

**Knowledge Base:** Teaching in a secondary school environment has been the focus of considerable study over the past 40 years. The social and academic importance of effective classroom management has been well documented (Good and Brophy, 1996; Kounin, 1970). Thoughtful systems of instruction have been proposed, including mastery teaching (Hunter, 1982), cooperative learning (Ellis, 1990), cognitive apprenticeship (Collins, 1991), and authentic achievement (Newmann, 1996). Increased social awareness of such issues as educational equity and diversity, state competency testing, and state graduation requirements have added new dimensions to secondary school teaching (Emmer, 2006). And the relationship between interns and mentor teachers produces a further diversity of teacher attitudes and beliefs about teaching and learning (Clark and Peterson, 1986).

**Conceptual Framework Strands Addressed:** This course is situated in the JCU Conceptual Framework for Advanced Programs in each of the four strands. Drawing on model practices, it is rooted in a standards-based orientation to the successful design, implementation, and assessment of curricula appropriate to the secondary level. The course asks the prospective teacher to apply general principles of adolescent development, learning, instruction, assessment, and individual differences to practical issues of classroom teaching.

This course addresses the following NCATE Standards: Professional and Pedagogical Studies – I.D.1.1, 2.2—2.12, and I.H.1.1—3.

Other areas addressed can be found in the following table:

**Initial Licensure: Academic Content Strands and Desired Outcomes**

Strand	Desired Outcomes
The Beginning Teacher	
<b>CONTEXT</b>	1. Understands the central concepts, tools of inquiry, and the structure of the disciplines taught.
	2. Recognizes the value of understanding the interests and cultural heritage of each student.
	3. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
	4. Creates a learning environment of respect and rapport.
<b>CHILD &amp; ADOLESCENT DEVELOPMENT</b>	5. Understands how children learn and develop
	6. Provides learning opportunities that acknowledge and support children’s development.
	7. Understands how children differ in their approaches to learning.
	8. Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.
<b>CURRICULUM LEARNING AND INSTRUCTION</b>	9. Understands and uses a variety of instructional strategies; designs coherent instruction.
	10. Creates a learning environment that encourages social interaction, active engagement, and self-motivation.
	11. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
	12. Understands and uses formal and informal assessment strategies.
<b>TEACHER AS PERSON</b>	13. Reflects on teaching.
	14. Fosters relationships with colleagues, parents, and agencies in the larger community.
	15. Grows and develops professionally.

**Students with documented learning disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the instructor or JCU’s Coordinator of Students with Disabilities (x4967) as soon as possible. Accommodations will not be granted retrospectively.**

**COURSE AIMS AND OBJECTIVES**

Knowledge: Students will

1. Understand the components of classroom teaching.
2. Identify personally held attitudes and beliefs about teaching and learning, and the effects these have on classroom decision-making.
3. Understand the components of effective lesson and unit plans.
4. Compare the appropriateness and efficacy of different assessment techniques.
5. Apply classroom management techniques to classroom situations.

Skills: Students will

1. Demonstrate competence in organizing and conducting teaching episodes.
2. Decide which classroom management techniques are most appropriate in different classroom situations.
3. Evaluate assessment techniques.
4. Execute effective learning activities.

Attitudes and Beliefs: Students will

1. Value openness to continuing professional development.
2. Appreciate the importance of effective lesson planning for diverse classrooms.
3. Exhibit willingness to provide extra help for those students who need it.

### **ASSIGNMENTS AND ASSESSMENT**

1. Each student will complete required class activities. (25%)
2. Each student will conduct an effective 20-25 minute teaching episode which demonstrates proper planning, instructional techniques, and assessment. (25%)
3. Each student will create a portfolio consisting of the following documents: a classroom plan, unit plan, lesson plan, classroom rules list, assessment instrument, and philosophy of teaching and learning. (50%)

The grading scale used will be the one listed in the graduate catalogue.

### **WORKS CONSULTED**

- Collins, A., Brown, J. and Holum, A. (1991). "Cognitive Apprenticeship: Making Thinking Visible". American Educator, Winter, pp. 6-46.
- Ellis, S. and Whalen, S. (1990). Cooperative Learning. Scholastic Professional Books: Jefferson City, MO.
- Emmer, E., Evertson, C., and Worsham, M. (2006). Classroom Management for Middle and High School Teachers. Pearson Education: Boston.
- Good, T. and Brophy, J. (1996). Looking in Classrooms. Scott, Foresman & Co.: New York.
- Hight, G. (1950). The Art of Teaching. Random House: New York.
- Kounin, J. (1970). Discipline and Group Management in Classrooms. Holt Rinehart and Winston: New York.
- Jackson, P. (1986). The Practice of Teaching. Teachers College Press: New York.
- Newmann, F. (1996). Authentic Achievement: Restructuring Schools for Intellectual Quality. Jossey-Bass: San Francisco.
- Wenglinsky, H. (2002). How Schools Matter: The Link Between Teacher Classroom Practices and Student Academic Performance. New Jersey: Educational Testing Service.
- Wittrock, M.C. (ed.). (1986). Handbook of Research on Teaching. (3rd Edition). Macmillan: New York.

### **SCHEDULE OF CLASSES AND ASSIGNMENTS**

**All classes will begin at 12:15 pm to account for the three missing days at the end of the term.**

#### CLASS SESSION

#### ASSIGNMENTS AND ACTIVITIES

Mon., 7/24

initial discussions

Tues., 7/25

the classroom

Weds., 7/26	rules and procedures
Thurs., 7/27	record keeping and grading
Mon., 7/31	planning instruction
Tues., 8/1	conducting instruction
Weds., 8/2	conducting instruction, continued
Thurs., 8/3	field trip
Mon., 8/7	effective classroom communication
Tues., 8/8	maintaining appropriate student behavior
Weds., 8/9	managing student data
Thurs., 8/10	review
Mon., 8/14	final exam

## PORTFOLIO PARTICULARS

Your portfolio will contain a minimum of six items, as identified below. Each item will comprise either 16% or 18% of the overall assessment. Additional materials may be included, and will be assessed at up to 4% additional value, depending on pertinence and insight.

1. Classroom Plan: This document will identify orientations, locations, and materials of your classroom. It will label desks, windows, door, computer(s), viewing screen(s), and board space. Sight and learning lines, traffic patterns, and safety considerations must be taken into account. (16%)
2. Classroom Rules List: This document will itemize the rules you plan to use in your classroom. This document should follow the suggestions discussed and agreed upon in class. (16%)
3. Unit Plan: This document will identify a larger content unit. An explanation sheet must be attached to this document explaining where your lesson's learning activities and assessments will fit into the overall unit plan. His plan will follow the "Understanding by Design" guidelines discussed in class. (16%)
4. Lesson Plan: This plan will identify the specific Subject, Topic, Objectives, Learning Activities, Assessment Activities, and Materials you will use in your lesson. This lesson plan will coincide with the Unit Plan. (18%)
5. Assessment Instrument: This document will be an example of how student learning will be assessed in your lesson or unit, in an age-appropriate manner. It must be coordinated with your unit and lesson objectives, and your philosophy of teaching and learning. (16%)
6. Philosophy of Teaching and Learning: This document will identify, in 500 words or less, your beliefs about the nature of teaching and learning, the nature of the students, and the role of the teacher in the secondary classroom. (18%)
7. While none are required, you may opt to include such additional documents as project options, or classroom procedures regarding absence, tardiness, materials usage, make-up work, extra credit, etc.

## ED 464A PORTFOLIO RUBRIC

1. Classroom Plan (16%)

All five items appropriately identified	8
Sight lines, traffic patterns and safety considerations included	8

