

COURSE APPROVAL DOCUMENT

Southeast Missouri State University

Department: Middle and Secondary Education

Course No. SE 385

Title of Course: Pedagogy 3: Advanced Methods of Middle and Secondary Teaching

Date: Fall 2014

Please check: **New** **Revision**

- I. Catalog Description (Credit Hours of Course):** Advanced application of evidence-based practices organization, curriculum, assessment and management of the secondary classroom. (3)
- II. Prerequisite:** Successful completion of SE307 Content Literacy Methods for Middle and High School (except for secondary English majors), SE350 Pedagogy 1: Principles of Effective Teaching, EX 390: Psychology of the Exceptional Child, SE365 or SE 360 Pedagogy 2: MSE Interdisciplinary Methods and Technology, and SE355 Field Experience.

Co-requisites: SE 380 Advanced Field, SE 3XX Techniques of Teaching Content, SE 390 Instructional Interventions for Middle and Secondary Students with Special Literacy Needs

III. Purposes or Objectives of the Course :

Teacher candidates will:

1. Plan lessons that integrate specific evidence-based practices. MOSPE 1.3, PAS1Eb
2. Identify learning theories that align with instructional strategies included in candidate-created lessons. MOSPE 2.3, PAS1Ec
3. Plan lessons that include a variety of instructional strategies, including but not limited to inquiry learning and co-teaching. MOSPE 1.3, PCS4Eb
4. Plan lessons that integrate instructional technology. MOSPE 2.4, PCS4Eb
5. Demonstrate the ability to facilitate learner expression in speaking, writing, listening, and other media. MOSPE 6.4, PDS5Ea
6. Describe individualized strategies that can be used address the needs of students with specific backgrounds and experiences. MOSPE 3.3, PAS1Ea
7. Justify the choice of particular instructional strategies based upon the prior experiences, family, culture, and community of an individual student. MOSPE 3.3, PBS3Eb
8. Plan an interdisciplinary unit. MOSPE 1.4, PBS2Ec
9. Use backward design to develop a unit plan. MOSPE 3.4, PBS2Eb
10. Develop a unit plan aligned with state and national standards. MOSPE 3.1, PBS2Eb
11. Develop a unit plan aligned with a district curriculum. MOSPE 3.1, PBS3Eb
12. Develop a unit plan that accounts for the abilities, prior experiences, families, cultures of individual students. MOSPE 3.2, PBS3Eb
13. Integrate evidence-based practices for teaching critical thinking and problem solving into lesson and unit plans. MOSPE 4.1, PCS2Ea
14. Develop a plan for promoting student self-reflection on learning and behavior. MOSPE 4.2, PCS2Ea
15. Identify ways in which classroom policies influence the behavior of individual students. MOSPE 5.1, PBS3Eb
16. Explain ways in which the behavior of the overall class can influence the behavior of individuals. MOSPE 5.2, PBS3Eb

17. Develop a plan for addressing an individual student's behavioral issues grounded in evidence-based practices. MOSPE 5.2, PBS3Eb
18. Identify ways in which technological tools might be used to manage the behavior of an individual student. MOSPE 5.2, PCS4Eb
19. Identify strategies for differentiating classroom management policies to address the cultural backgrounds of individual students. MOSPE 5.3, PCS4Eb
20. Demonstrate effective verbal and nonverbal communication techniques. MOSPE 6.1, PDS5Ec
21. Describe ways in which legal and ethical expectations of confidentiality will be upheld in the field experience. MOSPE 8.3, PDS5Ed
22. Develop examples of classroom-based communication using tools of technology. MOSPE 6.4, PDS5Ea
23. Identify assessment tools to evaluate the degree to which specific students meet the learning goals identified in unit plans. MOSPE 7.1, PCS4Ec
24. Analyze assessment data generated by an individual student and use the results to determine possible strategies for improvement. MOSPE 7.2, PCS4Ec
25. Develop a plan for assisting specific students in learning to use self and peer assessments to better understand how to address the demands of particular assessment formats and to set their own learning goals. MOSPE 7.4, PCS4Ec
26. Suggest ways by which one or more particular students might be better assessed through the use of technology. MOSPE 7.2, PCS4Ec
27. Identify specific professional development opportunities for developing the ability to meet the needs of individual students. MOSPE 8.2, PDS5Ea
28. Participates in professional growth activities. MOSPE 8.1, PDS5Ec
29. Reflect on teaching practices and identify specific areas for improvement. MOSPE 8.1, PDS5Eb
30. Identify specific relationships that might be developed in order to help meet the unique needs of specific students. MOSPE 9.3, PDS5Eb

IV. Student Learning Outcomes (Minimum of 3):

<i>Objective</i>	<i>Method of Assessment</i>
A. Develop a unit plan that accounts for the abilities, prior experiences, families, cultures of individual students.	Unit Plan
B. Identify ways in which classroom policies influence the behavior of individual students.	Classroom Analysis Paper
C. Identify specific relationships that might be developed in order to help meet the unique needs of specific students.	Individualized Student Plan

V. Course Content or Outline

A. Introduction to Course	1 hr
B. Legal and Social Obligations to Students	2 hrs
C. Review Major Facets of Behavior Management	2 hr
D. Assessing Factors Influencing Behavior in Individual Students	3 hrs
E. Relationship between Behavior Management Plans for Individual Students and School-Based Plans	2 hrs
F. Strategies for Addressing Specific Individual Behaviors	3 hrs
G. Review Major Facets of Curriculum	1 hr
H. Relationship between Curriculum and Lessons	1 hr
I. Adjusting Curriculum for Individual Students	2 hrs

J. Review Major Facets of Assessment	1 hr
K. Adjusting Assessments for Individual Students	3 hrs
L. Analyzing Assessment Data on Individual Students	2 hrs
M. Designing a Unit	3 hrs
N. Review Major Facets of Instruction	1 hr
O. Adjusting Instruction for Individual Students Based upon Abilities	3 hrs
P. Adjusting Instruction for Individual Students Based upon Cultural Differences	2 hrs
Q. Adjusting Instruction for Individual Students Based upon Socioeconomic and Family Structure Differences	3 hrs
R. Adjusting Instruction for Individual ELL Students	2 hr
S. Effective Communication to Improve Learning for Individual Students	2 hrs
T. Improving Collaborative Relationships	3 hrs
U. Professional Behavior and Development	3 hrs
Total	45 hrs

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

Dean

Syllabus for SE 385 Pedagogy 3: Advanced Methods of Middle and Secondary Teaching

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; phone: 651-5965; office: Scully 245A

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

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VI. 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

VII. 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) to become registered as a student with a disability in order to have

accommodations implemented.

VIII. 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.

IX. 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

X. 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.

1. Text: various readings

2. Class content—outline or schedule

Week(s)	Topic	Readings and Resources
1	<ul style="list-style-type: none"> • Introduction to Course • Legal and Social Obligations to Students 	<ul style="list-style-type: none"> • Umpstead, R., Brady, K., Lugg, E., Klinker, J., & Thompson, D. (2013). Educator Ethics: A Comparison of Teacher Professional Responsibility Laws in Four States. <i>Journal of Law & Education</i>, 42(2), 183-225. • Love, T. S. (2013). Addressing Safety and Liability in STEM Education: A Review of Important Legal Issues and Case Law. <i>Journal of Technology Studies</i>, 39(1), 28-41.
2	<ul style="list-style-type: none"> • Review Major Facets of Behavior Management • Assessing Factors Influencing Behavior in Individual Students 	<ul style="list-style-type: none"> • Dunlop, T. (2013). Why it works: You Can't Just 'PBIS' Someone. <i>Education Digest</i>, 79(4), 38-40. • Tobin, C. E., & Simpson, R. (2012). Consequence Maps: A Novel Behavior Management Tool for Educators. <i>TEACHING Exceptional Children</i>, 44(5), 68-75.
3-4	<ul style="list-style-type: none"> • Assessing Factors Influencing Behavior in Individual Students • Relationship between Behavior Management Plans for Individual Students and School-Based Plans • Strategies for Addressing Specific Individual Behaviors 	<ul style="list-style-type: none"> • Rogers-Adkinson, D. e., & Hooper, S. e. (2003). The Relationship of Language and Behavior /. <i>Behavioral Disorders</i>, 29(1), 5-76. • Hill, D. A., & Flores, M. M. (2014). Modeling Positive Behavior Interventions and Supports for Preservice Teachers. <i>Journal Of Positive Behavior Interventions</i>, 16(2), 93-101.
5	<ul style="list-style-type: none"> • Review Major Facets of Curriculum • Relationship between Curriculum and Lessons • Adjusting Curriculum for Individual Students 	<ul style="list-style-type: none"> • Harris, D. M. (2011). Curriculum Differentiation and Comprehensive School Reform: Challenges in Providing Educational Opportunity. <i>Educational Policy</i>, 25(5), 844-884.
6	<ul style="list-style-type: none"> • Adjusting Curriculum for Individual Students • Review Major Facets of Assessment 	<ul style="list-style-type: none"> • Rice, S., & Smilie, K. D. (2014). In Plato's Shadow: Curriculum Differentiation and the Comprehensive American High School. <i>Educational Studies</i>, 50(3), 231-245.

	<ul style="list-style-type: none"> Adjusting Assessments for Individual Students 	<ul style="list-style-type: none"> Aronin, S., & Israel, M. (Eds.). (2013). Promoting Inclusive Practices in Inquiry-Based Science Classrooms [Special issue]. <i>TEACHING Exceptional Children</i>, 45(4).
7	<ul style="list-style-type: none"> Adjusting Assessments for Individual Students Analyzing Assessment Data on Individual Students 	<ul style="list-style-type: none"> Doubet, K. d. (2012). Formative assessment jump-starts a middle grades differentiation initiative. <i>Middle School Journal</i>, 43(3), 32-38. Smith, S. L., Soares, D. A., Vannest, K. J., & Williams, L. E. (2012). Progress Monitoring to Support Science Learning for All Students. <i>TEACHING Exceptional Children</i>, 44(6), 66-72.
8	<ul style="list-style-type: none"> Designing a Unit 	
9	<ul style="list-style-type: none"> Review Major Facets of Instruction Adjusting Instruction for Individual Students Based upon Abilities 	<ul style="list-style-type: none"> Parsons, S. s., Dodman, S. L., & Cohen Burrowbridge, S. (2013). Broadening the view of differentiated instruction. <i>Phi Delta Kappan</i>, 95(1), 38-42. Hitchcock, C., & Rao, K. (2013). Power-Assisted Writing for Science: Developing Expository Writing in a Multimedia Environment. <i>TEACHING Exceptional Children</i>, 46(1), 25.
10	<ul style="list-style-type: none"> Adjusting Instruction for Individual Students Based upon Abilities Adjusting Instruction for Individual Students Based upon Cultural Differences 	<ul style="list-style-type: none"> Page, S. W. (2000). When changes for the gifted spur differentiation for all. <i>Educational Leadership</i>, 58(1), 62-65. Santamaria, L. J. (2009). Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners. <i>Teachers College Record</i>, 111(1), 214-247.
11	<ul style="list-style-type: none"> Adjusting Instruction for Individual Students Based upon Socioeconomic and Family Structure Differences 	<ul style="list-style-type: none"> Battey, D. d. (2013). 'Good' mathematics teaching for students of color and those in poverty: the importance of relational interactions within instruction. <i>Educational Studies In Mathematics</i>, 82(1), 125-144. Mullen, C. A., & Kealy, W. A. (2013). POVERTY in School Communities. <i>Kappa Delta Pi Record</i>, 49(2), 70-77.
12	<ul style="list-style-type: none"> Adjusting Instruction for Individual ELL Students Effective Communication to Improve Learning for Individual Students 	<ul style="list-style-type: none"> Baecher, L. I., Artigliere, M. m., Patterson, D. d., & Spatzer, A. a. (2012). Differentiated instruction for English language learners as "variations on a theme". <i>Middle School Journal</i>, 43(3), 14-21.
13	<ul style="list-style-type: none"> Effective Communication to Improve Learning for Individual Students 	<ul style="list-style-type: none"> Panferov, S. (2010). Increasing ELL Parental Involvement in Our Schools: Learning From the Parents. <i>Theory Into Practice</i>, 49(2), 106-112. Berg, H., Petron, M., & Greybeck, B. (2012) Setting the foundation for working with English language learners in the secondary classroom. <i>American Secondary Education</i>, 40(3), 34-44.
14	<ul style="list-style-type: none"> Improving Collaborative 	<ul style="list-style-type: none"> Murawski, W. (2012). 10 Tips for Using Co-

	Relationships	Planning Time More Efficiently. <i>TEACHING Exceptional Children</i> , 44(1), 8-15.
15	<ul style="list-style-type: none"> Professional Behavior and Development 	<ul style="list-style-type: none"> Dixon, F. A., Yssel, N., McConnell, J. M., & Hardin, T. (2014). Differentiated Instruction, Professional Development, and Teacher Efficacy. <i>Journal for The Education Of The Gifted</i>, 37(2), 111-127.
16	Finals week: Class meets at 10 a.m. on Monday, December 14	

Additional Potential Readings and Resources

- Burns-Sardone, N. (2014) Making the case for BYOD instruction in teacher education. Issues in Informing Science and Information Technology. 11: 191-201
- Chunk, H.Q. & Van Es, E. (2014) Pre-service teachers' use of tools to systematically analyze teaching and learning. Teachers and Teaching: Theory and Practice 20(2):113-135
- Conley, M.W., Kerner, M., & Reynolds, J.M. (2005). Not a question of "should," but a question of "how": Integrating literacy knowledge and practice into secondary teacher preparation through tutoring in urban middle schools. *Action in Teacher Education. 27, 22-32.*
- Danyluk, P. (2012) Preparing student teachers to be educators of children and youth: Perspectives of Associate Teachers. Action in Teacher Education: The Journal of the Association of Teacher Educators. 34, 500-513
- Dewey, J. (1933) How we think: A restatement of the relation of reflective thinking to the educative process. Boston, MA: D.C. Heath
- Heck, T. & Bacharach, N. (2010). Mentoring Teacher Candidates Through Co-Teaching: Collaboration that makes a difference. St. Cloud, Minnesota: St. Cloud State University.
- Heck, T. W. (2013). A new student teaching model for pairing interns with clinical teachers. Edutopia, Retrieved 10/20/2014 from <http://www.edutopia.org/blog/co-teaching-internship-model-teresa-heck>
- Herbert, M. (2010). The advantages of properly implemented one-to-one technology. *District Administration*, Retrieved from <http://www.districtadministration.com/article/advantages-properly-implemented-one-one-technology>
- Jackson, L. (2009). One-to-one computing: Lessons learned, pitfalls to avoid. *Education World*, Retrieved from http://www.educationworld.com/a_tech/tech/tech197.shtml
- Lawley, J., Moore, J. & Smajic, A. (2014) . Effective Communication between preservice and cooperating teachers. *The New Educator. 10:153-162*
- Ostorga, A.N. (2006). Developing teachers who are reflective practitioners: A complex process. *Issues in Teacher Education, 15(2), 5-20*
- Oxnevad, S. (2013). Using SAMR to teach above the line. *Getting Smart*, Retrieved from <http://gettingsmart.com/2013/07/using-samr-to-teach-above-the-line/>
- Piro, J.S. & Hutchinson, C.J. (2014) Using a data chat to teaching instructional interventions: Student perceptions of data literacy in an assessment course. *The New Educator. 10(2):95-111*
- Santangelo, T. & Tomlinson, C.A. (2012) Teacher educators' perceptions and use of differentiated instruction practices: An exploratory investigation. *Action in Teacher Education: The Journal of the Association of Teacher Educators. 34(4): 309-327*