WESTMINSTER COLLEGE

EDU 451: Teaching in the Secondary School
Spring 2019 (4 credits)

Instructor: Sararose Lynch, Ed.D.
Email: lynchsd@westminster.edu
Office Hours: 11:00-12:30 am TR; 10:00-11:15 am Wednesday; Monday by appointment
Office Phone: (724) 946-7185
Office: 309B Old Main
Class Meets: As scheduled by Dr. Lynch

NOTE: Cell phones must be turned off and put away during class. Please do not use your cell phone during class unless instructed by the professor. If there is a special circumstance please see the professor prior to the start of class. This is to prepare you to be ready to going to schools and classrooms that have specific cell phone use policies.

I. Course Description

This course is designed to provide preservice teachers with information and experiences that will help them develop and deliver effective instructional programs for students in secondary grades (7th-12th). Major areas of content focus are the nature of the teaching/learning process, including research-based models of instruction, planning, classroom management, learning environments and motivation. Preservice teachers will become familiar with and demonstrate evidence of the knowledge, skills and dispositions for effective beginning teaching.

II. Student Outcomes

This course is designed to enable students to:

1. Describe, discuss and reflect upon the essential topics of the current state secondary education in the United States.

2. Identify and use various instructional strategies and techniques (cooperative and peer group learning, stations, labs, teacher-directed presentations, technology supported learning, etc.) to teach content specific topics appropriate for secondary aged students to all children including those from non-mainstreamed populations.

3. Identify and use alternative methods for assessing students’ work in their content area including the assessment of children’s thinking as a guide for planning for future instruction.

4. Choose community based activities as a means of teaching content specific concepts.

5. Design, plan, and implement instruction with an emphasis on writing instructional objectives and lesson planning using learning plans.
III. Nature of Course Delivery

This course will begin an inquiry into teaching and learning that will guide students in their first teaching job and give them the tools that will enable them to continue to inquire and learn as part of their work as a teacher. Class sessions will be interactive and will include opportunities to analyze authentic artifacts of teaching and engage in a variety of experiences with tools appropriate for secondary school teaching.

Throughout the course, students will engage in teaching and learning in several ways:

1. Participating in a common practice: Class activities, discussions, and interactions offer opportunities to study the practice of teaching. Students will experience the content of their discipline as a learner. Students will take steps to understand and deepen their own content understanding as well as that of your colleagues.
2. Engage in interpreting and assessing secondary students’ thinking through the study of real classroom practice. Students will observe, read about, and discuss secondary school instructional episodes for the purposes of identifying and understanding secondary students’ thinking.
3. **Actively** practice ideas discussed in the readings and in class.
4. Further explore and practice these ideas with secondary students in field placements.

IV. Texts and Readings

**Required**
Instructor posted readings, podcasts or videos found on D2L course site EDU 451

One book of student choice from their discipline’s leading teacher organization

**Journal:**

1. Discipline’s leading publication via the library’s online digital journal subscription. If you have trouble accessing this please contact a librarian and they can help.

V. Course Requirements, Assignments, & Evaluation Criteria

The assignments across the semester are intended to further students’ understandings of what it means to teach, learn, and assess secondary content in their content area. The assignments are designed to focus preservice teachers’ attention on students’ understanding and how to use that knowledge to plan effective mathematics instruction. All assignments are to be turned in to the professor on time.

**Grading Policies**

- Assignments are due on the date listed in the syllabus.
- **LATE ASSIGNMENTS:** Late work will not be accepted for full credit, 10% will be deducted for each day the assignment is late.
- All written and typed assignments are to be clear and coherent.
- Typed assignments are to be double spaced with 12 point times new roman font.
- Unless specified otherwise, all out of class assignments should be submitted through D2L.

Assignments
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly reflections (Discussion)</td>
<td>22.5</td>
</tr>
<tr>
<td>Ten Percent Project</td>
<td>12.5</td>
</tr>
<tr>
<td>High School Lesson Plan</td>
<td>10</td>
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<tr>
<td>Mid-Term</td>
<td>10</td>
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<tr>
<td>Book Study Assignment</td>
<td>10</td>
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<tr>
<td>Practicum Participation and Reflection</td>
<td>15</td>
</tr>
<tr>
<td>Traditional and Performance Based Assessment</td>
<td>15</td>
</tr>
<tr>
<td>Middle School Lesson Plan</td>
<td>10</td>
</tr>
<tr>
<td>Philosophy of Secondary Education Portfolio</td>
<td>15</td>
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<tr>
<td>Final: Interview Exit</td>
<td>5</td>
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<td>Total</td>
<td>125</td>
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**A. Reflections (22.5 points)**

**Reflection questions:** After completing the weekly assigned readings, videos, podcasts, and researching one resource that addresses this in your field, you will submit a short reflection assignment through D2L discussion posts or our google classroom. As directed by the instructor, you will answer a specific guided question that addresses the weekly topic. This could be a question that you still have after completing the assignment; a new question that arose from the ideas addressed in the assignment; a reflection on the assignment, or the answer to a specific prompt, etc. Posts will be due by **6 pm each assigned Monday.**

**B. Ten Percent Project**

You will select of topic and presentation mode of your choice to investigate in depth over the course of the semester. You will work individually on this project with feedback from the professor.

**C. High School Lesson Plan** (10 points)

You will plan a lesson that utilizes the knowledge you have gained about students from our class activities and readings. The lesson should include a clear plan for eliciting and responding to students’ thinking and should engage students in discussing and making sense of their own and their classmates’ ideas. As part of the assignment, you will include an assessment description of how you would collect student data to determine what learning occurred during the lesson. The objectives of this lesson must address the PA Core Standards (if available).

**D. Mid-Term (10 points)**

This will be a short exam of various teaching methods discussed during the first half of the semester. The format will be multiple choice and open-ended response questions.

**E. Book Study** (10 points)

This will be a collaborative project that you will complete in a professor assigned group, based on content area. You will meet throughout the semester, at the same time each week (during weeks 5-9) to discuss chapter readings. Towards the end of the semester you will present a reflective presentation on a professor assigned topic from the book. Each week a different group member must be the leader and submit your groups audio responses to the weekly prompts via email. A trello board or physically planning board will be used to manage this assignment.
F. Practicum Participation and Reflection (15 points)

The purpose of this assignment is for you to gain experience in engaging in instruction with students during school hours. You will attend weekly practicum sessions at professor assigned Middle/Jr./Sr. High Schools.

You will be graded by your attendance at practicum and your synthesized reflection of practicum. Your reflection can be a 2-page paper, a splice film, or another professor approved mode (please be creative and think efficiently.

Your reflection needs to address the following prompts:

• Before completing the practicum, what were your expectations/concerns about it? Looking back, how did you address these expectations and what would you change in the future?
• Overall, what do you think went well? What could have gone better?
• Write about your interactions with students, families, staff and teachers at the school.
• Write about how this assignment relates to your goals as a prospective teacher.

G. Traditional and Performance Based Assessment Assignment* (15 points)

In order to plan effective instruction, you will need to know how to assess students’ knowledge of concepts in a variety of ways. You will create two different assessments for this assignment. Please select one set of state standards and create two different assessments, one traditional and one performance based that address all selected standards.

H. Middle School Lesson Plan* (10 points)

You will co-plan a middle school lesson that utilizes the knowledge you have gained about students from our class activities and readings. The lesson should include a clear plan for co-teaching with a special educator or utilizing stations/workshop as a manner of supporting all students. As part of the assignment, you will include an assessment description of how you would collect student data to determine what learning occurred during the lesson. The objectives of this lesson must address the PA Core Standards (if available).

I. Philosophy of Secondary Education Portfolio* (15 points)

The purpose of this assignment is to provide students an opportunity to consider teaching and learning from a holistic view. Students will be drawing upon their experiences in this course, in the schools as a pre-service teacher, and as a student of their content area to reflect upon three major areas: 1) knowledge of content area; 2) beliefs about teaching and learning; and 3) goals as a teacher of their content area. Students will create a portfolio that includes artifacts that clarify
their views on education and can be used during their first years of teaching. This assignment should be completed throughout the semester, and submitted during the last week of classes. This assignment must include one artifact that addresses each of the 8 topics. Below are the following eight topics:

- Establish goals to focus learning
- Implement both traditional and performance based assessments
- Plan based students’ individual needs
- School-home connections
- Technology
- Behavior management
- Resume

While there is no one single artifact that must be submitted for each topic (except for the resume section), I am looking to see that students have really thought about how they want to teach and that they are prepared to do so. A trello board or physically planning board will be used to manage this assignment.

**J. Final Project: Exit Interviews (5 points)**
This assignment will be completed individually as a final for this course and includes rubric found in D2L.

* You will be provided an assignment description sheet outlining further details of this assignment.

**Evaluation Schema**

Determination of the Final Grade:

- A 93%-100%
- A- 90%-92.99%
- B+ 87%-89.99%
- B 83%-86.99%
- B- 80%-82.00%
- C+ 77%-79.99%
- C 73%-76.99%
- C- 70%-72.99%
- D 60 – 69%
- F Below 59%

**VI. Attendance Policy**
This is a strong correlation between regular class attendance and academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize students’ grades. Students are expected to attend every class session. A variety of experiences and participation activities will be integrated into our class sessions this semester. Students will share view, analyze, and discuss examples of teaching and student thinking. Students will participate in class activities that model approaches to teaching these topics in secondary school. These assignments require students active engagement in class sessions; therefore, there is no opportunity to “make-up” these assignments. Students will be expected to participate in each class session by completing and participating in all assigned work.
Students who are absent from class for any reason are responsible for all missed work and for contacting the professor promptly. Students absent from a regularly scheduled quiz because of authorized College activities will have the opportunity to take the quiz at an alternate time. Students who are regularly absent from class will be subject to overall point deduction from the professor, or be asked to withdraw from the course.

VII. Academic Integrity Statement
The standards of academic integrity as stated in the Student Handbook will be strictly enforced.

VIII. Social Justice
Westminster College is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our College does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Resources. It is the responsibility of the student to notify the faculty member at the beginning of the school term.

IX. Course Schedule

*Note: The course schedule is subject to revision at the discretion of the instructor. Revisions will be announced via email and/or in class.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Jan 14     | Introductions  
Trends in your content area  
Measurable Objectives  
Danielson’s Domains | D2L reading/video/podcast | • Bring previously used objective from a lesson plan to class on Thursday |
| 2    | Jan 21     | Planning  
Long Term Planning  
Backward Design  
Guest Speaker- Mr. Wright WASD | D2L reading/video/podcast | • Reflection by Wednesday 6 pm |
| 3    | Jan 28     | Assessments  
Grading | D2L reading/video/podcast | • Reflection by Monday 6 pm |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 4</td>
<td>Differentiation</td>
<td>Lesson plan due by Friday at 6pm, Reflection by Monday 6 pm</td>
</tr>
<tr>
<td>2</td>
<td>Feb 11</td>
<td>Special Education Status</td>
<td>Practicum, D2L reading/video/podcast</td>
</tr>
<tr>
<td>3</td>
<td>Feb 18</td>
<td>Students living poverty Insights from the field</td>
<td>Reflection by Monday 6 pm, Traditional and Performance Assessment due by Friday at 6pm</td>
</tr>
<tr>
<td>4</td>
<td>Feb 25</td>
<td>Collaborative Learning School- Home Communication/Connections</td>
<td>Co-taught or Guided/Station Middle School, lesson plan due by Friday at 6pm</td>
</tr>
<tr>
<td>5</td>
<td>March 4</td>
<td>Technology- Guest Speaker Bradi Rhodes WASD</td>
<td>Midterm, Reflection by Monday 6 pm</td>
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<tr>
<td>6</td>
<td>Spring Break</td>
<td>Midterm open from March 4th March 15</td>
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<tr>
<td>Date Range</td>
<td>Date(s)</td>
<td>Event Description</td>
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</table>
|            | March 18      | 10 Percent Project  
Google Level 1 Certification                                                      |
| 11         | March 25      | Behavior Management  
D2L reading/video/podcast  
Book Study  
**Reflection by Monday 6 pm** |
| 12-15      | April 1-April 26 | **Tuesday all day and ½ day Thursdays**                                           |
| 16         | Debrief       |
| 16         | **Final Exit Portfolio**  
*Secondary Education Portfolio Due by 6PM on Tuesday May 7th* |