



School of Leadership and Education Sciences
Department of Learning and Teaching

EDUC 332/532
Curriculum and Methods of Secondary Teaching in a Global Classroom
Fall 2010 (3 units)

Time: Monday 4:00 – 6:50 p.m.
Room: Shiley Center for Science & Technology 129

Instructor: **SANDY BUCZYNSKI, Ph.D.**

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Office Hours: Monday 2-4 p.m.
Tuesday 1-4 p.m.
& by appointment

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Course Description

This secondary methods course puts into practice teaching and learning theories that address the education of diverse middle level and secondary students. Candidates will learn to craft lessons and design instruction to help students meet the state-mandated content-area standards. Course readings will examine best practices in curriculum design, assessment, and instructional methodologies. Opportunities to design and “try-out” instruction will be provided both in-class and through the school-site practicum.

Course Objectives

Academic Excellence, Critical Inquiry and Reflection

- Demonstrate knowledge of subject area and an understanding of how to effectively engage students in the study of content. (TPE 1B)
- Plan effective instruction, teach using appropriate methods, and assess student learning. (TPE 1B, 9)
- Use state standards and curriculum frameworks to prepare lessons and unit plan that address essential understandings appropriate to the content area. (TPE 9)
- Differentiate instruction and assessment to meet the needs of a diverse group of learners. (TPE 4)
- Effectively incorporate technology into learning. (TPE 14)

Community and Service

- Design a classroom community that encourages respect and cooperation and supports the intellectual, social, and personal development of the students.
- Develop relationships with peers and cooperating teachers that will support collaborative planning, reflection, and professional growth.

Ethics, Values, and Diversity

- Develop a teaching style that is responsive to course readings, class discussion, classroom observation, and personal experience.
- Craft curriculum and classroom environments which respect individual values and student diversity.



TEACHING PERFORMANCE EXPECTATIONS

TPE DOMAIN A. Making subject matter comprehensible to students by

- ◆ **TPE 1** understanding the state-adopted academic content standards and planning and demonstrating the ability to teach to the standards

TPE DOMAIN B. Assessing student learning by

- ◆ **TPE 2** monitoring student learning during instruction
- ◆ **TPE 3** interpreting and using assessment instrument

TPE DOMAIN C. Engaging and supporting students in learning by

- ◆ **TPE 4** making content accessible
- ◆ **TPE 5** engaging students
- ◆ **TPE 6** acquiring developmentally appropriate teaching practices
- ◆ **TPE 7** knowing important concepts about English learners

TPE DOMAIN D. Planning instruction and designing learning experiences for students by

- ◆ **TPE 8** learning about student characteristics
- ◆ **TPE 9** planning instruction that connects academic content to students

TPE DOMAIN E. Creating and maintaining effective environments for student learning by

- ◆ **TPE 10** managing and reflecting on the use of instruction time
- ◆ **TPE 11** engaging in behaviors that support a positive social environment

TPE DOMAIN F. Developing as a professional educator by

- ◆ **TPE 12** becoming aware of professional, legal and ethical obligations
- ◆ **TPE 13** participating in professional growth



Course Requirements

1. Complete a practicum of on-site secondary classroom observation

Practicum journaling and videotape of small portion of lesson taught

- Observe and support instruction in a host classroom for 50 hours.
- Reflect on practicum in writing by maintaining daily records of observations, thoughts, and questions. These daily journals are used to compose written responses to two directed reflection essays.
- Teach three lessons or portions of lessons in this classroom. These lessons should be planned with the guidance of the cooperating teacher.
- VIDEOTAPE 5-10 minutes from one of these lessons
- Earn a satisfactory practicum evaluation from your cooperating teacher.

2. **Video Analysis of your practicum teaching (written and oral presentation)**
 - Provide a copy of your lesson plan
 - Discuss the context of the video clip (what came before / after)
 - Identify opportunities where your students engaged in learning
 - Write a commentary that analyzes your teaching and your students' learning

3. **Syllabus (long-term planning)**
 - Inform learners of materials required for class, grading policy, academic integrity expectations, classroom procedures and content (+standards) of course.
 - Include a letter to parents with response form for contact information.
 - The tone should be positive and inviting.

4. **Single Lesson Plan (plan, present, and implement a content-specific lesson)**
 - Determine measurable, standards-based objectives
 - Include formative assessment, differentiated instruction
 - Provide all resources to teach this lesson along with suggested pacing guide

5. **Design of Case Study**
 - Decide on one or two dominant problems facing the school, teacher, or learner
 - Create a situation that points the way to a discussion about possible solutions
 - Provide the readers with a series of open-ended questions that will lead to rich discussion of the problem and the advantages and disadvantages of particular solutions.

6. **Analyze a piece of students' work**
 - Describe context and learning objectives of assessment instrument
 - Provide implementation evidence with commentary on academic integrity & accommodation for students with special needs
 - Describe the evaluation measure (rubric, answer key)
 - Discuss what role the assessment played in student's learning

7. **Develop and refine a 5 day unit plan including:**
 - Five lesson plans using a range of instructional strategies
 - The development of global understanding and preparation in 21st century skills. Specific discussion needs to be included in the theoretical framework portion of the unit describing connection to these elements.
 - The first lesson plan in the unit will **introduce** the topic. The last lesson plan in the unit will include a **summative** assessment. **Formative** assessment opportunities will be evident throughout the unit.
 - Use essential questions and backward design to focus student learning
 - This unit must be submitted on Taskstream. This assignment will act as the "Embedded Signature Assessment" for this course

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. All ESAs must be submitted on TaskStream to the Teacher Credential TPE Assessment program on the same day they are submitted directly to the instructor. The ESA will be scored both as part of your course grade and as part of your on-going, program-level TPE Assessment. The TPE scores will be based on the Common Rubric. You will receive both sets of scores no later than the end of the semester. The TPEs that will be focused on in this assessment are: 1, 4, 9, and 14

1. Practicum Journaling (2 directed reflections)	20%
2. Video Analysis of Teaching Event	10%
3. Syllabus	10%
4. Single Lesson Plan	10%
5. Design of case Study	10%
6. Close examination of student work	10%
7. Unit Plan	30%
Due dates for work are listed in the course syllabus below. Instructor feedback will be given on all assignments with opportunities for revision of work and resubmission for full credit.	
Attendance & Participation Expected	100%

KNOWLEDGE & PERFORMANCE

A	90-100%	Ready to teach
B	80-89%	Developing teacher
C	70-79%	Thinking about teaching
*****A grade of B- or higher is needed to enter student teaching***** Please notify me if you will be absent from class. One absence is acceptable, after that, 5 percentage points are deducted for each subsequent absence.		



REQUIRED ON-LINE RESOURCE:

TaskStream offers a set of web-based tools for teacher education. The cost for subscription to this resource is about \$25/semester or \$42/year. You will have on-line access to all class materials, California content standards, templates for lesson, unit, and rubric design. In addition, you will submit work for review and evaluation and receive feedback from me through this subscription. One subscription is good for ALL of your credential courses.

<http://www.taskstream.com/pub/Enroll/Default.asp>

Recommended Subject Specific Texts:

Math: Van de Walle, J., Karp, K., Williams, J. (2010) California Edition of Elementary and Middle School Mathematics (with MyEducationLab) (7th Edition) [Paperback]

Science: Herr, Norman. The Sourcebook for Teaching Science, Grades 6-12: Strategies, Activities, and Instructional Resources.

Generative Topics and Course Schedule

Date	Topic	Reading	Assignment
Context for Learning			
Week 1 9/13/10	Why become a teacher? <ul style="list-style-type: none"> • Introduction to profession • Course goals and expectations • Discuss Practicum Placements • Characteristics of an inviting learning environment 		Using Taskstream for course management
Week 2 9/20/10	Curricular and Instructional Issues <ul style="list-style-type: none"> • State and National Standards • Establishing Instructional Goals • Writing measurable objectives 	<ul style="list-style-type: none"> • Review content standards and curriculum frameworks appropriate to content area – http://www.cde.ca.gov/be/st/ • Explore professional society journals and websites (NSTA, NCTM) 	
Planning Instruction and Assessment			
Week 3 9/27/10	Planning Instruction <ul style="list-style-type: none"> • Course Syllabus • Unit plan • Daily Lesson plan • Parent communication 	Wormeli, R. (2006). Accountability: Teaching through assessment and feedback, not grading. <i>American Secondary Education</i> , 34(3).	
Week 4 10/4/10	Lesson Design <ul style="list-style-type: none"> • Pacing of instruction • Direct & 5E instruction • Lesson Study 	Eisenkraft, A. (2003). Expanding the 5E Model. <i>The Science Teacher</i> , 70(6). Chokshi, S. & Fernandez, C. (2005). Reaping the systemic benefits of lesson study: insights from the U.S. <i>Phi Delta Kappan</i> , 86(9).	Syllabus due – post to Taskstream
Week 5 10/11/10	Instructional Strategies— <ul style="list-style-type: none"> • Delivering Content & Modeling Strategy • Examining best practices 		Share best practices from practicum site Practicum Journal Directed Reflection #1 due
Week 6 10/18/10	Assessment <ul style="list-style-type: none"> • Formative & Summative • Purpose & Design • Implementation 	<ul style="list-style-type: none"> • Andrade, H. (2000). Using rubrics to promote thinking and learning. <i>Educational leadership</i>, 57(5). • Kohn, A. (2006). The trouble with rubrics. <i>English Journal</i>, 95(4). 	Find a content-specific article to share with subject area peers.
Week 7	Instructional Strategies	Levy, H. (2008). Meeting the	First Lesson Plan due

10/25/10	<ul style="list-style-type: none"> • Scaffolding & Differentiation • Inquiry-based learning • Problem-based learning • Thematic study 	needs of all students through differentiated instruction: Helping every child reach and exceed standards. <i>The Clearing House</i> , 81(4).	
Instructing Students & Supporting Learning			
Week 8 11/1/10	Classroom Management <ul style="list-style-type: none"> • Dynamics of the classroom • Models of management • Legal and ethical issues 	Bond, N. (2008). Questioning strategies that minimize behavior problems. <i>Education Digest</i> . Malmgren, K., Trezek, B., Paul, P. (2005). Models of Classroom Management as Applied to the Secondary Classroom.	Teach your lesson plan to class
Week 9 11/8/10	Unit Planning—Essential Questions, Backward Planning		Case Study Due
Assessing Student Learning			
Week 10 11/15/10	Unit Planning—Designing Summative Assessments Analyzing & Responding to Student-Generated Data	Shepard, L. (2005). Linking formative assessment to scaffolding. <i>Educational Leadership</i> , 63(3), 66-70.	Practicum Journal Directed Reflection #2 due
Week 11 11/22/10	The Global Classroom - <ul style="list-style-type: none"> • Edutopia's Special Report on Global Education – http://www.edutopia.org/global-education-2008 		Close Examination of student work due
Week 12 11/29/10	Focus on Technology	Prensky, M. (2001). Digital natives, digital immigrants. <i>On the Horizon</i> , 9(5), 1-6.	Draft Unit Plan Due
Reflecting on Teaching and Learning			
Week 13 12/06/10	Measuring teacher effectiveness	UT Center for teacher effectiveness: http://www.utexas.edu/academic/cte/getfeedback/	Present your teaching video from practicum site Video Analysis due
Week 14 12/13/10	Starting Your Student Teaching - • Logistics & Cautions	Sample interview questions	Final Unit Plan Due
Submit all work on Taskstream Embedded signature assignment posts to course DRF and USD credential site Need evaluation form from Practicum Teacher			



Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Pledge.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate 1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and 2) that the record of the student in the course justified the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F".

A petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated into the overall grade point average. Any attempt to complete an incomplete after the 10 week deadline requires the approval of the Associate Dean of the School of Education after the 10-week deadline requires the approval of the Associate Dean of the School of Leadership and Education Sciences.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.