

EDU 460
NIAGARA UNIVERSITY
DEPARTMENT OF EDUCATION

- A. Course Number and Title
EDU 460-Methods of Teaching Secondary Education
- B. Number of Credits
Three (3) credit hours
- C. Course Description
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans. A 50 hour practicum is an integral part of this course.
- D. Method of Teaching
This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instructional videos, field experiences, and research.
- E. Course Objectives
Prospective teachers will:
1. plan for instruction in traditional and inclusive secondary classrooms
 2. observe teaching and learning practices in traditional, inclusive and self-contained classrooms and connect them with the various theories discussed in the course
 3. explain the historical evolution of current thinking on teaching practices in traditional, inclusive, and self-contained classrooms
 4. develop appropriate learning outcomes based on the needs of each student and assess student attainment of such outcomes
 5. implement a variety of constructivist teaching practices
 6. design plans addressing the needs of all learners
 7. motivate students and engage them in the subject matter
 8. integrate technology into content specific plans
 9. utilize effective classroom management intervention techniques

10. create unit plans which will meet the needs of all students
11. demonstrate professional dispositions

Program Portfolio Module

Prospective teachers will complete the following program portfolio module as a part of this course:

Lesson Planning

F. Outline of Course Content

- a. historical perspective of teaching
- b. planning for instruction
- c. instructional strategies
- d. cooperative learning
- e. classroom management
- f. assessing learners
- g. multicultural and inclusive classrooms

G. Course Requirements

Texts:

Erwin, J. (2004). The Classroom of choice, ASCD, Alexandria: VA.

*Flynn, P., Mesibov, D., Vermette, P. and Smith, R. (2009). Captivating classrooms with constructivism, "home published".

Michie, G. (1999). Holler if you hear me: The education of a teacher and his students, Teachers College Press, NYC.

Merrell, K. W. (2007). Strong Kids: Grades 6-8; A social and emotional learning curriculum, Baltimore: Maryland.

Tomlinson, C. A. and McTighe, J. (2006). Integrating differentiated instruction + understanding by design

Vermette, P. J. (2009). ENGAGING teens in their own learning: 8 Keys to success. Eye-On-Education, Larchmont: NY.

*Not in bookstore; must be purchased from instructor

1. participation in 50 hour practicum
2. weekly textbook or research reading assignment
3. journal report
4. website critique
5. midterm exam
6. teacher interview
7. demonstration lessons

8. observation report
9. lesson planning
10. portfolio

Evaluation and Grading Policy

96-100=A+, 95-90=A, 89-85=B+, 84-80=B, 75-79=C+

Students must have a final minimum grade of a B before student teaching.

Course Work

All coursework is to be type written using a word processor. Further, the College of Education requires that papers conform to the style used by the American Psychological Association.(APA).

Field Experience

Candidates matriculated in pre-service teacher education programs must complete a minimum number of field experience hours each semester in order to meet New York State teacher certification requirements. Field experiences for this course are fulfilled through Teaching Assistantship placements arranged by the Office of Student Teaching. Specific requirements for this course may be assigned to the Teaching Assistantship experience. Candidates who fail to complete these assignments or the requisite number of field experience hours will not receive a passing grade in the course.

Attendance

Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may affect the final course grade. A phone call, e-mail message, or note delivered to the instructor is required if you expect to miss a class.

Student Disclosure

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

Academic Integrity

“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class.

Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

Lesson Planning

Candidates will plan two consecutive, inquiry-based, interdisciplinary lessons focused on a foundational history and/or historical concept within their content area using a format provided by the instructor. Candidates must plan for the integration and use of technology on the part of students during the lesson(s). The lessons will identify the intended student outcome(s) and their alignment to the NYS Standards or Ontario Expectations, how the lessons will meet the needs of various learners including at-risk, high achieving, culturally diverse and special needs students by describing planned interventions/accommodations that will help learners complete the task. The lessons will include evidence of on-going assessment indicating what proof will be gathered to determine if the learning outcome has been met. Finally, the candidate will reflect on the planning process and include this with the assignment.

(b.) Scoring Guide -This is the rubric as included in the course syllabus

General Methods Planning Lessons Rubric

Knowledge of Subject Matter				
	Program Standards	Unsatisfactory	Satisfactory	Exceptional
460.a	Foundations of the Discipline The candidate demonstrates knowledge of the historical and philosophical foundations of the discipline. (ACTFL 4a, 4b, 4c; NCSS 1.2, 2.1; NCTE 3.1-3.7; NSTA 1.b, 2.a, 2.b, NYSB 1)	The planned lessons do not reflect knowledge of the historical or philosophical foundations of the content area. The experiences are not closely linked with the New York State Learning Standards or Ontario Expectations in the discipline.	The planned lessons demonstrate basic knowledge of the historical and philosophical foundations of the content area of certification. The planned experiences help make these foundations meaningful to students. The lessons are also tied to the New York State Learning Standards or Ontario Expectations in the discipline.	The planned lessons demonstrate extensive knowledge of the historical and philosophical foundations of the content area of certification. The planned experiences help make these foundations meaningful to students. The lessons are also tied directly to the New York State Learning Standards or Ontario Expectations in the discipline.
460.b	Interdisciplinary Connections The candidates demonstrates knowledge of the connections between the discipline and other disciplines, and real-world applications (ACTFL 2c; NCTE 2.5, 2.6, 4.3; NCTM 4; NSTA 2.b, 7.b, NYSB 1)	There is no clear integration of other content areas or real world applications within the planned activities.	The planned activities integrate other discipline areas and/or provide real-world applications. NYS Learning Standards or Ontario Expectations for the other discipline areas are identified in the plans.	The planned activities integrate other discipline areas and provide real world applications that make clear connections for students regarding the relevancy of the discipline in the larger context. NYS Learning Standards or Ontario Expectations for the other discipline areas are identified in the plans.
Instructional Strategies for Diverse Learners				
460.c	Interventions/Accommodations The candidate demonstrates knowledge of approaches to adapt instruction to diverse learners. (ACTFL 3b; NCSS 1.1; NCTE 2.1, 4.4; NCTM 7; NSTA 5.a, 5.b, 5.c; NYSB 3)	The planned activities do not include specific interventions/accommodations for diverse learners.	The planned activities include interventions/accommodations to meet the needs of students with exceptional learning needs.	The planned activities include interventions/accommodations to meet the needs of a variety of learners including at-risk, high achieving, culturally diverse and students with exceptional learning needs.
Multiple Instructional Strategies				
460.d	Problem Solving and Critical Thinking The candidate demonstrates knowledge of instructional strategies that promote critical thinking and problem-solving. (NCTE 2.4, 4.5, 4.6; NCTM 1; NSTA 2.c, 3.a, 3.b, NYSB 4)	The strategies described in the lesson plan tend to be teacher-directed and leading to convergent, pre-determined results.	Some of the strategies described in the lesson plans promote problem-solving and critical thinking among students.	The strategies described in the lesson plans include a variety of activities that promote problem-solving and critical thinking among students.
Communication and Technology				
460.e	Design and Implement the Use of Technology The candidate designs and implements instructional experiences that integrate technology to maximize student learning. (ACTFL 4.c; NCTE 3.6,	A description of the candidates' integration of technology is not included nor does the candidate explain why technology is not included in the planned lesson.	The candidate integrates content-based technology in the planned lessons. The integration supports students' learning.	The candidate integrates technology in the planned lessons. The integration supports students' learning through varied approaches and illustrates how technology is or has been used within the

	4.1; NCTM 6; NCSS 1.8; NSTA 1.c, 5.d; NYSB 6)			discipline.
Instructional Planning				
460.f	Instructional Planning The planned activities illustrate knowledge of subject matter, students, community and curriculum goals. (ACTFL 3b, 4a, 4b, 4c; NCTE 4.2, 4.3; NCTM 8; NSTA 6.a, 6.b; NYSB 7)	Specific elements of the lesson plan are not present or clear or the candidate fails to evidence knowledge of subject matter, students, community or curriculum goals.	Each element of the lesson plan is complete and evidences knowledge of subject matter, students, community, and curriculum goals.	Each element of the lesson plan is complete and the candidate demonstrates strong integration of knowledge of subject matter, students, community, and curriculum goals.
Assessment of Learning				
460.g	Assessment of Learning The candidate demonstrates knowledge of a variety of assessment strategies to ensure continuous learning. (ACTFL 5a; NCTE 4.10; NCTM 8; NSTA 8.a; NYSB 8)	The assessment strategies are not clearly described or do not include at least 1 summative and 1 formative evaluation of the learning outcomes.	At least 2 assessment strategies are described that indicate the level to which students demonstrate the anticipated learning outcomes. These strategies include at least 1 formative and 1 summative evaluation.	A variety of assessment strategies are described that indicate the level to which students demonstrate the anticipated learning outcomes. These strategies include formal and informal, formative and summative evaluations.
Professional Development				
460.h	Reflection and Evaluation The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students. (ACTFL 6a; NCTE 2.3; NCTM 7; NSTA 10.a, 10.b; NYSB 9)	The candidate's reflection does not indicate any thought about the effect of his/her choices on students.	The candidate's reflection displays an understanding of the relationship between instructional planning and student behavior. There is evidence of some consideration of students' individuality and group needs.	The candidate's reflection displays a strong understanding of the relationship between instructional planning and student behavior. There is ample evidence of some consideration of students' individuality and group needs.
General Program Expectations				
460.i	Writing Conventions The planned lesson follows standard writing conventions using appropriate grammar, spelling, and syntax. The current APA style is accurately used including in citations and references when appropriate. (NCTE 3.1, 3.2; NYSB 1.5)	Standard writing conventions are not followed causing the reader difficulty in understanding the candidate's plan. APA style is not used or there are numerous errors in its application.	Writing standards are followed but may contain 1-2 errors but they do not impede the readers' understanding of the lessons. References are included but minor APA errors are made.	Standard writing conventions are used with no errors. APA is accurately used and citations are correct.

Based on Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va.: Association for Supervision and Curriculum Development.