Teaching Techniques in the Secondary School I

EDUC 4322
Spring 2010
Angelo State University
Online Course

Instructor: Dr. Amy Williamson
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Office Hours: Mon. E-hours 11-12, Tues. 12-3, Wed. 1-4, Thurs. E-hours 9-11, Fri. E-hours 8-10

Also available on Skype during most office hours.*

Course Description:

A study of the teaching process in the secondary school, including measurement and evaluation of student achievement, instructional media and technology, and planning. A field experience in a secondary school is required.

Course Objectives:

By the end of the semester, the student will:

a. Understand why teacher/student interactions contribute to student performance.
b. Understand what motivates students to learn.
c. Be able to apply the principles of professional teaching standards.
d. Understand the steps needed for certification.
e. Gain an understanding and appreciation of individual differences according to culture and socioeconomic status.
f. Participate in classroom exercises.
g. Distinguish between various learning styles and intelligences, and be able to incorporate these into a lesson plan.
h. Conduct a mini lesson under the host secondary school teacher.
i. Participate in a 10 hour field experience in a secondary classroom.
j. Recognize and incorporate Bloom’s Taxonomy into classroom planning.
k. Be able to distinguish goals from behavioral objectives and their application in a learning environment.
l. Identify aspects of the Texas Education Code and their application to student discipline.
m. Understand the need for sound classroom management and dealing with disruptive student behavior.
n. Gain insight into the way special needs students learn.
o. Cite examples of instructional techniques.
p. Understand question types and effective questioning skills.
q. Appreciate the value of measurement and achievement in secondary schools.
r. Compile a test blueprint and test items.
s. Clarify the standards for TAKS and new regulations.
t. Be able to utilize various technologies in teaching including audio-visual, electronic devices, and other tools of the trade.
u. Define the various roles of educators.
v. Identify the current trends and future challenges in education.
w. Demonstrate ethical, moral, and professional conduct.

Textbook and Required Materials:

2. My Lab School software, purchased at ASU Bookstore. You must have a purchased code to complete course requirements.
3. Taskstream subscription. Go to www.taskstream.com. Instructions for purchasing a subscription and enrolling in the course section can be found below. A 1-year subscription is $42, and a 2-year subscription is $69. You will need this subscription until you graduate, as it is required throughout your student teaching semester.
4. Access to websites as referenced in class.
5. Access to Blackboard. It is the student’s responsibility to become familiar with Blackboard and its course components.
6. Most documents in this course will be in HTML or Word format. However, you will also need the additional software (which can be downloaded free from the Internet): Adobe Reader, Windows Real Player, and Quicktime.
7. Access to Ramport email. This must be checked often.
8. Sites and resources found in External Links on Blackboard for this course.

Expectations:

Candidates are responsible for getting work in on time. All assignments due on Blackboard must be submitted by 5 p.m. each Friday (see course agenda). All assignments must be submitted in Microsoft Word, 12 points, Times New Roman, double spaced. Minimal headers should exist on submitted papers. Please be sure all work is saved more than once, as it is not the teacher’s responsibility if technology issues suddenly occur. No late work will be accepted.

As teachers are expected to represent professionalism and model learning, all documents must be adequately proofread for grammar, spelling, formatting, and
punctuation errors. Points will be deducted for inaccuracies. The ASU Writing Center is available to assist you as needed. In addition, all work is expected to follow the guidelines of the APA Manual, 6th edition. A positive attitude, adherence to professional dispositions (see Course Documents), effort and preparation are equally important in this course and in the profession you are preparing to join.

Active participation in all assignments is key to the success of this course. Online courses require time management, initiative, research, and a lot of effort on the part of the student. Students must complete all course work to effectively complete the course. Because ED 4322 is the culminating course prior to student teaching and is a preparatory course for the PPR certification exam, a lot of content will be covered and tested during the semester.

While the instructor recognizes that last minute questions are sure to arise, it is the student’s responsibility to plan in advance and to ask questions as needed in a timely manner. Please allow 48 hours for email responses and up to 2 weeks for assignment grading.

Due to privacy issues, only ASU email can be utilized when communicating with the instructor.

This course, as part of a state issued teaching certificate mandate, requires ten hours of field experience. You will receive instructions on your placement in this course. Observations of 50-55 minute class periods cannot be rounded up to equal an hour’s time. Instructions on completing these ten hours and the assignments associated with your observations will be provided to you by your instructor.

Discussion board responses must be posted to the discussion board. All other assignments must be submitted through the Assignments tab in Blackboard (not through Digital Dropbox). To do so, click on “Assignments” in the left tab for the course home page. Then, click on the assignment title of the assignment you would like to submit. Type any notes you have in the text box, and attach your file (just as you would an email), then submit. Do not copy and paste your entire document in the text box. To ensure your assignment has been received, check your grades. In the appropriate assignment column, there should be a code indicating your submission has been successful and is awaiting grading (usually an exclamation point). Emailed assignments are not accepted.

All work for this course must indicate reflection, insight, and required reading and assignments. Any required discussion posts must be posted by Wednesday of each week to allow for student responses. Please see discussion board etiquette as outlined below:

1. The instructor will clearly state a prompt or topic for discussion. A sample post may also be provided.

2. For each discussion, a deadline will be provided for posts.
3. Students are encouraged to maintain a copy of posts for future reference.

4. Participation is required.

5. Posts are expected to be on time.

6. The tone of posts should always be courteous, respectful, insightful, and encouraging.

7. Examples, connections with personal experience, and alternative viewpoints are welcome.

8. Posts must adhere to topic or prompt assigned.

9. Students are not expected to only post their own thoughts, but also respond to the thoughts of their classmates. For the first post, be sure your post focuses on the prompt or assigned reading and answers the question posed. For the second post, be sure you read all posts in your group, and then respond to your classmate (s) as assigned.

10. The instructor will act as a facilitator of online discussions and will provide you with feedback on an individual basis by email if needed.

**Honor Code:**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor code, which is contained in both print and web versions of the Student Handbook.

Please note if your field experience documentation, or any other course assignments for this course, are falsified, you will receive an automatic F for this course. In addition, any less than ten hours of the field observation component will result in an Incomplete for this course.

**Persons Seeking Accommodations:**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office in order to request such accommodations. You are encouraged to make this request early in the semester, and no accommodations may be implemented without such a request.
Evaluation:

Class Participation & Professional Dispositions*  
Who Am I?  
Discussion Boards (4 @ 25)  
Bag of Tricks  
Quizzes (2 @ 25)  
Countdown papers (2 @ 25)  
Article Critique  
Unit Plan  
Test and Rubric  
Lesson plans (5 @ 40)  
Midterm  
Classroom Management Assignment  
Video reflections  
Mini Lesson  
Ron Clark Assignment  
Field Work  
Final

___________  
1200 points

1200-1100 = A  
1000-1099 = B  
900-999 = C  
800-899 = D  
799 or below = F

*Note that letter grades for this course are based on the scale above, not on a percentage.

*Class participation can include participation in any activities aligned with this course that have been assigned to you during the course. Part of this grade also considers if, during the course of this class, teacher candidates have presented themselves according to the required professional dispositions (see Course Documents).

In addition, weekly chats will be held on Blackboard each Wednesday from 7-8 p.m., beginning February 3rd and ending on May 5th. No chat will take place during Spring Break. Students are expected to attend a minimum of five of these chats to receive participation credit. More is recommended, as these chats will serve as a reinforcement of the week's content and as an opportunity for students to ask the instructor questions.

Three face to face meetings will be available for students in this course. These meetings are optional, but highly recommended (particularly the first two). Those dates are as follows:

Thursday, January 21st, from 6-8 p.m.: Course Introduction and Expectations
Tuesday, March 9th, from 6-8 p.m.: Midterm Prep and Assistance, Content Reinforcement

April 6th, from 3-5 p.m.: Ron Clark Story screening for required assignment

All three meetings will take place in the Carr/EFA Building, Room 124.

*Extra credit potential:

a. Education symposium attendance to be held on the evening of April 22nd, more details TBA (worth 25 points).

b. Joining student TSTA organization, and attending at least two meetings. Details TBA (worth 25 points).

c. Attendance of PPR Prep session on Saturday, 17th, from 8 a.m.-noon. Carr/EFA room 124.
## Course Agenda

This agenda is subject to change as needed. *Note that each of the required assignments has a preface of activities that must be completed, as well. Allow a minimum of five hours per week to complete weekly course requirements. This does not include field observation hours.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>January 21st</td>
<td>Meet in Carr 124 from 6-8 p.m.</td>
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<td>January 29th</td>
<td>Who am I?, Discussion Board #1</td>
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<td>February 5th</td>
<td>Quiz #1</td>
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<td>February 12th</td>
<td>Countdown paper #1</td>
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<td>February 19th</td>
<td>Article Critique</td>
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<td>Discussion Board #2</td>
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<td><em>It is recommended that you have Taskstream by this date.</em></td>
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<td>February 26th</td>
<td>Unit Plan, Test and Rubric</td>
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<td><em>Last day to have Taskstream Subscription</em></td>
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<td>March 5th</td>
<td>Two lesson plans, countdown paper #2</td>
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<td>March 12th</td>
<td>Midterm</td>
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<td>March 26th</td>
<td>Classroom Management Assignment</td>
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<td>Discussion Board #3</td>
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<td>April 2nd</td>
<td>No Assignments, ASU out for Good Friday</td>
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<td>April 9th</td>
<td>Mini lesson, Quiz #2</td>
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<td>Video Reflections Due</td>
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<td>April 16th</td>
<td>Three lesson plans</td>
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<td>April 23rd</td>
<td>Ron Clark assignment</td>
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<td>Bag of Tricks</td>
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<td>April 30th</td>
<td>Field work</td>
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<td>Discussion Board #4</td>
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<td>May 7th</td>
<td>Final</td>
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*All assignments due by 5 p.m. in Blackboard. No late work or work submitted by email will be accepted.
All students must submit an email to the instructor stating their agreement with the terms of this syllabus prior to the first assignment due date.

Skype Download Instructions

I am available on Skype during many of my office hours. If you need to chat, this is an alternate option to an email or office visit. To download Skype (free), follow the directions below:

1. Go to http://www.skype.com
2. Click on Download Skype Now.
3. A message should come up that says “You are now downloading Skype.”
4. Click “Run” when the pop up download box appears.
5. If you receive a message that says “A program needs your permission to continue,” click Continue.
6. Choose your language, then click “I agree- install,” on the box that appears.
7. Click “Continue installing Skype.”
8. You should receive a message that says “Thank you for installing Skype.” Click Finish.
9. Close your browser box.
10. In the box that appears, create your Skype account information. Accept the Terms, hit next, then complete the rest of your account information. Click Sign In.
11. Close the Welcome screen.

To add me as a contact:

1. Once you have logged in, click on +New in the left corner. Click on New Contact.
2. You can search by my name (Amy Williamson) or my username (amymw3). It seems there are a lot of Amy Williamson’s out there! ☹️ Once I have been added as a contact, you can see when I am online and available to chat with you.

Please note: These directions are for a PC, but the process is very similar for a Mac.

*Please note that Skype chat does not take the place of the required Blackboard Chat times for this course.
Taskstream Subscription Instructions:

2. Click beside “Create a new Taskstream subscription” and then choose Option 1. Continue.
3. Click beside “I am participating in a college/university program that requires Taskstream. Continue.
4. Choose Texas, College/University, and Angelo State University from the drop down boxes. Continue.
5. Choose Education and Students from the respective drop down menus. Choose the rate you wish to pay and then enter the general required information.
6. Under Tool Options, choose “Yes, add Tool Pack.”
7. Complete “other info” on this page.
8. Accept the End-user agreement and hit continue.
9. Confirm registration information and continue.
10. Follow steps for checkout.
11. This is not the last step.
12. After you have set up and paid for your subscription, go back into www.taskstream.com or click on Home.
13. Sign in. Follow the steps to self enroll.
14. The self enrollment code for this course is B93TPA.
15. Be sure you have your subscription by the date indicated on your syllabus.
ED 4322

Field Observation Log In Sheet

Term: Spring 2010

Student Name

Field Experience Location

Field Experience Teacher/ Supervisor (On Site):

F.E. Teacher’s Campus Email address:

(Print and use two logs if needed)

<table>
<thead>
<tr>
<th>DATE</th>
<th>SIGN IN TIME</th>
<th>SIGN OUT TIME</th>
<th>SUPERVISOR INITIALS</th>
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*10 hours of observations are required PER COURSE. Due dates on the syllabus indicate when this log and your reflection are due to the professor. Both must be turned in for a grade to be obtained, and any deficiency of field experience hours will result in an Incomplete for the course.

Reflection, Spring 2010 Field Experience

Due April 30th. When submitting these documents, your log with original signatures must be scanned in and saved as a PDF or Word document. Your reflection must be submitted in Microsoft Word. Both should be submitted in Blackboard.

Note: A log and reflection must be turned in for EACH course in which you are enrolled for field experience is required. Each course (RDG 4320, ED 4321, and ED 4322) will require different components during your field experience. In addition, ten hours are required for EACH class. Therefore, the same write up and the same hours will not count for all courses.

Any falsification of documents will result in an automatic failure of this course. Confirmation of hours earned will be determined by contacting field experience teachers if needed.

Answer each of the following questions in a minimum of 200 words, based on your observations and classroom involvement during field experience hours this semester. Your responses must be typed (you can type them into this form if you so choose), using the format required for the course (See Syllabus).

1. Describe the students you observed in the classroom. Think in terms of physical characteristics, learning styles, and other diversities such as race, ethnicity, language, and disabilities. What kinds of accommodations were made, if any?

2. Describe the classroom environment. Consider such things as seating arrangements, learning centers, room décor, overall “feeling” of the class, etc.

3. Describe the instruction you observed in the classroom. What kinds of learning activities occurred (lecture, small group, hands on, independent study, etc.)? What kinds of learning aids were used (books, AV equipment, computers, learning centers, etc.)?

In addition to answering the above questions, you will be expected to complete two tasks during your field placement.

4. Choose two students to interview in the classroom you are observing. Obtain student and teacher approval in advance. Interview each student for ten minutes. Record their responses regarding the following topics:
   a. What they believe are characteristics of a good teacher
   b. Ways the teacher helps students learn
   c. Ways the teacher meets the diversity of students in the classroom (how students are different)
Discuss the students’ responses, and reflect on this interview in 200-250 words. What does this tell you about a student’s perspective of teachers? About how you should prepare for your own classroom? About the importance of being an effective teacher?

5. Teach a mini lesson (30 minutes). A rubric for this lesson will be available on Blackboard. The lesson should:

   a. Utilize at least one form of technology
   b. Engage all learning styles
   c. Be content relevant and age appropriate.
   d. Clearly incorporate all of the components of an effective lesson, as discussed in class.
   e. Be thoroughly planned and executed. A lesson plan for the mini lesson must be completed in Taskstream (not submitted), printed out, and given to your field placement teacher before you begin.
   f. Be observed and critiqued by your field placement teacher. The teacher will be provided with a rubric and a copy of this assignment handout. The teacher will be asked to submit feedback to me directly by email.
   g. Be professional. Dress professionally, behave professionally.

Note: Questions 1-4 will be submitted along with your log on the day that Field Work is due. The mini lesson will be submitted separately by your field experience teacher- see your syllabus and course calendar.