


**EDUC 480: General Methods for Secondary Educators (4 credits)**
**Spring 2018-Online Asynchronous**


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**Course Description:** This methods course prepares teaching candidates to provide high-quality instruction for diverse middle level and secondary students through the conceptual approaches of understanding by design, differentiated instruction, universal design for learning and authentic literacy. Candidates will: write a preliminary philosophy of education, learn to craft effective lessons, design varied instruction, conduct formative assessment, and respond to needs in order to promote positive student outcomes, meet standards and support the development of 21st Century Skills. Course readings will examine how to create a content-rich curriculum that links knowledge with thinking. Opportunities to design and experiment with instruction will be embedded. Pre-requisite: Admission to Teacher Education. Spring. *This class must be passed with a 'C' or better.*

**Purpose of the Course:** The purpose of the course is to provide teaching candidates with preparation in decision making, planning, implementing, evaluating, and managing secondary education classrooms. A key component will be the development of a personal philosophy of teaching.

**Conceptual Framework:** This course is grounded on a constructivist approach whereby students are expected to be actively involved in their learning. Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. The theme is based upon established learning concepts that students develop and demonstrate in their coursework, field experiences, and student teaching. See Moodle document 'Conceptual Framework.'

**Course Improvements Based on Most Recent Assessment Findings:** This course was assessed in the Spring of 2016. As a result, additional supports have been integrated in the instruction of this course to support students in their academic writing, and online offering of the course will be shifted to coincide with on campus sections. The course has also been increased from 2 credits to 4, and a 30 hour field experience has been added.

**Courses Grouped in Moodle:** The students in this course are grouped in Moodle with students enrolled in EDUC 580-Instructional Strategies for the Classroom Teacher-Online, and EDUC 480-General Methods for Secondary Education-Online. Students will see the names, locations, email addresses, discussion forum postings, and contributions to group activities of all students enrolled in the grouped course within Moodle for the current semester. Grouping classes in Moodle allows for access to enhanced course materials, greater diversity of opinions and life experiences in course discussion boards, and

expanded class sizes for the course. The on campus section of the course meets Wednesdays 4:00-7:50pm in Education Room 112. You are always welcome to attend if you are on campus, or to make arrangements to participate via a digital conferencing platform.

**Required Materials:**

Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision, Curriculum and Development.

Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA: Association for Supervision, Curriculum and Development.

Walsh, J.A. (2016). *Improving classroom discussion: Quick reference guide*. Alexandria, VA: Association for Supervision, Curriculum and Development.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision, Curriculum and Development.

Saskatchewan Education. (1991). *Instructional approaches: A framework for professional practice*. Author. (download on Moodle)

**\*NOTE: Multiple articles for required assignments and other course materials will be placed on Moodle to be downloaded and read for class.**

**Proctor Notification:** This online course will not require a proctor

<b>InTASC Model Core Teaching Standards</b>	
1	<i>Learner Development:</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	<i>Learning Differences:</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	<i>Learning Environments:</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	<i>Content Knowledge:</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	<i>Application to Content:</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	<i>Assessment:</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	<i>Planning for Instruction:</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8	<i>Instructional Strategies:</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understandings of content area and their connections, and to build skills to apply knowledge in meaningful ways.
9	<i>Professional Learning &amp; Ethical Practice:</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and action on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	<i>Leadership &amp; Collaboration:</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Course Goals:**

1. Generate a personal philosophy of education by considering educational themes (INTASC 1-10; SLO 1,2 )
2. Compare and comprehend facets of understandings (INTASC 1,2,3,8,9; SLO 1,2)
3. Utilize the concepts of backwards design (INTASC 1-10; SLO 1,2,3)
4. Reduce standards to big ideas and essential questions (INTASC 1,7,8,9; SLO 1,2,4)
5. Comprehend general instructional strategies for secondary education (INTASC 1-7; SLO 1,2)
6. Develop lessons using the components of effective teaching (INTASC 1-10; SLO 1-5)
7. Integrate authentic literacy and 21<sup>st</sup> Century skills into content area instruction (INTASC 1-10; SLO 1-5)
8. Develop habits of a professional educator: manage multiple demands and expectations, collaborate, reflect, assess effectiveness of strategies and instruction and pursue advanced knowledge of the field to remain current in an evolving knowledge base (INTASC 1,9,10; SLO 1-5)

**Diversity Goals:**

1. Recognize assets and needs of diverse learners
3. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
5. Pursue information, resources and supports to meet the needs of diverse learners
6. Exhibit respect, openness and value of diversity across the spectrum of differences
7. Demonstrate actions consistent with the belief that all students are valued and can learn

**Technology Goals:**

1. Applies strategies to become a technology-using teacher
2. Align learning goals and objectives with digitally responsible & ethical use of technology
3. Use technology to support planning, differentiation, implementation, & evaluation of experiences
4. Supports skill development and content knowledge through media and technology
5. Enrich professional practice through effective use of digital tools and resources

**Course Requirements:****1.) Course Lessons (700 points)**

You will be completing 13 lessons through this session which will include readings, assignments, briefings, case studies, videos, comprehension checks, and reflective, academic writing. Detailed instructions are on Moodle and in each *Lesson Instruction* sheet. Components of each lesson will be graded-these are noted at the bottom of each instruction sheet. Grades for lessons will be submitted as they come due (see course calendar).

**2.) Philosophy of Education Paper: (50 points)**

What is the purpose of education? What are teachers supposed to do? What is the student's role in the process? It is important to be aware of your own philosophy of education as it influences the decisions you make and the lessons you plan and implement. Through the writing of your own philosophy, you will see more clearly your own beliefs, values and goals about teaching. As topics are addressed in class, you will evaluate and establish your philosophy on each. This paper is a required component of your Capstone. See detailed assignment sheet for specifics and grading.

**Draft 1 Due: March 29**

**Final Draft Due: May 4**

**3.) Professional Learning Community (PLC) Forums: (10 pts each-150pts total)**

Each of the week of the semester, minus the first (15 weeks), you will do an analytic, deep reading of one article from an educational journal that relates to learners & teaching. You will then discuss the topics on Moodle via the Discussion Forum. For each article you will post 1 new entry and 2 replies. It is expected that information from PLC articles will be incorporated into other course work and class discussions. See the detailed assignment sheet for grading rubric and article schedule.

**Due: Weekly-dates in detailed assignment sheet**

**5. Portfolio Checkpoint #2 (50 pts-evaluated in Taskstream for continuance in the teacher education program)**

Throughout the teacher education program, candidates are responsible to develop and maintain an electronic portfolio that demonstrates the ability to meet the competencies identified in the InTASC standards. Teacher candidates have their portfolios reviewed during 3 checkpoints throughout the program. This course includes include Portfolio Checkpoint #2 for all secondary education majors (see the Teacher Education Handbook). See the detailed assignment sheet for Checkpoint #2 requirements.

**Due: May 2**

**6. InTASC Skills and Dispositions Reports: (required-not graded)**

Every student who is working on a teaching degree or a credential must demonstrate proper dispositions and progression of teaching skills to continue in the Teacher Education program; see the guidelines for *Continuance in Teacher Education* in the MSU Catalogue. In this course you will complete the self-evaluation of teaching skills and dispositions in the Taskstream system designated for the secondary education program. The course instructor will complete the evaluations, as will the cooperating professional you are working with for the 480L experience at the conclusion of your practicum. Specific instructors for completion will be provided by the instructor. Expectations for candidate performance are indicated.

*InTASC Acceptable Target:* Minimum average score of 2.5 with no indicators below 2.0

*InTASC Ideal Target:* Minimum average score of 3.0 with no indicators below 3.0

*Disposition Acceptable Target:* Minimum average score of 3.0 with no indicators below 2.5

*Disposition Ideal Target:* Minimum average score of 3.0 with no indicators below 3.0

**Due: May 7**

**Course Grading, Protocols & Policies:**

A 100-94%

D 79-72%

B 93-87%

F 71-0%

C 86-80%

- All in-class and out-of class assignments/work, graded and ungraded, must be attempted for a final grade to be given. The instructor will track completion of all student work.
- Assignments must be submitted on the due dates that are provided. **For the assignments that are late, a 1 point deduction will be taken for each day the assignment is past due.** If you would need an extension on an assignment, simply communicate with me in advance since life does happen along the way. For most situations, an extension will be granted, unless making this request has become patterned.
- If you receive a grade of *D* or lower on an assignment, at the discretion of the instructor, you may redo the work to improve your score by **1 letter grade**...79% or lower is considered a *D*. You will have *one week to resubmit* the assignment and all original documents must also be resubmitted.
- I will have assignments graded 1 week after the due date pending any unforeseen circumstances.
- The mark of “I”, Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor.
- Prior to submitting your assignment for grading, it is vital that you review the detailed assignment sheet to ensure not only quantity but quality in your work production. Students are only entitled to good grades when they produce quality work. Simply completing assignments or meeting the quantity requirements only entitles students to earning a minimal amount of points.
- Should students have any questions or concerns about their grades, they are encouraged to visit with the instructor to ask questions and explain their concerns.
- When I need to communicate with students individually, I will do so through email on Moodle, which is linked to whichever account you have set as default through Connect ND. You are responsible for knowing which account this is and for all information that is sent electronically.
- **Last Drop Date: April 6 (with record)**

**Additional Student Evaluation:** Every student who is working on a teaching degree or a credential must demonstrate proper dispositions to continue in the Teacher Education program.

**Reading Assignments:** In the learning process, you progress through the following stages: *skill awareness, skill knowledge, skill practice, skill application, skill mastery*. The majority of time spent on lessons will be spent on the *skill awareness, knowledge and practice* levels. Projects and teaching lessons are intended to focus on *application and mastery*. It is imperative that you are not only aware but knowledgeable about skills/strategies delineated in the assigned readings. If you are a self-regulated learner, you will more than likely perform well in this class; if you invest minimal time and effort, you will more than likely experience disequilibrium and frustration. We will explore different dimensions of the issues and ideas. A variety of learning approaches are used within the class for interpreting and analyzing the material.

**Course Schedule (tentative):** *Other outside readings may be assigned.*

	<b>Topic</b>	<b>Date Due</b>	<b>Points</b>
<b>Lesson 1</b>	Introduction & Philosophy of Education	January 12	35
<b>Lesson 2</b>	Understanding by Design	January 19	45
<b>Lesson 3</b>	Learning Goals, Objectives, 21 <sup>st</sup> Century Skills	January 26	60
<b>Lesson 4</b>	Acceptable Evidence & Formative Assessment	February 2	40
<b>Lesson 5</b>	Marzano's 9 & Cognitive Processes	February 9	45

<b>Lesson 6</b>	Direct Instruction	February 16	60
<b>Lesson 7</b>	Indirect & Independent Instruction	March 2	60
<b>Lesson 8</b>	Experiential & Virtual Instruction	March 9	70
<b>Lesson 9</b>	Interactive Instruction	March 23	75
<b>March 27</b>	Teacher Education Symposium (on campus students required; online students optional)	March 27	-
<b>Lesson 10</b>	Context for Teaching & Engagement	March 29	50
<b>Philosophy Paper</b>	1 <sup>st</sup> Draft Due	March 29	-
<b>Lesson 11</b>	The Reflective Experiential Teacher	April 13	50
<b>Lesson 12</b>	Content Area Methods	April 27	45
<b>Lesson 13</b>	Relationships, Management & Restorative Justice	May 2	65
<b>Portfolio</b>	Checkpoint #2	May 4	50
<b>Philosophy Paper</b>	Final Draft Due	May 4	50

**Instructional Strategies:**

- ✓ Cooperative learning
- ✓ Direct instruction
- ✓ Whole group discussion
- ✓ Independent study
- ✓ Concept mapping
- ✓ Small group work
- ✓ Multimedia
- ✓ Reflection
- ✓ Academic writing
- ✓ Literacy-based lessons

**Learning Experiences:**

- \* Annotated reading
- \* Interactive lecture
- \* Modeling
- \* Guided practice
- \* Independent practice
- \* Skill building & application
- \* Inquiry
- \* Academic reading and writing
- \* Formal presentations

**Instructional Technologies Utilized in This Course:**

- **Moodle** – MSU’s learning management system and virtual class environment
- **Blackboard Instant Messenger** - an instant messaging and voice chat tool that allows students and instructors to communicate and collaborate synchronously online. This tool is available in every course and allows you to chat with the other members of your classes with ease.
- **Tergrity**- a software plugin used to capture audio, video, and computer screen activity into a single recording. Recordings are published online so they may be streamed or downloaded for viewing at a later time.
- **Online Discussion Forums**- a tool for interpersonal interaction that replicates the discussions that take place in the traditional classroom.
- **TaskStream** – This electronic portfolio will be used to complete evaluations and portfolio requirements.
- **Electronic Library Resources, various websites, and interactive applications**

**Special Accommodations:**

- Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) soon as possible to ensure that accommodations are implemented in a timely fashion.
- Students who have difficulties in professional writing are encouraged to contact the Writing Center at 788-5240, in the Academic Support Center or email the Coordinator at [erin.kunz@mayvillestate.edu](mailto:erin.kunz@mayvillestate.edu)

to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

### **Scholastic Honesty Code:**

Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructor. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. Collusion means the unauthorized collaboration with another person in preparing any academic work offered for credit.

### **Online Procedures**

**Enrollment Verification:** The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an *action* in Moodle, such as completing an assignment or a taking a quiz. Logging into Moodle is **NOT** considered attendance. Please see my enrollment verification activity in Lesson 1 and complete it by the date indicated. If it is not complete your enrollment in this course will be at risk. The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enroll. Students will not be penalized for missed assignments but the student is still responsible for learning the course material that was covered during their initial absence.

### **Course Format:**

- ⇒ **Moodle** will be utilized in this course for the following: making announcements, sending emails, using discussion forums, posting weekly lessons, posting handouts, posting assignments, submitting assignments, managing grades, and accessing Blackboard Collaborate.
- ⇒ This course is going to be conducted similar to an **independent study** with 13 Lessons, weekly forums, and a paper to be completed. *The course is designed to consider "class time" and "homework" similar to the time you would spend in a 4 credit class if you took this course face-to-face.*
- ⇒ Although this course is predominately an **independent study**, there are established due dates and weekly interaction with other enrolled students. I recommend you begin working through the lessons immediately; you can choose to submit assignments in advance, however, I will begin grading these assignments when they are due. I grade assignments at one time to ensure reliability in my grading. So, if you submit your assignment in advance of the date it is due, please do not be concerned if I have not graded it☺. I will provide feedback within 1 week of submission pending any unforeseen circumstances.
- ⇒ To maximize your learning in this online course, it is absolutely essential that you go through the lessons in their entirety. Moodle has a component that allows instructors to monitor each student's activity. Just so you are aware, I will use this tool to assist in the evaluation of student performance.

⇒ These assignments will be submitted electronically using Moodle since the assignments route directly to the Grade Center. Always follow the submission guidelines. Please refrain from sending assignments as email attachments.

***Communication:***

⇒ When I need to communicate with students as a whole group, I will post an announcement through **Moodle**. To stay informed, I recommend checking the Announcements section at least daily.

⇒ When I need to communicate with students individually, I will do so through email on **Moodle**, which is linked to whichever account you have set as default through Connect ND. You are responsible for knowing which account this is and for all information that is sent electronically. Students are accountable for all academic communications sent to their Mayville State University e-mail address.

⇒ I will check my email and Moodle Monday-Friday. Should you have an urgent question during the weekend, please feel free to call me at my listed cell phone number. If an email is sent during working hours, I will usually respond within a few hours. If it is sent after working hours, I will respond by the following morning. I try to not respond to emails over weekends.

⇒ Please be sure your email has specifics to the assignment you are referring to and/or course you are enrolled in so I can answer your question promptly. If you simply email me referring to the "assignment," I won't be able to answer your question until you provide specifics.

***Course Assistance:***

⇒ Should you have questions about course content, please contact **Dr. Anderson**.

⇒ Should you have questions about course technology, please click on the "**Moodle Support**" button located on the menu bar in Moodle.

***Misconceptions:***

1. *An online class is easier than a face-to-face class.* Although an online course may be more "convenient" it is certainly not easier. Self-regulatory behaviors are a must to succeeding in an online class.
2. *All students have to do in an online class is complete the major assignments.* All courses have major assignments to complete, as well as in-class hours. In an online class, students are still required to have "in-class hours," which in this course are the Course Lessons.

**NOTE: Statements regarding the issues below are posed under announcements on Moodle. Look for Important Student Information:**

- Academic Grievance Concerns and Instructor English Proficiency
- Starfish - Student Success System
- Students with Documented Disabilities
- Academic Honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational Rights & Privacy Act of 1974 (FERPA)
- Diversity Statement



- The Academic Program Student Learning Outcomes (SLO) document can be found in your Moodle course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing.

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