically valid? Is the author consistent? Include an analysis of how the evidence presented is interpreted and what the author’s (implied) conclusion may be. In addition, show how the interpretation both supports the Indian Education Beliefs or practices as we discuss and/or argues against the other views. Begin the analysis section with the single bolded heading: **Analysis**

**3.Synthesis (recommendation)**

Finally synthesize your own response to the author. You can do this several ways. You might state whether you agree or disagree with the author and explain WHY? Do not use the words “I agree” or “I disagree” to start this section. You may state whether you believe the article presented is good with strong evidence for the points discussed and why. Augment your answer with relevant material from class discussion. You will not be graded on if you agree or disagree-but rather on the logical strength of your argument and the references you make. Begin the synthesis section with the bolded heading **Synthesis**.

**Portfolio**

Students will create and maintain a professional portfolio. Portfolios offer a means to promote better teaching and to document teaching achievement. Portfolios often give a clear picture of learners and the products they create. Organize portfolio in a logical and consistent matter. Keep in mind that you are building a comprehensive picture of yourself and your accomplishments through these materials. They should work together as a cohesive unit, each adding an essential element to the whole.

You should think of the portfolio as a work in progress and plan to continue to develop it throughout your teaching career. Keep in mind that your portfolio should speak for you as a teacher in your absence.

**Possible portfolio components**

-introduction/personal information

-resume/professional organizations/employment history

-philosophy

-awards/grants

-certification information

-classroom activities/pictures

-evidence artifacts-standard-based activities

-technology

-professional development

-training activities/presentations

-=scrapbook

References

**Cover Page**

-name/contact information

-current position

-subject area specialties

-professional goals, both short and long

-this could even be a letter from you-welcoming the viewer and sharing your beliefs as a teacher with a photograph of yourself as an option

**Philosophy of teaching statement**

**Resume of professional experience to include the following:**

-grades and school where you have taught

-list and description of courses taught

-leadership positions held

**List of professional development activities**

These are a list of activities that have developed your expertise.

-workshops attended/given

-college courses taken

-conferences attended

-conference presentations

-grant-funded projects you have been involved with

-memberships in professional teaching organizations

-any efforts you have made to develop your teaching skills

**Evidence/Artifacts**

The prime material in your portfolio is the evidence that you present ot support your resume. Package and present these materials in a neat and organized manner. When helpful, provide a written narrative to describe the material, what it was used for, and how it demonstrates your capabilities. This section might be divided into “Teacher Tools” and “Student Products”. The evidence should include but is not limited to:

-sample lesson plans

-sample student work and projects

-sample remediation plans

-course material developed/power point presentations/videotapes with parental permission

-professional growth plans

-teaching certificates

-evaluations and observations

-awards and other recognitions

-newspapers, magazine articles about you or your class

**Assembly**

Most teachers use three ring binders for their portfolios with page protectors to hold their pages. Different sections of your portfolio should be defined and divided.

**25 points will be deducted each day late for the portfolio**

**Extended time** **will not be granted past finals week unless arrangements are made ahead of time with a valid reason.**

**Grade changes will not be granted without a class completion contract that is approved by me and the college administration.**

**I reserve the right to adjust this schedule as I deem necessary.**