

Wheeling Jesuit University
Department of Professional Education

Course Syllabus

Course Title: Methods of Teaching Secondary Content Areas
Course Number: EDUC 310, 311, and 312
Academic Session: 3 credits
Instructor: Mrs. Elizabeth V. Knorr
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Course Description:

This course is designed to acquaint individuals with principles underlying effective middle and secondary school teaching practices. It includes planning and evaluating activities that promote the growth of secondary students as readers, writers, and thinkers in the various core disciplines. It encourages the application of various methods as well as teaching styles in order to accommodate the various learning styles. It allows students to prepare lessons in their core area and implement them with intention of building skill mastery among their future students and gaining feedback by supervisor or mentor teachers.

Resources:

Available through BlackBoard.

West Virginia Department of Education

- West Virginia College-And Career-Readiness Standards
- Next Generation Content Standards and Objectives in West Virginia Schools
- Standards available online at <https://webtop.k12.wv.us/0/apps/tree/>

There is no required textbook for this class. Reading materials will be provided by the instructor as well as acquired by the students through research and discovery.

Field Experience:

Students will complete a minimum of twenty (20) observation hours in a content-specific classroom (for example, if the student is seeking certification in the area of English, the student must make arrangements to observe in an English classroom). In addition to observing classroom routines and lessons, students will also teach at least one full lesson, which they will plan with the assistance of the mentor teacher. A lesson plan observation form must be completed by the mentor teacher, and submitted. Additionally, written reflection essays will be required.

Course Goal:

The primary goal of this course is to prepare Secondary Teachers to be creative instructors focused on meeting the needs of each student entrusted to their care in the classroom.

Objectives/Assignments/Assessments:

Objectives	Assignments	Assessments
1. The students will identify and articulate goals and West Virginia College-and Career-Readiness Standards for teaching English Language Arts, Mathematics or Social Studies.	Students will write a lesson plan.	Lesson Plan Rubric Presentation Rubric
2. Students will collect creative, hands-on activities which increase student involvement and provide accommodations for students who need differentiated instruction for mastery.	Students will participate in Discussion Board activities.	Threaded Discussion Rubric
3. The students will integrate appropriate technology as both a tool for unit and lesson planning and as a teaching tool.	Students will write a lesson plan.	Lesson Plan Rubric
4. The students will produce a multifaceted unit plan appropriate for use in a secondary classroom at either the middle or high school level.	Students will write a unit plan.	Lesson Plan Rubric
5. The students will analyze and summarize information from articles, video clips, and/or observations of best practices in teaching.	Students will participate in Discussion Board activities.	Threaded Discussion Rubric

Unit Plan Inclusions:

- A. A complete series of Lesson Plans using the Wheeling Jesuit University format.
- B. Use of technology as required by students to complete mastery of West Virginia College-and Career-Readiness Standards.
- C. Development of quizzes, rubrics, and assessment methods.
- D. Development of a measurement tool to evaluate student mastery of West Virginia College-and Career-Readiness Standards.

- E. Demonstration of accommodations for diverse learners and those with learning disabilities and other exceptionalities.

Commitment to Standards of Professional Practice:

Wheeling Jesuit recognizes that teacher education encompasses a body of knowledge identified by the field in the form of professional standards. The Professional Education Department is based upon the professional standards for program recognition adopted by the West Virginia Board of Education as described in Policy 5100: *Approval of Educator Preparation Programs*. These standards include the West Virginia Professional Teaching Standards (WVPTS), InTASC, and the International Society for Technology in Education (ISTE). Praxis II Content Category is also contextually based in the work of the Global 21 initiatives adopted by the West Virginia Department of Education and the Conceptual Framework of Professional Education Department.

Standard/Objective	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
WVPTS	1A,B,C,D; 2A; 3A,E; 4A,C;	3C,D,E; 4C;	1A,B,C,D; 5B	1A,B,C,D; 2A; 3A,D,E;	4B,C; 5B,I
ISTE	1a-d; 2d;	1a;2a,c; 3a,b,d; 4b	1c,c; 2a; 3a,d;	1a-d; 2b,d;	1c; 4a; 5a,c
INTASC	1,2,3,4,7,8,9	4,5,6,8,9	1,2,4,7,10	1,2,3,4,5,7,8	9,10
21 st Century	2	2	1,2,3	1	2
Praxis	1,2,3	4	1,2,	1,2,4	4
Caring Professional Educators Using Global Skills-Facilitators of Learning	1,2,3	4	2,3	1	5

West Virginia Professional Teaching Standards

Created by the West Virginia Commission for Professional Teaching Standards and the West Virginia Task Force on Professional Teaching Standards.

Guiding Standards (I=Introduced R=Reinforced P=Practiced A=Applied)

Standard 1: Curriculum and Planning

Function 1A: Core Content (R)

The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.

Function 1B: Pedagogy (R)

The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.

Function 1C: Setting Goals and Objectives for Learning (I)

The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.

Function 1D: Designing Instruction (I)

The teacher designs instruction that engages students in meaningful instructional activities using the West Virginia Content Standards and Objectives and resulting in intentional student learning.

Function 1E: Student Assessments (I)

The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

Standard 2: The Learner and the Learning Environment**Function 2A: Understanding intellectual/cognitive, social, and emotional development (R)**

The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.

Function 2B: Creating an environment of respect and rapport (R)

The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.

Function 2C: Establishing a culture for learning (R)

The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.

Function 2D: Implementing classroom procedures (R)

The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.

Function 2E: Managing student behaviors (R)

The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.

Function 2F: Organizing the learning environment (I)

The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.

Standard 3: Teaching**Function 3A: Importance of Content (R)**

The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.

Function 3B: Communicating with Students (R)

The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.

Function 3C: Questioning and Discussion Techniques (R)

The teacher practices quality questioning techniques and engages students in discussion.

Function 3D: Student Engagement (R)

The teacher delivers instruction to motivate and engage students in a deep understanding of the content.

Function 3E: Use of Assessments in Instruction (I)

The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.

Function 3F: Demonstrating Flexibility and Responsiveness (R)

The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”

Standard 4: Professional Responsibilities for Self-Renewal

Function 4A: Professional Learning (R)

The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.

Function 4B: Professional Collaborative Practice (R)

The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.

Function 4C: Reflection on Practice (R)

The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.

Function 4D: Professional Contribution (R)

The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.

Standard 5: Professional Responsibilities for School and Community

Function 5A: School Mission (I)

The teacher works collaboratively with the principal and colleagues to develop and support the school mission.

Function 5B: School-wide Activities (I)

The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.

Function 5C: Learner-Centered Culture (R)

The teacher participates in activities and models behaviors that build and sustain a learner-centered culture.

Function 5D: Student Support Systems (R)

The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.

Function 5E: Student Management Systems (R)

The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.

Function 5F: School, Family and Community Connections (I)

The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.

Function 5G: Strategic Planning/Continuous Improvement (I)

The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.

Function 5H: Teacher Leadership (R)

The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.

Function 5I: Ethical Standards (R)

The teacher models the ethical standards expected for the profession in the learning environment and in the community.

National Board for Professional Teaching Standards: Five Core Propositions

1. Teachers Are Committed to Students and Their Learning (R)
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students (R)
3. Teachers Are Responsible for Managing and Monitoring Student Learning (I)
4. Teachers Think Systematically About Their Practice and Learn from Experience (R)
5. Teachers Are Members of Learning Communities (R)

PRAXIS

Principles of Learning and Teaching (PLT) Study Companion ETS Praxis

The Praxis skills evidenced include Praxis II objectives of

1. Students as Learners, Student Development and the Learning Process, Students as Diverse Learners, Student Motivation and the Learning Environment, (R)
2. Instruction and Assessment, Instructional Strategies, Planning Instruction, Assessment Strategies, (R)
3. Communication Techniques, Basic, effective verbal and nonverbal communication techniques, effects of cultural and gender differences on classroom communication, types of questions that can stimulate discussions, (R)
4. Profession and Community, Reflective Practitioner, The Larger Community, and the Praxis III skills of speaking and listening. (I)

INTASC

Interstate Teacher Assessment and Support Consortium(InTASC) Council of Chief State School Officers

InTASC skills of this course are

- 1) Techniques for making content meaningful to students, (I)
- 2) Developmental Age Factors/Readiness in Instruction, (I)
- 3) Understands Diverse Individual Student Instructional Choices, (R)
- 4) Lesson Strategy (Confront/Explore) Variety, (R)
- 5) Student Inclusive Decisions Evidenced, (R)
- 5) Communication Skills Modeled and Presented: Questioning Techniques, Electronic Technology, Non-Electronic Visuals, (R)
- 6) Students and Curriculum Goals: Adaptations for National/State Academic CSOs, Adaptations for Local Civic/Community Goals, (R)
- 7) Informal/Formal Student (Cognitive & Social) Assessment, (I)

- 8) Journal Entries/Lesson Reflections and Changes Practice(s) Based on Effectiveness of Instruction, (R)
- 9) Fosters Relationships with Colleagues, Parents, and Agencies.(I)

**WJU PED Conceptual Model-Caring Professional Educators Using Global Skills
Facilitators of Learning**

WJU Professional Education Department ensures that every teacher candidate facilitates learning and demonstrates expertise in the following five areas:

1. Curriculum and Planning (R)
2. The Learner and the Learning Environment (R)
3. Teaching (R)
4. Professional Responsibility for Self-Renewal (R)
5. Professional Responsibilities for School and Community (I)

National Education and Technology Standards for Teachers
International Society for Technology in Education
ISTE Standards – Teachers

- 1. Facilitate and inspire student learning and creativity (R)**
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and Innovation in both face-to face and virtual environments.
- 2. Design and develop digital-age learning experiences and assessments (R)**
Teachers design, develop, and evaluate authentic learning experiences, assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS for students.
- 3. Model digital-age work and learning (R)**
Teacher exhibit knowledge, skills, and work processes representatives of an innovative professional in a global society.
- 4. Promote and model digital citizenship and responsibility (R)**
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- 5. Engage in professional growth and leadership (I)**

Teachers continually improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

21st Century and Problem Solving Skills

Partnership for 21st Century Skills

What are 21st Century Learning Skills?

Twenty-first century learning skills can be categorized into three broad areas:

1. Information and Communication Skills:

Information processing skills that include information and media literacy, visual literacy as well as communications and technology literacy and oral, written and multimedia communication. These include using research tools, such as word processing, e-mail, presentation software and the Internet, to access, manage, integrate, create and communicate with others. Students with these skills can articulate thoughts and ideas clearly and effectively through speaking and writing. They demonstrate the ability to work effectively with diverse teams and exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. They also assume a shared responsibility for collaborative work.

2. Thinking and Problem-solving Skills:

These skills use problem-solving tools, such as spreadsheets, decision support and design tools, to develop critical thinking, systems thinking, problem-solving, creativity and innovation. Students with these skills demonstrate originality and inventiveness in their work and develop, implement and communicate new ideas to others. They are open and responsive to new and diverse perspectives and act on creative ideas to make a tangible and useful contribution. They exercise sound reasoning in understanding and make complex choices and decisions. They understand the interconnections among systems and ask significant questions that clarify various points of view and lead to better solutions. They frame, analyze and synthesize information to solve problems and answer questions.

3. Personal and Workplace Productivity Skills:

These skills include interpersonal and collaboration skills, the ability to self direct, adaptability, ethical behavior, social/personal accountability, leadership, as well as project planning and development. Students who master these skills have the ability to adapt to varied roles and responsibilities, and work effectively in a climate of ambiguity and changing priorities. They can monitor their own understanding and learning needs and demonstrate initiative to advance. They use time efficiently and manage workloads effectively. They also develop the ability to work productively with others of differing cultural backgrounds. They demonstrate diligence and a positive work ethic, including being punctual and reliable, as well as integrity, responsibility and ethical behavior.

The Academic Resource Center:

The Academic Resource Center (ARC) is a totally free academic-support service available to all enrolled Wheeling Jesuit University students and staffed almost exclusively by WJU students recommended for employment by WJU faculty. The ARC is located in Bishop Hodges Library and is open five days a week:

Sundays 6:00-8:00 p.m.
Mondays-Thursdays 1:00-9:00 p.m.

Please visit the ARC's website (readily accessible on the Cardinal homepage under "Quick Links" or as the first listing under "Student Services") to learn about the ARC's services (emphasizing writing, math, and the sciences) and to schedule appointments.

Title IX Statement:

Wheeling Jesuit University seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment, misconduct, or assault we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at WJU, please go to <http://wju.edu/titleix/>.

Course Outline:

A. Instructional Design:

Discussion Board items will be posted and students will address the topics showing comprehension of reading material and relating that material and discussion to classroom situations as experienced in the student's placement.

B. Learning Resources:

These may include, but are not limited to, materials supplied by the mentor teacher, library resources, technology resources, required readings, handouts, WJU EDUC faculty, content instructors and materials, and mentor teachers.

C. Self-Evaluation:

Student self-evaluation will be facilitated through mini-lesson debriefings and reflections on assignments.

D. Assessment:

Assigned work, discussion board participation, and projects are to be submitted at the time designated. The student will select at least two items to be included in his/her portfolio.

E. Corrective Learning Opportunities:

Opportunities to achieve a higher level of understanding of the concepts related to this course

may be attained by consulting and conferencing with the instructor and master teacher, completing additional reading, and/or completing additional field experiences, where applicable.

F. Weekly Topics and Assignments:

As posted on the Discussion Board and in the Assignments section.

G. Instructional Strategies:

Instructional strategies that will be incorporated into this course include: participating in all discussions, lecture, cooperative learning, demonstration, formative and summative assessments, written reflections, inquiry, and research.

H. Diversity:

In order to address diversity issues within school systems, candidates will develop activities to be implemented with a culturally diverse group, within given exceptionalities identify instructional methods that accommodate learner's diverse needs, observe in a diverse needs classroom, evaluate programs and services for all students, and create a culture that addresses diverse needs.

Course Requirements:

A. Attendance:

Regular attendance is critical to your understanding of and performance in this course. The course is designed for student centered learning. Attendance in an online course is considered weekly active participation. This may include posting to the discussion board, submitting assignments, or completing exams in a timely manner.

B. Late Work:

Turning in late work may lower the grade by one grade level per day late.

C. Academic Honesty:

Cheating on an exam, project, observation, paper or other assignment will result in no credit for that work and may result in further action by the Associate Dean. (See WJU Catalog)

D. Assessments:

Formative: Discussion board posts, lesson plans, presentation, field hours, and reflections
Summative: Unit plan, final reflection paper

E. Disability Statement:

Wheeling Jesuit University offers students with documented disabilities individual accommodations on a case-by case basis with confidentiality in compliance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

In order to receive academic or physical accommodations, students with disabilities must provide current (within three years) and comprehensive documentation concerning the nature and extent of the disability and communicate their needs to the Disability Services Director, located in Ignatius Hall Room G 24 or call 304-243-4484. Students are required to meet with the director to

develop accommodation plans that they will present to their course instructors at the beginning of each semester. Students with disabilities that require specific housing accommodations must contact both the Director of Residence Life and the Disability Services Director.

Ultimately, all students with disabilities are responsible for their own academic achievement.

They must attend classes, complete course assignments, and fulfill all university requirements for their chosen field of study. It is up to students with disabilities to seek out available assistance on campus and to utilize individualized accommodations that promote academic success.

F. Statement of Academic Integrity (cheating/plagiarism):

Students are advised that WJU’s Academic Integrity Policy will strictly be enforced in this course (see www.wju.edu/studenthandbook). Questions regarding the policy may be directed to the Office of the Academic Vice-President.

Official E-mail: An official WJU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this WJU e-mail address.

G. In-Class and Online Behavior:

WJU will not tolerate verbal, physical, or written conduct by any employee or student that harasses, disrupts or interferes with another’s performance or which creates an intimidating, offensive or hostile environment. Harassment of any kind will not be tolerated, including harassment on the basis of race, religion, color, sex, sexual orientation, age, national origin, ancestry, ability/disability or familial status.

H. 20 Hours Field Observation:

Student must find a local placement in a content-specific classroom. Student will observe a certified teacher for 20 field hours as a requirement of this course. Failure to do both the required observations and the associated assignments may result in no credit received for the field portion of the course. If you must be absent from a scheduled observation or tutoring session, it is your responsibility to notify the mentor teacher before the intended absence. A rescheduled or cancelled observation may result in a lower grade when done for the student’s convenience. Professional dress and behavior are expected at all times during the field placements.

I. Last Date to Drop the Course: The last day of the Add/Drop Period for this semester is January 11, 2019. The last day to withdraw from this course with a grade of a W is March 26, 2019.

I. Grading Scale:

A	93 – 100	C-	70 – 72.9
A-	90 – 92.9	D+	67 – 69.9
B+	87 – 89.9	D	63 – 66.9
B	83 – 86.9	D-	60 – 62.9
B-	80 – 82.9	F	below 60
C+	77 – 79.9		
C	73 – 76.9		

J. Portfolio Items

Lesson Plans

Unit Plan

Reflection Paper