

CIEP M13
Secondary School Teaching In Context
Loyola University Chicago
School of Education
Fall 2011
Syllabus

Instructor: Dr. Brigid Schultz
Office: Lewis Towers - Room 1144
Phone: 312/915-7089
Email: bschull@luc.edu
Class Meets: Tuesday – 8:30 – 11:15
Office Hours: Tuesday 12:00-2:00
Class Room: CMUN 010

Course Description and Conceptual Framework

The conceptual framework of the school of education is “professionalism in service of social justice.” This course is aimed specifically at developing professional secondary teachers in the service of social justice. Teaching is an inherently moral act affecting the lives of children and their families and communities. Your professional attitudes, knowledge, and pedagogy will contribute positively to the literacy, skills, and success of your students.

Our clinical sites will be ethnically, racially, and socio-economically diverse, and your interaction with students there will help prepare you to teach students from those diverse backgrounds. You also need to be aware of students’ gender, religion, sexual orientation, language, and abilities and of how your own background and biases affect your teaching. Specifically, the course aims to have students grapple with the complexity of working in their distinct discipline in diverse settings. Students will engage in planning curriculum, practicing instructional strategies, examining standards, developing assessment tools, observing classroom instruction, and teaching in diverse settings.

See Googlad, J.I., R. Soder, and K.A. Sirotnik (1990) *The moral dimensions of teaching*. San Francisco: Jossey-Bass.

Course Objectives

LUC Conceptual Framework Standard 1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Objectives for this course are derived from the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for Accreditation of Teacher Education (NCATE) and the Illinois Professional Teaching Standards (IPTS), and the Loyola University of Chicago Conceptual Framework Standards. You should be familiar with these standards, as well as with the Illinois Learning Standards within your content area (<http://www.isbe.net/ils/Default.htm>) as well as the content standards set forth by your Professional Specialty Associations (SPAs).

This course prepares the candidate for teaching at the secondary level. It is designed to provide teacher education candidates with an opportunity to study, reflect, question, become knowledgeable about, and develop skills in instructional methods while applying and practicing these methods in a collaborative and constructive setting. Major topics include: characteristics of effective teaching; student diversity, social justice, and how understanding students influences learning; English language learners; planning for instruction; creating effective lessons using a variety of approaches and technologies; and professional development.

As a result of this course, teacher candidates will be able to:

- Identify and define the essential components of effective teaching strategies
- Identify student learning styles in relation to their own teaching styles
- Understand the complexities of and the strategies for motivating learning
- Explore and practice the *Understanding by Design* approach to unit planning
- Observe, discuss, and experiment with various methods of teaching and techniques of teaching in an urban secondary context
- Align teaching methods and curriculum with the Illinois Learning Standards in their content area
- Adapt teaching and materials for English language learners
- Model the characteristics of an intentional and professional teacher

- Engage in an ongoing process of reflection about their own teaching and the teaching of others, supporting their constructive critiques with reference to principles from this course, from supplementary readings, and from field experience

Expectations:

The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA manual.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

Technology

As future secondary teachers, you will explore technology integration in the secondary classroom and more specifically, the impact of technology on student learning.

Students are required to access course documents via Blackboard. Students will submit assignments via LiveText.

Late Work

No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required. If you are absent from class on the day an assignment is due, your assignment must be sent to me electronically **prior** to the start of class.

Distractions such as cell phones and MP3 players should be turned off. Laptops may only be used at the discretion of the instructor.

Required Texts:

McTighe, J. and Wiggins, G. (2004). *Understanding by design: professional development workbook*. Alexandria: ASCD.

Silver, H., Strong, R., and Perini. (2007). *The strategic teacher*. Alexandria,: ASCD.

Silver, H., Strong, R., and Perrini, M. (2001). *Tools for promoting active, in-depth learning*. Ho-Ho-Kus, N.J.: Thoughtful Education Press.

- *LiveText* Software
- Additional Readings as assigned. Students will be required to print out a number of documents throughout the semester including but not limited to their content area standards and content-specific chapters. Please plan accordingly.

Suggested:

- Membership in your content area SPA:
 - *NCTM – National Council of the Teachers of Mathematics*
 - *ACTFL – American Council on the Teaching of Foreign Language*
 - *NSTA – National Science Teachers Association*
 - *NCSS – National Council for the Social Studies*
 - *NCTE – National Council for the Teachers of English*

Course Assignments

Clinicals (Pass/Fail)

This course includes a required clinical component of five weeks. Teacher candidates will be in attendance in Chicago public or private high schools Monday through Thursday, beginning Monday, October 17 and ending November 17. Students are expected to be present in their assigned school in the morning, before the start of the first period, until approximately twelve noon or for at least 4-5 class periods depending on the mentor teacher's schedule. Students are not to enter a class once it has begun nor are they to leave a class early. Please be sensitive to all bell schedules. Successful completion of clinicals, as judged by the Loyola faculty supervisor, using the Secondary Block Evaluation Form and the Loyola Assessment of Capacity for Professional Education, is required to continue in the teacher preparation program. Teacher Candidates will receive a Pass/Fail for the clinical component. In addition, you will have a specific assignment for this course that can only be completed upon completion of the clinical experience. The grade for this assignment will be averaged into your overall grade for the course.

Annotated Educational Resource List (20 points)

So that candidates can begin to familiarize themselves with the available content and pedagogical resources available to them in the teaching profession, they will be required to compile an annotated resource list. Candidates will explore a number of resources in lesson planning, content area knowledge, No Child Left Behind, etc. A more detailed explanation of the assignment will be given in class along with an accompanying rubric.

Lesson Plan #1 & #2 (10 points each)

To provide evidence of the candidates' understanding of the elements and development of a lesson plan, candidates will be required to create a lesson plan(s) in their content area that is aligned to Illinois Content Area Learning Standards. Format for the lesson plan and a rubric will be discussed in class and will be available on Blackboard. Lesson plans will be submitted on LiveText.

Curriculum Development Exercises (Stage 1, 2, & 3) (10 points each)

Candidates will complete three curriculum development exercises (CDE) in the first half of the semester. Each exercise is worth ten points. The first CDE is a draft of "Stage 1" of the unit plan, "Desired Results". The second CDE is a draft of "Stage 2" of the unit plan, "Assessment Evidence". The final CDE is a one-page narrative which explains your incorporation of a variety of instructional strategies to increase student learning.

Metaphorical Grab Bag Reflection (15 points)

While at your clinical site, you are required to use the Metaphorical Grab Bag strategy. Once you have engaged students in the strategy, write a reflection based on your and your students' experience. The format and details of this assignment will be given in class and will be available on Blackboard. This assignment will be submitted via LiveText.

UbD Indicators Clinical Analysis (30 points)

While at their clinical site, candidates will choose one class as their focus for this analysis. Candidates will analyze this class in regard to UbD and indicators of "teaching for understanding." A list of questions to be addressed and the structure

of this assignment will be discussed in class and will be available on Blackboard. This assignment will be submitted via LiveText.

Instructional Unit (40 points)

Each candidate, using Understanding By Design, will construct an instructional unit in their content area. The format and details of this assignment will be given in class and will be available on Blackboard. This assignment will be submitted via LiveText.

Micro-Teaching Presentation, Reflection, and Lesson Plan (30 points for the micro teaching and lesson plan – 15 points for the micro teaching reflection)

Candidates will deliver a mini-lesson to their peers in M13. Topics of the mini-lesson will be in the field of secondary education, taken from the class content chapters. Candidates will be required to turn in a full 50-minute lesson plan for their mini-lesson, via LiveText, prior to their micro teaching delivery. The micro-teaching represents 7 minutes within the full lesson. The mini-lesson should be student-centered and utilize a specific teaching tool/strategy from class. Candidates will be videotaped during their microteaching and will be required to watch the video outside of class and offer a reflection of their work. Further details and a micro-teaching rubric will be given in class and will be available on Blackboard and LiveText.

Class Participation (20 points)

Each class member should plan to participate **actively** in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded. Students missing two or more classes of M13 will be ineligible for an “A” in the course.

Grade	Percent	Points
A	93%	204-220
A-	90%	197-203
B+	87%	191-196
B	83%	182-190
B-	80%	175-181
C+	77%	169-174
C	73%	160-168
C-	70%	153-159
D+	67%	147-152
D	63%	138-146
D-	60%	131-137
F	59% and below	130 or below

Date	Topic	Reading Due	Assignment Due	Other Details
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Tuesday, August 30	Intro to M13 and the Secondary Context			
Tuesday, September 6	Learning Styles			
Tuesday, September 13	Planning Instruction/ Understanding by Design	Silver 1-17 McTighe 1-57	Annotated Resource List via email and hard copy in class	Content-Specific Curriculum Illinois Content Standards – Common Core Standards Form PLCs
Tuesday, September 20	Lesson Plans and Instructional Strategies: <i>Concept Attainment</i> UbD – Stage 1	Silver 96-105 McTighe 60-133	Pacing Calendar due in class	Bring content standards to class PLC work on Stage 1
Tuesday, September 27	Lesson Plans and Instructional Strategies: <i>Task Rotation</i> UbD – Stage 2	Silver 240-252 McTighe 136-210	Stage 1 Template via LiveText Lesson Plan 1 via LiveText	PLC work on Stage 2 Micro Teaching 1-5
Tuesday, October 4	Lesson Plans and Instructional Strategies: <i>New American Lecture & Metaphorical Expression</i>	Silver 22-33, 132-141	Lesson Plan 2 via LiveText	Micro Teaching 6-10
Tuesday, October 11	Fall Break		Stage 2 Template via LiveText	
Tuesday, October 18	Clinicals			
Tuesday, October 25	Clinicals		Stage 3 Narrative via LiveText	
Tuesday, November 1	Clinicals			
Tuesday, November 8	Clinicals			
Tuesday, November 15	Clinicals			
Tuesday, November 22	Instructional Strategies: <i>Windows Notes</i>	Silver 207-215	Metaphorical Grab Bag Reflection	Micro Teaching 11-15
Tuesday, November 29	Vocabulary's CODE		UbD Analysis Paper via LiveText	Micro Teaching 16-20
Tuesday, December 6	Wrap Up		Instructional Unit – hard copy in class and LiveText	Micro Teaching 21-25
Tuesday, December 13	Final Exams			