



CISE 4364 Methods of Teacher in Secondary Schools

CISE 4364 is a required course for a Secondary Education minor and Secondary Teaching Certification
College of Education, Department of Curriculum and Instruction
Fall 2017

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Office hours:

Mon/Wed 11:00 am-12:00 pm & 2:00pm-4:00pm TEC 224 (please make an appointment)
Mon/Wed/Thurs 5:00 pm – 7:00 pm Skype/Text*****

(Access Skype and information about Skype at <http://www.skype.com/>)

Skype name: lisaobrown

Text: Please DO NOT text me unless you have iMessage on the iPhone.

Day and Time of Class: Monday & Wednesday 8:00 am – 9:20 am
Location of class: TEC 322

Course Description:

This course focuses on developing strategies that are effective in secondary schools. Candidates use the TEKS to develop objectives and plan effective instruction as well as make a difference in the classroom. This experience, it is hoped, will help you see yourself as a positive force in the classroom and deepen your understanding of your role as an educator. *Community Engagement: In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.* During Field Experience, students will assist a secondary public school teacher, work with students, and teach lessons in their content areas. Assignments include reflections of this experience. For specific requirements see the Field Experience Portion of the syllabus.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to Apply Course Material (to improve thinking, problem solving, and decisions)

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Textbooks:

Rogers, S. (2014). *Teaching for Excellence sixth edition*. Peak Learning Systems. ISBN 978-1889852256. (303) 679-

Tk20 Account:

Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format:

The content of this course is delivered in class and online using Blackboard and other Web 2.0 tools. In addition, course concepts are learned through self-study, peer discussions and responses, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments for products and discussions.

Course Content:

- **Planning for Instruction**
- Lesson Planning
- Aligning TEKS, objectives, assessment, and instructional strategies
- **Implementing Instruction**
 - Direct Instruction
 - Small Group Instruction
 - Inquiry
 - Discussion
 - Cooperative Learning
- **Modifying Instruction**
 - Modifications for students with diverse needs
 - Modifying based on formative assessment data

Course Requirements:

1. Check BLACKBOARD and your E-MAIL account often. I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail. **IN OTHER WORDS: CHECK YOUR EMAIL OFTEN!!!!!!**

2. Field Experience: Field Experience is designed to give you the opportunity to observe teachers and students in a public school setting and to apply learned information in the classroom. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments is required to receive credit for this course. The 6-hour Methods Block requires a total of 60 hours of field experience. These will be planned within our course schedule. In addition, you will need to attend a total of 5 hours of outside-of-the-classroom activities. You must complete at least 2 **different** outside observations/activities for a total of 5 hours credit. For example, you may attend a curriculum-planning meeting that is held outside of the regular school day, a parent-teacher conference, or volunteer at an athletic event for two of your activities. Each can only be counted once. Prior approval by the instructor is required. It cannot be something within your job description as a teacher such as a FFA show.

3. Attendance Policy:

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence provided by university policy should be used carefully **for illness and emergencies**.

Attendance (absences, tardiness, early exits) will be documented each day. Each absence above one will negatively impact your grade in this course. On the second absence, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. On the third absence, you will be invited to a meeting where we will

discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor. Please email me when you are going to be absent or tardy.

Daily grades are given for in-class assignments. **In-Class assignments cannot be made up, so attendance is essential.** Assignments need to be turned in on the due date. If for some reason you are unable to submit an assignment, you should email it, give it to a friend, or use some other method to submit your work on time. Late work will **negatively impact your professionalism grade.**

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. **Check Blackboard regularly for announcements and materials.**

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

4. Late Assignment Policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due at the beginning of class OR as assigned. Electronically submitted assignments will be considered “on time” if submitted by midnight on the due date, unless otherwise noted (*NOTE: All due dates/times are based on Central Standard Time*). Submission of work after midnight will be considered late.

Late assignments may receive a **10% deduction in points for each day late.** Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed to receive a grade for this course.

5. Assignment Re-Dos

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are hastily completely and of very poor quality will not be given this consideration. The Teacher Portfolio and DDP assignments to be submitted in the TK20 system may require multiple revisions. You are always welcome to re-do assignments when your grade is below a B (below 80%), unless the lower grade is a result of turning an assignment in late. Remember, GROWTH not GRADES! However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments (when your grade is below a B) if you are not satisfied with your grade. If you choose to re-do an assignment, you must make an appointment with the professor to meet and discuss the resubmission. Then, the **resubmission must be made on the following class day.**

6. Professionalism:

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by “professional behavior”.

Professional behavior indicators:

- **EMAILS:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address all professors as Dr.
- **YOUR COLLEAGUES:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside

our class. This does not mean you cannot relay important information about a colleague to either professor, but it does mean you need to do this in a private setting and then keep it to yourself.

- **ATTIRE:** The way you present yourself within the school is critically important. The school administrators/teachers/colleagues are looking to you as a representative of Sam Houston State University as well as the entire teaching profession. The following criteria should be used when selecting what to wear:

A. LADIES:

1. Loose-fitting slacks (not jeans) or skirt. The skirt should be at least knee-length.
2. All tops must be loose enough that you are not calling undue attention to your bra size or to your cleavage. The top should not be too sheer nor should it reveal your midriff.
3. Your hair should be clean.
4. It won't take but one day of wearing stilettos for you to figure out that they are not appropriate. Comfortable shoes (not sneakers) are the footwear of the day.

B. GENTLEMEN:

1. Slacks (not jeans) with a belt and street shoes, not sneakers.
2. Your shirt should have a collar and be buttoned up to at least within one button of the collar as well as tucked in. You may wear a tie, but it is not required.
3. You are allowed to have a neatly trimmed mustache or beard.

- **CLASS PREPARATION:** Professionals are **on time** and **fully prepared for class!** All reading assignments are to be completed and reflected upon prior to the day they are due.

- **CONVERSATIONS:** Classroom conversations should be limited to general topics that don't include private information. It is very easy to undermine the climate of the class by sharing information that others might find offensive. You mentor teacher should only be discussed in positive terms. If you feel you cannot do that, please refrain from mentioning your mentor in our classroom. It goes without saying that you should NEVER mention your mentor AT ALL outside our classroom. This means there should be no sharing of information about your mentor to your colleagues or anyone who is not associated with this class (i.e. roommates, boy/girlfriends, etc.). **We are guests at the school, and as such, we are to speak in a supportive manner about the school. Any individual problems with your mentor should be shared with the professors only.** All conversations including those with your colleagues, your professors, your mentor, and the students at the school should be professional and contain no information that is not fully true.

- **DUE DATES:** You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same.

Please carefully read this document and sign below indicating your full understanding of what is meant by "professional behavior" as you will be required to sign a copy of this document.

- **Time requirement:**
If you enroll in this course, it is assumed you are able to meet the time requirements. **No considerations** for other courses, employment, and additional commitments will be made.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. NCATE Accreditation

NCATE information:

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively. In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

The NCATE website is source for additional information. A link to the NCATE Standards is listed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

The CAEP website is the source for additional information. A link to the CAEP Standards is listed as follows:

http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

The Conceptual Framework and Model

CF: Conceptual Framework

CAPE: Council for the Accreditation of Professional Educators

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs.

DDP		CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1 & 2	4a.3., 4c.1., & 4c.2.
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2		4a.3.
3.	Practices ethical behavior and intellectual honesty.	3	1 & 2	4a.3.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	1, 2, & 3	4a.2 & 4a.3.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1, 2, 3	4a.1., 4a.3., & 4d.1.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	1, 2, 3	4a.1., 4a.2 4a.3. 4d.1.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4		4a.3.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1 & 2	4a.3.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5		4a.3.

10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1, 2, & 3	4a.2., 4a.3., & 4d.1.
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College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards Matrix:

Objectives/ Learning Outcomes	Activities	Assessments (including performance-based)	State Standards New	Conceptual Framework/ NCATE Standards/DDP
The candidate will be able to plan, design and implement instruction that addresses the needs of all learners.	Lesson & Unit Plan writing Teaching lessons in public school classroom/course classroom Writing Field Experience Reflections Receiving Monthly Mentor Teacher Feedback T-TESS Analysis	Completed lesson plans & unit plan Mentor T-TESS feedback on 2 lessons; Professor T-TESS feedback on lesson Reflections in Field Experience Logs/Conversation with Mentor Teacher	1Ai-iii; 1Bi-iii; 1Ci-iii; 1Ei-iii; 1Fi; 2Bi&iii; 3Ai; 3Bi-iii; 3Ciⅈ 4Bi; 4Dii; 5Aiⅈ 5Ci; 5Di; 6Ai	CF1, CF2, CF3, CF4, CF5, 1, 3, 4, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
The candidate will be able to develop lessons, reflects on teaching practice, and focus on practical investigations and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population.	Lesson & Unit Plan writing Teaching lessons in public school classroom/course classroom Writing Field Experience Reflections Receiving Monthly Mentor Teacher Feedback	Completed lesson plans & unit plan Mentor T-TESS feedback on 2 lessons;*University Supervisor T-TESS feedback on lesson (see T-TESS form), Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, assignment sheet and rubric)	1Eiⅈ 1Bi-iii; 1Ci-iii; 1Fi; 2Ai&iii; 2Bi-iii; 2Ci; 3Bi-iii; 3Ciⅈ 4Ai&iii; 4Bii; 5Aiⅈ 5Ci; 5Di; 6Ai	CF1, CF2, CF3, CF4, CF5, 1, 3, 4, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
The Candidate is able to use TEKS to plan coherent instruction.	Writing objectives with coded Texas Essential Knowledge and Skills Lesson & Unit Plan writing Teaching lessons in public school classroom/course classroom	Written objectives for feedback concerning appropriateness and alignment with TEKS and assessment. Mini-lessons for peer feedback Completed lesson plans & unit plan (see rubrics)	1Ai; 1Bi; 3Ai; 3Bi; 3Ci	CF1, CF2, CF3, CF4, CF5, 1, 4, 1, 2, 3, 4, 5, 6

The Candidate will develop a working knowledge of the ethical practices in making informed decisions regarding current technologies and their application	Teaching lessons in public school classroom/course classroom Class discussions Lesson & Unit Plan writing Technology presentation	Completed lesson plans & unit plan Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, assignment sheet and rubric)	1Biii; 1Eiii; 6Di SBEC Tech Standards: 1.3k, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s	CF1, CF2, 1, ISTE – nets.t – 4a, 4c, 5c
The Candidate will utilize task-appropriate tools to synthesize knowledge that supports the work of individuals and groups in problem-solving situations	Student Projects for Classroom; Blackboard assignments and usage; Discuss and present conclusions; Use of various production software and Web 2.0 tools	Project-Based Learning Mini-lessons for peer feedback	1Biii; 1Di; 1Ei-iii; 3Biii; 3Ci-iii SBEC Tech Standards 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	CF1, CF2, 1 ISTE – nets.t – 2a, 2b
Plan, Organize, and Deliver instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum	Lesson & Unit Plan writing Teaching lessons in public school classroom/course classroom Writing Field Experience Reflections Receiving Monthly Mentor Teacher Feedback T-TESS Analysis	Completed lesson plans & unit plan Mentor T-TESS feedback on 2 lessons; Professor T-TESS feedback on lesson Reflections in Field Experience Logs/Conversation with Mentor Teacher	1Ai; 1Eiii SBEC Tech Standards: 5.1k, 5.2k, 5.3k, 5.8k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s, 5.13s, 5.17s, 5.18s	CF1, CF2, CF5, 1, 3, 4 ISTE – nets.t – 2a, 2b, 2c, 3a, 3b, 3c, 3d
The Candidate will demonstrate the knowledge and proper application of technology-related terms and concepts	Lesson & Unit Plan writing Teaching lessons in public school classroom/course classroom	Completed lesson plans & unit plan	1Biii; 1Eiii SBEC Tech Standards: 1.1k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.17s, 1.18s	CF1, CF2, CF5 1 ISTE – nets.t – 3a, 3b, 3c, 3d
The Candidate is able to demonstrate meaningful application of data input strategies	Analysis of Student Learning Deconstructing the TEKS	Completed analysis of student learning Completed analysis of Deconstructing the TEKS	1Di; 1Fi&iii; 2Aii&iii; 2Cii&iii; 5Aiⅈ 5Biii; 5Ciⅈ 5Dii SBEC Tech Standards: 1.1k, 1.2k, 1.1s, 1.2s, 1.3s, 1.4s, 1.6s, 1.13s, 1.16s	CF2, CF5, 1, 2, 3, ISTE – nets.t – 2a, 2c, 5c

Web link for state standards: <http://www.tea.state.tx.us>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Web link to TExES study guides: <http://texes.ets.org/>

Web link to Texas State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlvl.asp>

Student Interaction Policy: Relates to **Sam Houston State University Academic Policy Statement 100728**

- ☐ Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.
- ☐ Do NOT text/e-mail students or access student SnapChat, Facebook or other social media sites.
- ☐ Do NOT call students on their cell phones or home phones.
- ☐ Contact with students outside of school is prohibited.

Do NOT give students rides or socialize with them or their families.

Course Evaluation:

Your learning is assessed based on class-based assessments and field-experience assessments. All are tied to the state competencies and their related standards that you need to master. Assignments may be modified to meet the needs of individual learners.

Secondary Methods Block Field Experience

This part of the syllabus is common to all of the courses in the Secondary Methods Block. Therefore, each course incorporates the Field Experience points as part of your final grade (see specific course requirements). **The successful completion of assignments and requirements described in this document are required for the completion of the Block.**

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 50% of time allotted for the Secondary Methods Block in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in all four Methods' courses.

In addition, 50% of your grade in this class is based upon activities relating to field-based hours.

- **How many hours of Field Experience will be obtained?**

For the Secondary Methods Block, you can expect to log over 60 hours plus 5 additional hours.

NOTE: In addition, you will be required to accumulate **five (5) hours** of field experience, usually participating in the school's extracurricular activities, i.e. pep rallies, sports games, plays, concerts, tutoring outside of regular hours, ARD's etc. Check with your instructor if you have any questions about what activities will count for these five hours.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply information covered in class to the classroom and teach actual lessons in secondary public school classrooms. The overall purpose is to give you constant feedback and help you continuously improve your teaching performance. The motto for the Secondary Methods Block is...**GROWTH NOT GRADES!**

- **How do I get started in Field Experience?**

You and your instructor will find a placement for you. Please do not ask to do it where you want to student teach. Also, if you came from a small school, you may consider completing your Methods hours at a large school. This will provide you with some insight when you are deciding where you look for employment after student teaching. You will be given class days to complete your field experience.

- **How do I get a mentor teacher?**

The administrators at your assigned campus will assign your mentor teacher based on your certification area. These teachers are eager to assist you in your journey to become a teacher. This means they will not always be "nice". Their honest feedback (remember our motto is ... **GROWTH NOT GRADES!**) concerning your strengths and weaknesses in the classroom is critical to your professional development. It is your responsibility to reflect upon their suggestions and implement new strategies in the classroom.

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons and teaching lessons whenever possible. **DO NOT JUST SIT!** It is your responsibility to ask how you can be of assistance.

You are required to teach a minimum of two or three lessons (depending on your block). These lessons will be evaluated by your mentor teacher as well as your university supervisor. The evaluation instrument (T-TESS) for

these lessons is attached to this syllabus. We will spend some time in class discussing this instrument to make sure everyone is comfortable with this assessment tool.

We highly recommend that you teach as many lessons as your mentor teacher will allow. The more time you spend in front of the class now, the easier student will be.

Program Requirements:

To receive your final grade for this course, you must complete all program requirements by the assigned due dates. The program requirements with their due dates for this course are:

- ☐ **Mentor Feedback forms**
- ☐ **Unit Plans in TK20**
- ☐ **Field Experience Documentation Log**
- ☐ **Emerging Dispositions in TK20**

The content of this syllabus, including assignments and policies, is subject to change without notice.

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Assignments for Fall Methods 2016 – CISE 4363 & 4377

(There will be detailed Information Sheets available for each of these assignments.)

Pre-assessment Assignment: (50 points) You will create a pre-assessment based on a portion of the TEKS for your content. (This does not have to be the content taught in you mentor's class.) Then you will give that pre-assessment to our class and analyze the data from the assessment. Next, you will plan a lesson on that content as if you would teach that lesson to us. Finally, you will reflect on your experience of allowing the data you collect to inform your lessons.

Lesson Plan: (60 points 2x30 points) You will design a lesson plan for content **from your mentor's class**. You will be provided with a template for creating your plan.

Deconstructing the TEKS: (33 points) You will use the TEKS for your mentor's class in order to complete this assignment. This will use your knowledge of Bloom's Taxonomy to determine the "level of thinking" of each verb in the TEKS. You will present that data in graphic form and reflect on how that data would inform your lessons.

Unit Lesson Plan: (67 points) You will design a unit (1 ½ to 2 weeks in length) that is based on the TEKS of your choosing for your content assigned group. This must be different from the content you used for the lesson plan. There are 2 parts to this assignment. You will receive detailed instructions in the form of directions.

Service Learning Project: (100 points) You, along with your group members, will complete a Academic Community Learning project (to be determined by your professor) to help your future students gain knowledge and skills to investigate and respond to an engaging and complex question, problem, or challenge.

Rogers Strategies teach: (50 points) You will choose a strategy from the Peak Book and teach the strategy to us. You may not repeat a strategy someone else has already demonstrated.

Video & Self Reflection: (100 points) You will video record yourself teaching at least one lesson for one class. It is imperative that you begin to reflect on your own teaching. By collecting information about what goes on in your classroom, and by analyzing and evaluating this information, you identify and explore your own practices and underlying beliefs. This may then lead to changes and improvements in your teaching.

Dispositions and Diversity Proficiencies: (40 points) You will reflect (in writing) on 8 of the 10 SHSU Dispositions and Diversity Proficiency Standards. There will be a written chart with the standards and instructions for what the standards mean, how you are to respond to them, and where that response is to be posted. **(Bottom line: do you have what it takes to be a teacher!!!?)**

In Class Activities: (400 points) Your success this semester depends on your participating in all class activities. This includes class discussions, presentations, book study, and group work. (21 points/day/course)

Professionalism: (400 points) At this stage of your candidacy for teacher education, certain professional behaviors are expected both in your methods courses and during your field experiences. These behaviors are called dispositions and for this class include the following:

A) Promptness to class and to the field experience-Tardiness to class and to the field experience is simply not acceptable.

B) Attendance: Points for professionalism/participation will be used to address insufficient attendance issues.

C) Appropriate attitude in class and in the field experience- Teaching is people oriented. It is expected that candidates will be courteous and respectful to one another, the professor, and to the students and teachers they encounter in field experiences. There are appropriate ways to approach differences in opinion. It is expected that candidates will utilize the appropriate manner to handle any differences that may arise. It is expected that candidates will attend to class activities and not engage in personal conversations with other candidates, **will not use their cell phones to text message, or otherwise engage in off task behaviors.** The professor will not hesitate to discuss problems areas with candidates. If inappropriate behaviors continue, the professor will ask the candidate to drop the class.

D) Appropriate dress-Candidate discretion is assumed in the manner of dress for class. While at the mentor school, candidates will follow the dress code of the school in which they do their field experiences. **Jeans are usually not acceptable forms of dress** for teachers at most campuses. Special attention to length of blouses/shirts worn outside the pants and to the neckline of blouses is necessary.

E) Completion of assignments-in class and in the field experience-Assignments must be completed and submitted on time. Activities that are a part of the field experience must be completed to the mentor teacher's satisfaction. More than adequate preparation is required for any teaching experience in the field. Written lesson plans must be submitted at least one day prior to the teaching of the lesson in the field. It is the candidate's responsibility to submit the plans to the mentor teacher and the professor. **(We are held to a higher standard folks!!!)**

Grading Scale

A = 1260-1400

B = 1120 - 1259

C = 980-1119

Below 980 must repeat entire methods block

****It is expected that you will complete and submit every assignment in order to receive a grade in CISE 4364 and 4377.**