Teacher Education

PROFESSIONAL TEACHING STRATEGIES: 6-12

Syllabi … Fall, 2011

Mr. Bill Hayne
Division of Education
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Credit Hours: 3
Time/Location: Tuesday/Thursday 1:30-2:45
Prerequisite: Secondary ED Approval
Exceptions by instructor only


This course will also include various articles

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible to discuss your situation and needs. My office location, hours and phone number are listed above.

DESCRIPTION AND PURPOSE OF THE COURSE

This course is designed with a focus upon the exploration, understanding, implementation and integration of a repertoire of pedagogical knowledge, skills and dispositions related to secondary instructional design, facilitation and evaluation. This course will afford students the opportunities to become familiar with various instructional models and practices, classroom management and relationship building to enhance educational relevance for 6-12 grade students.

Through various activities, including micro-teaching and other forms of presentation, students will demonstrate knowledge and skill acquisition in the development of instructional design, facilitation and evaluation. Additional projects will focus on research and product development to demonstrate understanding of key aspects related to classroom management, discipline and motivation through creating relevant and healthy relationships within the context of a classroom community.

COURSE PROJECTS AND ACTIVITIES:

1. Professional Foundations: The Division of Education operates within and through the guiding directives of a philosophical framework that features a mission statement and professional standards, or principles. A key component of this course will include various discussion activities designed to assist students in understanding the framework as applied to their educational program and professional development.
2. Dedicated Professional: Professional behavior begins with attitudes about class attendance and engagement, as such your attendance is not only expected, it is paramount to your ability to earn a passing grade. As a pre-professional and dedicated to personal growth and educational development it is expected that you will **attend class regularly** and be an **active participant**. When absence is unavoidable, it is expected that you will accomplish the objectives of that class session, possibly through the contacting of a classmate for assistance, and you are expected to notify the instructor of upcoming absences. When absences and/or tardiness become habitual there will be a need to meet with the instructor to discuss further class participation and continued progress in the teacher education program.

**Professional Conduct:** As a student in this course, you are encouraged to consider and to exercise the ideas of others who have published works as well as the ideas of LCSC Faculty and other students. However, it is imperative that your use of any such creative/scholarly property in any communication that you produce for this class be clearly accompanied by proper citation of its source. Violations of the principles of integrity and honesty in course work can result in forfeiture of course credit and/or further disciplinary action taken by the college. Cheating on tests is unacceptable. Cell phone usage during class is allowed only for emergencies -- texting and other use of cell phones can be grounds for dismissal from the class and/or course. Use of laptops for note taking is greatly encouraged, however social use is greatly discouraged. Please understand the importance of your professional disposition and how your faculty is assessing you as a future teacher.

3. Knowledgeable & Reflective Professional: Through the exploration of various classroom management theories/philosophies students will design and develop products that communicate their understanding and application of a personal belief of how to most effectively motivate and engage a diverse population of student learners, manage classroom interactions and behaviors, and establish healthy and positive relationships. This area may include reflect**ive writings, brochure or pamphlet, and/or PowerPoint presentations.**

4. Instructional Design, Facilitation and Evaluation: Through a series of **micro-teachings** (2-4) with peers students will have the opportunity to engage in the delivery of instructional activities to demonstrate skills in lesson planning and design, facilitation and communication, as well as the evaluation of learning and teaching. Methods, topics, media, time frame and other expectations will be provided. Students will share the instructional responsibilities to varying degrees depending upon the type of micro-teaching. Lesson plan design and instructional models will be explored, utilized and reflected upon.

5. Reflective Professional: Following each micro-teaching, students will submit a brief but thorough writing reflecting upon the lesson, their strengths and weaknesses, and the overall impact of the lesson.

6. Knowledgeable Professional, Instructional Design, Dedicated Professional: This project will include personal examination of philosophical beliefs and instructional values in designing and developing a “Course/Instructional Philosophy Brochure” that will allow students to critically think through a ‘hypothetical course’ to be taught by the student and then to present course goals, objectives, rationale, assessment and instructional philosophy. The design of this project will be a four-page pamphlet.

6. Knowledgeable and Dedicated Professional: Review quizzes will occur twice over the course of the semester, along with a Final Exam, to check and reinforce learning objectives of this course.

7. Knowledgeable Professional & Instructional Design: Working with diverse student populations can cause both an excitement and uncertainty for future teachers as related to the possible challenges and enrichment diverse students bring to the classroom. As such, students will explore and create a Resource Port highlighting sources of information that bridge content with diverse learners.

8. Practicum: As the secondary program continues to develop opportunities for students to experience 'real life' classrooms, there will be a 10-20 hour practicum offered as part of this course. The practicum site, while yet to be finalized, will seek to be in an alternative setting (TAC; NWCH). Attendance, cooperating teacher evaluations, instructional events and reflective writings will serve as the evaluation components for this course segment.
INSTRUCTIONAL METHODS

Methods of instruction will vary according to the specific objective being considered. Lecture, large group instruction, small group activity, independent study, collaborative learning, and practical application will be considered at various times. Please email Mr. Hayne, by Thursday afternoon (August 26th), your response to the following prompt: “What is your greatest anticipation and fear about becoming a teacher, and what do you see as being one of the most challenging issues facing education today?” Resource persons and various media presentations will be utilized to provide background information or specialized topics from time to time. The course is intended to be a practical, applicable approach to problems experienced by teachers.

It is intended that over the course of this semester we will do our best to work as a community of learners wherein we teach and learn from each other. To this end, you will be considered a living resource and will be placed into situations specifically designed for you to lead, facilitate and interact with your peers.

SUMMARY AND EVALUATION OF PROJECTS

EVALUATION: Assignments, objectives and overall course work will be evaluated using the current LCSC grade point scale (see box below). A “plus/minus” system is employed at LCSC and in this course. Individual projects may include additional criteria. To receive full credit for the ‘group’ project/activities you need to be present for each part the assignment, unless circumstances are warranted.

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* Attendance, Participation & Disposition
* Motivation and Classroom Management Project
* Micro Teaching (2-4)  
  Lesson Plan, Media, Facilitation, etc
* Reflective Writings
* Course Philosophy Brochure
* Quizzes and Final Exam
* Resource Port
* Practicum Experience

Late Submissions: Depending upon circumstances late submission of an assignment is sometimes allowable however this will cause a reduction in grade depending upon degree of lateness.

Incompletes are given only in extremely challenging situations, and only if a student has completed and earned passing grades for at least 75% of the course projects and expectations.