Professional Education Unit
Department of

Integrated Biology, Mathematics, and Physical Science
Secondary Teaching Methods 402/402L
Fall 2010

Instructor: Dr. Robin Blankenship
LA 201 C
Cell phone: (606) 356-6530
Email: r.blankenshi@moreheadstate.edu

Office Hours: I will always be available and willing to stay after class for as long as you want. Otherwise schedule an appointment with me. In general, I can be available on request from 11:00-1.00 M-Th. I strongly encourage you to use email correspondence. Please endeavor to use your best professional writing skills in your emails. If your situation needs immediate attention, definitely call me on my cell phone day or night, including weekends.

Course Description: Prerequisites: admission to TEP and completion of at least 20 hours in biology, math, or physical science. Co-requisite for secondary pre-service teachers: 403/403L. Methods course for students who desire to become teachers of secondary school biology, mathematics, or physical science. This course provides integrated and content specific clinical experiences designed to prepare the student for student teaching and their subsequent role as a classroom teacher.

Required Field Experience and Clinical Practice Hours: 15

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. develop methods in classroom and laboratory management;
2. understand how to meet the KERA Teacher Standards;
3. learn how to select textbooks, software, and related materials for their field;
4. develop proper assessment tools and teaching strategies to meet content goals;
5. learn how to develop lesson and unit plans;
6. prepare and present multiple teaching sessions to the class;
7. develop confidence in their ability to effectively teach.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

	Program: Integrated Mathematics, Physical and Biological Sciences Secondary Teaching Methods Teaching Methods 402/402L					
Aligned with ▶ Assessment ▼ (point values)	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)/**	**National Council of Teachers of Mathematics (NCTM)**	**National Science Education Standards**	**NCATE**
TPA Contextual Factors (10%) CFO: 2, 4, 5 SLO: 5, 7	2, 3, 7	5, 6	1. Diversity 2. Assessment 4. Closing the Achievement Gap	16	F. Planning and Development	1,3,4
TPA: Learning Objectives (10%) CFO: 1, 2 SLO: 2, 4, 5	2, 3	2	2. Assessment	8,9	E. Intellectual rigor	1
TPA: Assessment (10%) CFO: 1-3 SLO: 2-5	5, 7	2, 5, 6	2. Assessment	8,9	C. Assessment	2

TPA: Lesson Plan Hands-on (15%) CFO: 1-3, 5 SLO: 1-7	1, 2, 3, 4	1-3, 5, 6	3.Literacy/ Reading 4. Closing the Achievement Gap	1-15 *	A. Inquiry-based program B. Guide and facilitate learning D. Design and maintain learning environment	1,2
TPA: Lesson Plan Technology (15%) CFO: 1-3, 5 SLO: 1-7	1, 2, 3, 4, 6	1-3, 5, 6	3.Literacy/ Reading 4. Closing the Achievement Gap 2	1-15 *	A. Inquiry-based program B. Guide and facilitate learning D. Design and maintain learning environment	1,2
TPA: Lesson Plan Game Review (15%) CFO: 1-3, 5 SLO: 1-7	1, 2, 3, 4, 6	1-3, 5, 6	3.Literacy/ Reading 4. Closing the Achievement Gap	1-16 *	A. Inquiry-based program B. Guide and facilitate learning D. Design and maintain learning environment	1,2
State and National Standards (10%) CFO: 1-3 SLO: 1-5	1, 2, 7	1, 2, 6	2. Assessment 4. Closing the Achievement Gap 1	1-15	E. Intellectual Rigor	1
Philosophy of Teaching (10%) CFO: 3, 4 SLO: 4, 7	3, 7	3, 6	1. Diversity	1-8	A. Inquiry-based program C. Design and manage learning environment F. Planning and development of program	1,3,4
Classroom Management: Harry Wong First Days of School (5%) CFO: 1, 5 SLO: 1, 7	3, 4	5	1. Diversity 4. Closing the Achievement Gap	8,16	D. Design and manage learning environment	1,3,4
14 Level III Observation Hours	3, 4, 7-10	3-5	1. Diversity	16	A-F	1,3,4

(required to pass) CFO: 5 SLO: 6, 7						

* Content Standards 9-15 addressed vary according to student project choices and class discussion topics.

<u>Assignment Descriptions</u>:

Program: Integrated Mathematics, Physical and Biological Sciences Secondary Teaching Methods	
Assessment (point value)	**Description**
TPA: Contextual Factors (10%)	Summarize and draw conclusions about teaching from school and community contextual factors.
TPA: Learning Objectives (10%)	Differentiating between a learning objective and an activity description, using verbs related to Bloom's Taxonomy/DOK to construct learning objectives appropriate to address KY Core Content and Academic Expectations, and NCTM standards.
TPA: Assessment (10%)	Writing a variety of assessments designed to address learning objectives to particular DOK levels, constructing answer keys, addressing common student misconceptions, fair and consistent grading techniques.
TPA: Lesson Plan Hands-on (15%)	KTIP Lesson Plan using hands-on activities for instructional unit.
TPA: Lesson Plan Technology (15%)	KTIP Lesson Plan with appropriate use of technology for instructional unit.
TPA: Lesson Plan Game Review (15%)	KTIP Lesson Plan summary game review for instructional unit.
State and National Standards (10%)	Essay summarizing state and national standards, and how to address the standards in the classroom.
Philosophy of Teaching (10%)	Essay summarizing personal views on teaching and learning.
Classroom Management: Harry Wong First Days of School (5%)	Individual and Group presentations of text in "The First Days of School: How to be an Effective Teacher" by Harry Wong, viewing accompanying video tapes on classroom management.
14 Level III Observation Hours (required to pass)	Level III Observation Hours: guided observations, tutoring, working with small groups, whole class and large group teaching, and teaching a full class period.

Required Textbooks:

1. ***NCTM Professional Standards for Teaching Mathematics*, 1991**
2. ***NCTM Principles and Standards for School Mathematics*, 2000**
3. ***KY Core Content, Program of Study, Academic Expectations***
4. ***TEP Handbook and Public School Handbooks***

5. ***How to be an Effective Teacher: First Days of School,*** *by Harry Wong*
6. ***Cases in Middle and Secondary Science Education: The Promise and Dilemmas***, by Thomas R. Koballa and Deborah J. Tippins, Merrill-Prentice-Hall, 2000 ISBN 0-13-082468-2
7. ***Teaching Mathematics in Secondary and Middle School, An Interactive Approach – Third Edition, by*** Cangelosi, James S., Englewood Cliffs, NJ: Merrill/Prentice Hall, 2003.

Course Evaluation: For each written assignment, the first and second drafts will be evaluated by peer review, and the third draft will be evaluated by teacher review. Additional drafts will be accepted. Quality of papers at the end of the semester and attempts to implement peer and teacher feedback will be taken into account, in addition to professional writing skills, clarity of mathematical content, and ability to thoroughly follow directions. Students will be informally assessed for participation in class discussions, and professional behavior during field experiences.

Grading Scale: A: [90%, 100%], B: [80%, 90%), C: [70%, 80%), D: [60%, 70%), E: [0%, 60%)

Attendance Policy:

Every session is a unique learning opportunity and your viewpoint is an original and necessary contribution to class discussion. If you must miss due to emergency, then you need to call me on my cell phone beforehand just as you would in order to act as a professional on the job. In the case that your absence is university approved, a plan will be developed to make up the work and the missed time. I strongly encourage you not to miss any classes.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should

notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar:

Math 402-001
Fall 2009 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
August 17-21	Standards	State and National Standards	
August 24-28	Teaching Styles/ Learning Styles	State and National Standards	Contextual Factors
August 31-September 4	Objective Writing	State and National Standards	Philosophy of Teaching-Standards
September 7-11	Connections Writing	State and National Standards	Philosophy of Teaching-Teaching and Learning Styles
September 14-18	Assessment Writing	State and National Standards	Lesson Plans-Objectives
September 21-25	Classroom Management	Harry Wong First Days of School	Lesson Plans-Connections
September 28-October 2	Hands-on Activities and Collaborative Learning	Harry Wong First Days of School	Lesson Plans-Assessments
October 5-9	Technology in the Classroom	Harry Wong First Days of School	Philosophy of Teaching-Classroom Management
October 12-16	Inquiry- and Discovery-based teaching	Harry Wong First Days of School	Lesson Plans-Hands-on
October 19-23	Present Hands-on Lesson Plans	State and National Standards	Philosophy of Teaching-Technology
October 26-30	Teaching Study Methods	State and National Standards	Lesson Plans-Game Review
November 2-6	Present Game Review Lesson Plans	State and National Standards	Submit Completed Philosophy of Teaching
November 9-13	Peer Review	State and National Standards	Lessons Plans-Technology
November 16-20	Present Technology Lesson Plans	State and National Standards	
November 23-27	Summary of Standards and Preparation of Interview Questions	State and National Standards	Submit Edited Lesson Plans
November 30-December 4	Peer Review	State and National Standards	Complete Field Experience and Final Interview (Standards)

*denote Field Experience Day --- Report to school.
^denote No Class --- Independent Readings / Assignments in Blackboard.