I.Course Description

Principals of Teaching in the Secondary School. 3 cr. This course is designed to enable candidates to use direct instruction (lecture and discussion, tutoring, questioning, and mastery learning) and basic assessment strategies (types of tests, the essentials of good questions, objectives tests, and standards-based assessment) in their specific content areas for grades 7-12.

II.Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This pedagogical course interacts with and extends knowledge, skills and experiences from CURR 375A; This is an undergraduate level course in which candidates gain direct experience with basic instructional and assessment strategies through classroom activities, direct instruction and field experiences in local and middle and secondary school settings. Each candidate interacts with a content specialist the primary focus area in a teaching module within the course. Candidates earn 3 credit hours.

III.Course Objectives, Outcomes, and Standards

Objective This course is designed to enable candidates to:	Conceptual Framework KSD	Assessment (referenced to VIII)	LCET Standards	Specialty Standards ACIE	NCATE/ State Standards	Mastery Level I=Initial M=Mastery; Ma=Maintenance
1. Demonstrate knowledge of course content specific to the candidate's primary/secondary focus areas through lesson planning, direct teaching, and assessing at the middle or secondary school site.	K1, K2, S1, D1	A1, A2, B1, B3	IA1-5; IIIA1-5; IIIB1-3	1, 3a	1,2/A1, A3	M
2. Demonstrate knowledge of student academic growth, classroom management, and effective instructional strategies for both middle school and secondary level students by teaching lessons that utilize the appropriate Content Standards.	K2, S3, D3	A1, B2	IA1-5; IIIA1-5	1, 2i, 3d	1,3/A2	M
3. Research current professional journals in the candidate's focus area and present relevant grade level findings.	S6, D6	A2	IA1-5; IIA1; IIC1	3c, 5a	1,5/A6	M
4. Develop lessons for specific grade levels that reflect understanding of multicultural education, cultural diversity, and exceptional populations.	K3, S3, K1	A2 B2	IA1-5; IIA1; IIIA1-5; IIIC1-4	1, 3b	1,4/A3	M
5. Utilize technology resources and integrate multimedia into classroom presentations, planning, and teaching.	K2,K3, S3	A1, A2	IA1-5; IIA1; IIIA1-5; IIIC1-4	1, 5a	1/A1, A3, A4	M

IV. Primary Empirical Base

Bloom, B.S. (1956). *Taxonomy of educational objectives: The classification of educational goals, Handbook I: Cognitive domain*. New York: Longmans Green. Borich, G. (1999). *Effective Teaching Methods*, 4th ed. Prentice Hall. Taba, H. (1962). *Curriculum development: Theory and practice*. Orlando, FL: Harcourt, Brace, Jovanovich. Ireland, C.M. & Renegar, S.L. (1995). *Processes of teaching*. 2nd ed. Cape Girardeau, MO: Southeast Missouri State University.

V. Resources and Materials

The proposed textbook for this course is Kellough, R. and Kellough, N.G. (2002). *Secondary School Teaching: A Guide to Methods and Resources*, 2nd ed. Prentice Hall. Other relevant materials will be distributed by faculty throughout the course. **Students are required to purchase an electronic portfolio system.** Your TaskStream account may be purchased online at http://www.taskstream.com/pub/enroll/default.asp or through the ULM bookstore. The annual subscription is active for 365 days from date of purchase.

VI. Course Topics

- The major topics to be considered are:
- organization of secondary schools.
- teaming.
- lesson planning
- block scheduling.
- curricular structure.
- interdisciplinary activities.
- thematic and integrated curriculum.
- advisor/advisee programs.
- transition programs.
- curricular programs.
- grant funding.
- material selection.
- evaluation
- learning styles.
- multiple intelligences.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. **Traditional Experiences** 1. Lecture/Discussion; 2. Power Point Presentation; 3. Demonstration; 4. Electronic Communication; 5. Video.

B. **Clinical Experiences** 1. On-line Simulations; 2. Cooperative Groups; 3. Student Demonstrations; 4. TaskStream Use.

C. **Field-Based Experiences** 1. 20 hrs of field observations/reflections recorded in TaskStream

VIII. Assessment and Grade Assignment

A. **Methods**

- Traditional Assessment: a. Essay; b. Multimedia Presentation
- Performance Assessment: a. A series of assignments designed to evaluate the candidate's critical and technological abilities to construct a professional portfolio; b. Digital and hard copy portfolio.

B. **Grading Scale**

A = 94% - 100%
B = 85% - 93%
C = 70% - 84%
D = 60% - 69%
F = 59% and below

IX. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References

• Abell, S. K. (2002). Science *Teacher Education*. New York: Kluwer Academic Publisher.

• Atwell, N. (1987). *In the Middle: Writing, Reading and Learning with Adolescents*. Portsmouth: Boynton/Cook.

• Alexander, W. L. and George, P. S. (1993). *The Exemplary Middle School*, 2 ed., Fort Worth: Harcourt Brace Jovanovich.

• Bogue, E. G. (1991). A Journey of the Heart: The Call to Teaching. Bloomington: *Phi Delta Kappan* Educational Foundation.

• Clark, L.H. and Starr, Irving. (1991). Secondary *and Elementary Teaching Methods*, 6th ed. New York, Macmillan Publishing Company.

• Eddleman, Virginia, *A Guide to Field Experiences*, Monroe, La. 71209

• Enz, B. (1999). *Trade Secrets: Tips, Tools and Timesavers for Middle and Secondary Teachers*. Dubuque, IA: Kendall/Hunt Publishing Co.

• Henson, Kenneth T. (1988). *Secondary Teaching Methods*, Lexington, Mass.: D.C. Heath and Company.

• Joyce, B., and M. Weil. (1980). *Models of Teaching*, 2nd ed., Englewook Cliffs, NJ: Prentice-Hall.

• Key, S. (2003). *Increasing Science Achievement*. Memphis, TN: University of Memphis Press.

• Kindsvatter, R., Wilen W., and M. Ishler. (1988). Dynamics *of Effective Teaching*, New York: Longman.

• Lampert, M. (2001). *Teaching Problems and the Problems of Teaching*. New Haven: Yale University Press.

• Omaggio, A. C. (1986). *Teaching Language in Context*. New York: Heinle & Heinle.

• Orlich and others, (1990*). Teaching Strategies*, 3rd Ed. Lexington, Mass., D.C. Heath and Company.

• Wiles, J. & Bondi, J. (2002). *Curriculum development: A guide to practice*, 6th ed. Upper Saddle River, NJ: Prentice-Hall.

B. Key Journals

- The Science Teacher
- Mathematics Teacher
- English Journal
- Phi Delta Kappan
- Language Arts
- Hispania
- Education Week
- Educational Leadership Course

A. See Tentative Course Schedule

B. Class Policies

Make-up Policy: <u>No credit</u> will be given for an assignment that is late unless prior arrangements have been made with your instructor. If there are extenuating circumstances, the student should discuss the situation with your instructor to make alternative arrangements <u>before</u> the assignment is due. Emergency situations will be evaluated on a case-by-case basis. Students are responsible for providing acceptable documentation for excused absences. Students are expected to complete all assignments within one week of any excused absence.

Course Requirements

Although some time is provided during class to work on course assignments, students should expect to spend time outside of class to complete required assignments. Labs and software are provided in Strauss Hall from 8:00 a.m. - 8:00 p.m. Monday through Thursdays and 8:00 a.m. - 4:30 p.m. on Fridays. Graduate teaching assistants can provide assistance. Labs in the Library and on the ULM campus provide nearly all the course software used in this course.

All students are expected to have a current, professionally appropriate email address. You are strongly encouraged to use your Tribe account for email access; this allows you to use email in the lab.

You are strongly encouraged to purchase a portable USB storage device with 32 megabytes or more of file storage capacity. Note: Some USB use "secure" features that must be disabled for reliable use in the lab; consult with your instructor if you are unsure.

Attendance Policy

Students are expected to attend <u>all</u> classes and lab sessions. Participation in class discussions and labs should be considered part of one's professional development. Discussions in class will help improve the student's communication skills and prepare him or her to present proposals and designs to others for approval and critiques. Participation in lab sessions is part of professional skill development and provides an opportunity for the student to receive critiques and feedback on work as well as providing helpful information to others.

Academic Dishonesty

Submitted papers and email from your ID to your instructor are equivalent to your signature and word of honor. Purposeful misrepresentation of submissions to your instructor or submission of someone else's work (including information/files retrieved from the Internet) as your own, will be considered academic dishonesty and will be treated according to university and college policies regarding academic dishonesty. Refer to the student policy handbook, pages 4   6:   http://www.ulm.edu/studentpolicy/studentpolicy.pdf

Students with Disabilities

Students with documented disabilities that affect their ability to fully participate in the course or who require special accommodations are encouraged to speak with the instructor at the beginning of the semester so that appropriate accommodations can be arranged.

Classroom Emergency Plan

Please review the classroom emergency policies and procedures in case of an emergency.

Miscellaneous

Cell phones and/or pagers are not appropriate in the classroom. If an emergency situation requires you to have one in class, please notify the instructor before class begins.