

## COURSE APPROVAL DOCUMENT

**Southeast Missouri State University**

**Department:** Middle and Secondary Education

**Course No.:** SE 350

**Title of Course:** Pedagogy 1: Principles of Effective Teaching in Middle and Secondary Schools

**Date:** Fall 2014

Please check:  New  Revision

- I. **Catalog Description (Credit Hours of Course):** Exploration of evidence-based practices related to effective teaching in middle and secondary schools and the social, legal, and historical contexts in which those practices occur. (3)
- II. **Prerequisite:** Acceptance into the Teacher Education Program  
**Suggested:** Co-enrollment in EX390 Psychology of the Exceptional Child
- III. **Purposes or Objectives of the Course:**

Teacher candidates will:

- A. Discuss the role of teacher in the American educational system and the relationships between teachers, parents, schools, and the larger community. MOSPE 2.6, PDS5Ec
- B. Explain the value of differentiated and individualized instruction to school and district. MOSPE 2.4, PCS4Eb
- C. Identify school and district instructional resources, including technology resources (e.g. 1:1, streaming video, online course). MOSPE 9.1, PBS3Eb
- D. Justify interdisciplinary lesson planning (especially at middle school and early high school) MOSPE 1.4, PBS2Ec
- E. Describe the role that district policies and philosophy play in influencing instructional decisions. MOSPE 8.3, PBS3a, PBS3Eb
- F. Define "curriculum" and explain how it influences instructional decisions. MOSPE 3.1, PBS2Ea
- G. Describe the development and organization of an effectively aligned, backward-designed, multi-grade curriculum. MOSPE 3.1, PBS2Ec
- H. Explain ways in which federal and state policies influence course curricula and locate national and state standards. MOSPE 3.1, PBS2Eb
- I. Explain ways in which district and school curriculum and policies influence course curriculum. MOSPE 3.3, PBS2Eb
- J. Explain the value of teaching critical thinking in a democratic society. MOSPE 4.1, PAS1Ec
- K. Identify ways in which federal laws, state laws, and district policies influence school behavior policies. MOSPE 8.3, PDS5Ea
- L. Describe school-based systems designed to address student behavior by facilitating collaboration between various stakeholders. MOSPE 5.3, PDS5Ea
- M. Identify ways in which technological tools might be used to record and track behavioral issues. MOSPE 5.1, PCS4Ec

- N. Demonstrate effective verbal and nonverbal communication techniques. MOSPE 6.1, PDS5Ec
- O. Describe ways in which district and school policies may influence the manner in which teachers communicate student progress to students, families, and colleagues. MOSPE 5.3, PDS5Ec
- P. Identify legal and ethical expectations of confidentiality. MOSPE 8.3, PDS5Ed
- Q. Identify ways in which the society assesses public education, generally, and teachers, specifically. MOSPE 7.6
- R. Define important assessment-related terms including, but not limited to annual yearly progress (AYP), Missouri School Improvement Program (MSIP), and value added modeling (VAM), formative, summative, criterion-referenced, norm-referenced, validity, and reliability. MOSPE 7.1, PCS4Ec
- S. Describe ways in which student and school data is collected and analyzed. MOSPE 7.6, PCS4Ec
- T. Analyze publicly available school data to determine possible strategies for improvement. MOSPE 7.2, PCS4Eb
- U. Explain how districts and schools use assessment data to make educational decisions. MOSPE 7.2, PCS4Ec
- V. Identify ways in which schools and districts use technology to collect and analyze assessment data. MOSPE 7.5, PCS4Ec
- W. Identify professional development opportunities frequently provided by districts and schools. MOSPE 9.1
- X. Develop and justify a personal plan for professional development through graduation. MOSPE 9.2
- Y. Identify characteristics of appropriate professional relationships with district administration and community members. MOSPE 9.3, PDS5Ec

**IV. Student Learning Outcomes (Minimum of 3):**

<i>Objective</i>	<i>Method of Assessment</i>
A. Explain the value of teaching critical thinking in a democratic society.	Essay
B. Analyze publicly available school data to determine possible strategies for improvement.	Analysis project
C. Develop and justify a personal plan for professional development through graduation.	Professional development plan

**V. Course Content or Outline (Indicate number of class hours per unit or section):**

- A. Introduction to Course 1 hr
- B. The Role of Teachers in U.S. Society 2 hrs
- C. Development of Critical Thinking as a Goal of Schools 3 hrs
- D. Learning Theory 3 hrs
- E. Curriculum Development 9 hrs
- F. Instruction 6 hrs

G. Classroom Management	6 hrs
H. The Role and Characteristics of Effective Communication	3 hrs
I. Assessment	6 hrs
J. Professional Behavior and Development	3 hrs
K. Developing Collaborative Relationships	3 hrs
<b>Total</b>	<b>45 hrs</b>

## Syllabus for SE 350-01 Pedagogy 1: Principles of Effective Teaching, fall 2015

**Class Meeting Time and Location:** 10-11:50 a.m.; MWF; Scully 312

**Instructor Name and Contact Information:** Dr. Simin Cwick; email: [scwick@semo.edu](mailto:scwick@semo.edu); phone: 651-5965; office: Scully 245A

**Office Hours:** 1-2 p.m. on Tuesday and Thursday

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C. Develop and justify a personal plan for professional development through graduation.	Professional development plan

**V. Class Concerns**

Questions, comments or requests regarding this course or program should be taken to the instructor, Dr. Cwick. Unanswered questions or unresolved issues involving this class may be taken to Dr. Diana Rogers-Adkinson, Dean of the College of Education

## VI. Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services ([ds@semo.edu](mailto:ds@semo.edu)) to become registered as a student with a disability in order to have accommodations implemented.

## VII. Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

## VIII. Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.

2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

**IX. Grading scale and policies:**

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

Students must have a C or better in this course. Students must have a 3.0 GPA in professional education courses for certification.

- X. Text:** Kauchak, D. & Eggen, P. ( 2013). *Introduction to Teaching: Becoming a Professional*. (5<sup>th</sup> ed.) Upper Saddle River, New Jersey: Pearson.

**XI. Class content—outline or schedule**

<u>Week(s)</u>	<u>Topic</u>	<u>Readings and Resources</u>
1	Introduction to Course/ The Role of Teachers in U.S. Society	<ul style="list-style-type: none"> <li>• Kauchak &amp; Eggen, chapters 1, 2, and 4</li> <li>• Noddings, N. (1999). Renewing Democracy in Schools. <i>Phi Delta Kappan</i>, 80(8), 579-583.</li> <li>• Ravitch, D. (1991). Democracy: What it is and how to teach it. <i>Social Studies</i>, 82(2), 50-57.</li> </ul>
2	Development of Critical Thinking as a Goal of Schools	<ul style="list-style-type: none"> <li>• Byrnes, J. j., &amp; Dunbar, K. k. (2014). The Nature and Development of Critical-Analytic Thinking. <i>Educational Psychology Review</i>, 26(4), 477-493.</li> <li>• Garrett, M. L. (2013). An Examination of Critical Thinking Skills in High School Choral Rehearsals. <i>Journal Of Research In Music Education</i>, 61(3), 303-317.</li> </ul>
3-4	Learning Theories as Frameworks for Teaching	<ul style="list-style-type: none"> <li>• Excerpts from Bransford, J., National Research Council (U.S.)/Committee on Learning Research and Educational, P. (U.S.)/Committee on Learning Research and Educational Practice, &amp; National Research Council (U.S.)/Committee on Developments in the Science of, L. (U.S.)/Committee on Developments in the Science of</li> </ul>

		<p>Learning. (2000). <i>How people learn: brain, mind, experience, and school</i> Expanded ed;. United States of America: National Academy Press. (available online at <a href="http://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition">http://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition</a>)</p> <ul style="list-style-type: none"> <li>• Bransford, J., Stevens, R., Schwartz, D., Meltzoff, A., Pea, R., Roschelle, J., et al. (2006). <i>Learning theories and education: Toward a decade of synergy</i></li> </ul>
5-6	Foundations of Curriculum Development	<ul style="list-style-type: none"> <li>• Kauchak &amp; Eggen, chapter 9</li> <li>• Graff, N. (2011). "An Effective and Agonizing Way to Learn": Backwards Design and New Teachers' Preparation for Planning Curriculum. <i>Teacher Education Quarterly</i>, 38(3), 151-168.</li> <li>• McTighe, J., Seif, E., &amp; Wiggins, G. (2004). <i>You Can Teach for Meaning. Educational Leadership</i>, 62(1), 26-30.</li> <li>• Parker, W. C. (1996). Curriculum for Democracy. In R. Soder (Ed.), <i>Democracy, Education, and the Schools</i> (pp. 182-210). San Francisco: Jossey-Bass.</li> </ul>
7-8	Foundations of Instructional Design	<ul style="list-style-type: none"> <li>• Serviss, G. P. (1911). A trip of terror. In <i>A Columbus of space</i> (pp. 17-32). New York, NY: Appleton.</li> <li>• Stronge, J. H. (2007). Planning and organizing for instruction. In <i>Qualities of effective teachers</i>. Alexandria, Va: Association for Supervision and Curriculum Development.</li> <li>• Dunn, A., &amp; Perez, L. (2012). Universal Design for Learning (UDL) in Action: The Smart Inclusion Toolkit. <i>TEACHING Exceptional Children</i>, 45(2), 41</li> <li>• <i>National Center on Universal Design for Learning</i> (<a href="http://www.udlcenter.org/">http://www.udlcenter.org/</a>)</li> </ul>
9-10	Influencing Student Behavior	<ul style="list-style-type: none"> <li>• Kauchak &amp; Eggen, chapter 10</li> <li>• Hill, D. A., &amp; Flores, M. M. (2014). <i>Modeling Positive Behavior</i></li> </ul>



		<p>Interventions and Supports for Preservice Teachers. <i>Journal Of Positive Behavior Interventions</i>, 16(2), 93-101.</p> <ul style="list-style-type: none"> <li>• Algozzine, B., Wang, C., &amp; Violette, A. S. (2011). Reexamining the Relationship Between Academic Achievement and Social Behavior. <i>Journal Of Positive Behavior Interventions</i>, 13(1), 3-16.</li> <li>• Scott, T. M., Liaupsin, C., &amp; Nelson, C. M., &amp; McIntyre, J. (2005). Team-Based Functional Behavior Assessment as a Proactive Public School Process: A Descriptive Analysis of Current Barriers. <i>Journal of Behavioral Education</i> 14(1), 57-71</li> <li>• <a href="http://www.pbis.org">www.pbis.org</a></li> </ul>
11	The Role and Characteristics of Effective Communication	<ul style="list-style-type: none"> <li>• Kühnen, U. u., Egmond, M., Haber, F., Kuschel, S., Özelsel, A., Rossi, A., &amp; Spivak, Y. (2012). Challenge me! Communicating in multicultural classrooms. <i>Social Psychology Of Education</i>, 15(1), 59-76.</li> <li>• Sailes, J., Cleveland, R., &amp; Tyler, T. (2014). "P" Soup: Creating Healthy School Environments Through Culture Audits. <i>Childhood Education</i>, 90(1), 29-35.</li> <li>• Stone Kessler, S. s., &amp; Snodgrass, A. a. (2014). THE HOUSE THAT AFFIRMATION BUILDS. <i>Educational Leadership</i>, 71(5), 60-63.</li> </ul>
12-13	Foundations of Assessment	<ul style="list-style-type: none"> <li>• Conderman, G., &amp; Hedin, L. (2012). Purposeful Assessment Practices for Co-Teachers. <i>TEACHING Exceptional Children</i>, 44(1), 18-27.</li> </ul>
14	Professional Behavior and Development	<ul style="list-style-type: none"> <li>• Kauchak &amp; Eggen, chapters 11 and 13</li> <li>• <i>What Works Clearinghouse</i> (<a href="http://ies.ed.gov/ncee/wwc/">http://ies.ed.gov/ncee/wwc/</a>)</li> </ul>
15	Developing Collaborative Relationships	<ul style="list-style-type: none"> <li>• Rimpola, R. C. (2014). Collaborative Planning and Teacher Efficacy Of High School Mathematics Co-teachers. <i>Educational Planning</i>, 21(3), 41-53.</li> </ul>
	Finals week: Class meets at 10 a.m. on Monday, December 14	

### ***Additional Potential Readings and Resources***

- Ashdown, J., Hummel-Rossi, B., & Tobias, R. (2006). Linking teacher induction, teacher development, and student learning. In J. R. Dangel (Ed.), *Research on teacher induction* (pp. 19-35). Lanham, Maryland: Rowman & Littlefield Education.
- Bruner, J. (1960). *The process of education*. Cambridge, Massachusetts: Harvard University Press.
- Fisher, D. & Frey, N. (2007). *Checking for understanding: formative assessment techniques for your classroom*. Alexandria, Virginia: ASCD.
- Flessner, R. (2012). Addressing the research/practice divide in teacher education. *Action in Teacher Education: The Journal of the Association of Teacher Educators*, 34(2), 159-171.
- Gutek, G. L. (2014). *Philosophical, ideological, and theoretical perspectives on education* (2<sup>nd</sup> ed.). Boston: Pearson.
- McTighe, J. & Wiggins, G. (2013). *Essential questions: opening doors to student understanding*. Alexandria, Virginia: ASCD.
- Piedra, L., Engstrom, D. (2009). Segmented assimilation theory and the life model: An integrated approach to understanding immigrants and their children. *Social Work*, 54(3): 270-277.
- Rinke, C. R., & Stebick, D. M. (2013). "Not just learning about it but actually doing it": The evolution of a teacher inquiry culture. *Action in Teacher Education: The Journal of the Association of Teacher Educators*, 35(1), 72-84.
- Weins, P. D. (2012). The missing link: Research on teacher education. *Action in Teacher Education: The Journal of the Association of Teacher Educators*, 34(3), 249-261.
- Wijeyesinghe, C. (Ed.). (2012). *New perspectives on racial identity development: Integrating emerging frameworks*. (2<sup>nd</sup> Ed.). New York: NYU Press.
- Zeichner, K. (1996). *Reflective teaching: an introduction*. Mahwah, N.J.: L. Erlbaum Associates.