



Rider University

College of Liberal Arts and Science School of Education

SED-370: Teaching in the High School

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Department of Teacher Education Mission

The Department of Teacher Education prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society. The Department of Teacher Education fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards. The Department of Teacher Education promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices, while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

Course Description

SED-370, Teaching in the High School is a field-based course that focuses on general pedagogy in grades 9 through 12. Emphasis is on teaching strategies, planning lessons, developing instructional units, examining learning styles, researching evaluation techniques, and exploring multiculturalism. Working in local high schools, students continue to observe classroom instruction and begin teaching lessons in their subject area specialization.

Rationale

SED-370, Teaching in the High School, is a required course in the secondary teacher education program. Course objectives are directly related to the New Jersey Professional Standards for Teachers (NJPST) and standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) adopted by the Rider University Department of Teacher Education. The course experiences strive to fulfill the mission of the Department of Teacher Education, which is to prepare students for professional careers, to foster the intellectual, personal, and social development of students, and to develop committed, knowledgeable, and reflective students who value service, ethical behavior, and self-improvement. The course climate promotes scholarly inquiry, high expectations for achievement, and best professional practices. A copy of the Department of Teacher Education's mission statement, conceptual framework, and tentative schedule is included in the course syllabus, distributed in class, and posted on Canvas.

SED-370 introduces the student to teaching at the high school level through the eyes of the instructor. Using knowledge and experience from prerequisite courses, Contexts of Schooling and Developmental Educational Psychology, the student extends his or her professional experiences (including reflection) within a specific high school setting. In this venue, the student explores the high school as an educational institution under the guidance of the school's administration, a classroom teacher, and the college instructor. Specifically, the student explores a particular department's curricular offerings (one particular course in detail), instructional strategies, and educational functions. The diverse learning styles of high school students are explored and the goals and

objectives of their studies are examined. The roles and responsibilities of general education teachers in meeting the special needs of students (those having IEPs) are explored. SED-370 provides for the continued development of the student's ability to teach a specific content area at the high school level.

Text and Technology

- Journal articles as applicable or assigned: Check Canvas weekly for class journal articles and readings (typically in PDF format; if you do not have Adobe Acrobat, visit www.adobe.com to get the free Adobe reader.
- Laptop computers with wireless Internet access should be brought to class meetings if the student has one for research, note taking, and organization of information. Special purchases of computer technology for SED-370 is NOT expected or required.

SED-370: Essential Questions

- Who are the students in 21st century high schools and how do they learn?
- What is it we want students to learn? What is the role of the modern high school?
- What makes a lesson engaging and effective?
- The burnout rate among new teachers is high and alarming. How can you ensure you won't be one of the casualties?
- The demands of—and recriminations against—teachers are rising. How will the profession change in the future?

Big Ideas and Related Professional Standards

There are four (4) sets of standards that generate the big ideas that relate to *Teaching in the High School*: NJPST (New Jersey Professional Teaching Standards for Teachers, INTASC (Interstate New Teacher Assessment and Support Consortium), the CCSS (2010 Common Core State Standards), and the NJCCSS (New Jersey Common Core State Standards).

New Jersey Professional Standards for Teachers (NJPST)

1. Subject Matter Knowledge: Teachers understand the central concepts, tools of inquiry, and structures of their discipline, especially as it relates to the applicable content identified in the CCSS and the NJCCCS) and design developmentally appropriate learning experiences making subject matter accessible and meaningful to students.
2. Human Growth and Development: Teachers understand how children and adolescents learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.
3. Diverse Learners: Teachers understand the practice of culturally responsive teaching.
4. Instructional Planning and Strategies: Teachers understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.
5. Assessment: Teachers understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
6. Learning Environment: Teachers understand individual and group motivation and behavior and create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. Special Needs: Teachers adapt and modify instruction to accommodate the special learning needs of all students.
8. Communication: Teachers use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.
9. Collaboration and Partnerships: Teachers build relationships with parents, guardians, families, and agencies in the larger community to support students' learning and well-being.
10. Professional Development: Teachers participate as active, responsive members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Interstate New Teacher Assessment and Support Consortium (INTASC)

1. Content Pedagogy: The teacher can create learning experiences that make the central concepts and structures of the discipline meaningful for students.
2. Student Development: The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
3. Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.
5. Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Communication and Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning: The teacher plans instruction based on the knowledge of subject matter, students, content, the community, and curriculum goals.
8. Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Reflective Practice/Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.
10. School and Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.
11. Develops Thinking and Problem-Solving Skills: Standard added by Rider University Faculty

New Jersey Core Curriculum Content State Standards (NJCCSS): <http://www.state.nj.us/education/cccs/> and **Common Core State Standards for English Language Arts and Mathematics (CCSS)**" <http://www.state.nj.us/education/cccs/>

- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Science
- Social Studies
- World Languages
- Technology
- 21st Century Life and Careers

New Jersey is one of 44 states, Washington D.C., and the U.S. Virgin Islands to join the state-led standards initiative and adopted the 2010 Common Core State Standards in the areas listed below. The Common Core State Standards for English Language Arts include literacy connections in history/social studies, science, and technical subjects.

- English Language Arts
- Mathematics

Class Expectations

Research: All research should be conducted utilizing the Rider University library and ERIC. Texts from previous courses are also sources of information. Internet citations and information may be used provided they are from reliable sources such as *edu* sites.

Communication: The primary methods of communication are through the Rider University email accounts and Canvas, which should be checked regularly.

Academic Integrity: In all written work, whether in class or out of class, the student's name on the work is considered to be a statement that the work is his or hers alone, except as otherwise indicated. Students are expected to provide proper citations for the statements and ideas of others using appropriate protocols (MLA or APA) whether submitted word-for-word or paraphrased.

Attendance: Students are required to attend all class meetings and field experiences and to report on time.

Assignments: Papers and projects are due on time.

Retention of Work Submitted: Retain electronic copies of all assignments in the Department of Teacher Education for your electronic portfolio.

Cell Phones: Cell phones may not be used in class for any purpose unless specifically directed by the professor to support an instructional activity. Cell phones must be turned off at your designated field assignment.

Assignments

There are two components to this course—in-class sessions, held at the Rider campus; and field work assignments, held at local high schools. For in-class sessions, there are regular readings (generally professional journals or articles) and writing assignments. For the field-based section of the course, there are reflective papers, lesson plans, and instructional units.

IN-CLASS ASSIGNMENTS (ICA)

Assignment 1: Reading Responses (12 total, 1 for each class session, via Canvas)

You will be asked to do reading reactions throughout the quarter. These will be short 1-2 page responses. These will be turned in and used for class discussions. NOTE: The 1-2 pages are not “per article.” It is for all readings from the week combined. To receive full credit for the weekly reading response, the write-up should include the following:

1. Concise and complete summary of reading(s).
2. 2 issues, from readings, which are important to teachers.
3. A possible dilemma or shortcoming of an idea or ideas from reading(s)
4. At least, one question for one of the authors and reasoning for this question
5. How these readings connect to your own teaching.
6. Proper grammar.

Assignment 2: “My Life” PowerPoint

Using Power Point, scrapbooks, or storybook format, prepare an introduction to history activity by doing a timeline of significant events of your life. The activity should follow a similar structure of the Power Point “My Life” activity done by Dr. Percy in the first class session. (note: If doing a Power Point, attach the Power Point to the assignment link on Canvas).

Assignment 3: Educational Philosophy

Write a short (1-2) page detailing your educational philosophy. This paper should articulate your views on public education, its role in creating an effective American citizenry, and the challenges faced by public school teachers. Important note: this is **NOT** a paper to stuff with “buzzwords” (pedagogy, constructivism, etc.) merely for appearances. I want you, in this paper, to explain to me **WHY** you want to be teacher, and what you believe education is aimed for in the modern world. Be honest and direct.

Assignment 4: Learning Styles: 21st century high school learners

- Watch the following video on Kolb’s learning style, from Gonzaga University (http://www.youtube.com/watch?v=Ek-i8NIYi_g). Then go to the following website (<http://www.personalitypathways.com/>) and take the Myers-Briggs personality profile assessment (see Canvas for the more detailed version of this assignment). After you have finished these two tasks, write a short (1-2) page reflective paper addressing the following:
 - What is the value of these sorts of learning style/personality assessments?
 - What may be detrimental or disadvantageous to these sorts of assessments?
 - Do you feel there is value in this sort of self-analysis? As an individual? As a teacher? Will it impact your instructional practices?

FIELD-BASED ASSIGNMENTS (FBA):

These assignments will be delivered primarily through Canvas and will be based on your field-based experiences, beginning in the second half of the term.

Assignment 1: Field Log

Post weekly reflections on Canvas journal, which include the dates and times you spend in class at your field site along with the notes of significant observations and reflections on your activities, particularly as they relate to class readings and discussions. Your academic certification field should be addressed your journal entries.

Assignment 2: Course Analysis

Describe a course offered in your mentor teacher's academic department. Include the following in the course description:

- The student population the course is designed to serve
- The purpose of the course and how the course fits into the educational program
- A description of the text or syllabus, identifying the primary areas of study
- A description of major course assessments, learning projects, and/or activities
- A description of technology and facilities that support teaching and learning

Assignment 3: Professional Responsibilities

In a 1-2 page paper, attend and describe a professional meeting or review an article in a professional journal related to your specialized content area. (Note: It is recommended that future teachers join the applicable professional organization for their content area.)

Assignment 4: Student Observation

Using the observation rubric you developed in the first assignment, observe a student and prepare a paper describing the observed learning style of a student in one of the courses at your assigned high school. Describe how you and/or your mentor teacher have accommodated this student.

Assignment 5: Instructional Strategies

Describe the instructional strategies used by your mentor teacher. Prepare a paper(1-2 pages) including how students are grouped and a description of the teacher's strategies using terminology discussed in class.

Assignment 6: Lesson Plans and Instruction

Develop at least three lesson plans and teach them at your assigned high school.

Lesson Plan Design

The mentor teacher must review lesson plans before the student intern teaches the lessons. Each lesson plan must contain the following:

- Title:
 - Includes the field assignment school, course, date, time/period, student intern's name
- Essential Question(s):
 - Represents the big idea
- Standards:
 - Provides applicable 2010 New Jersey Common Core Standards and/or 2009 New Jersey Core Curriculum Content Curriculum Content Standards.
- Instructional Objectives:
 - Identifies desired student outcomes that clearly establish how the learning is assessed
- Sequence of Learning Activities:
 - Includes the beginning (introduction/anticipatory set), middle (supporting activities), and ending (closure) of the lesson stated with sufficient detail and clarity that a substitute teacher could follow the plan

- Differentiation of Instruction:
 - Shows evidence of considering students' learning styles and needs at the lesson level and/or providing accommodations based on a student's IEP
- Appropriate Use of Technology:
 - Applies technology to enhance the teaching and learning process
- Connections:
 - Recognizes linkages within and among content areas and to the real world
- Assessment/Evaluation:
 - Provides objective evidence that students attained the lesson's instructional objectives
- Materials/Resources:
 - Identifies supplies and/or resources needed to implement the lesson plan
- Homework Assignment:
 - Affords opportunities to reinforce, expand, and/or apply the new learning
- Reflection:
 - Promotes self-assessment following the teaching of a lesson by recording specific considerations for future instructional practice.

Assignment 7: Assessment

Prepare a detailed description and explanation of how your mentor teacher determines marking period and final report card grades for students. Include formative and summative assessments and detail how the assessments were processed to arrive at the grades. The description of the grading process should clearly identify with specificity the weighting of tests, quizzes, homework, projects, and other measures. Clearly identify how report card grades are communicated (e.g., letter grades or percentages) and determined using the data maintained for each student. Provide commentary on aspects of validity and reliability as they relate to Wiggins' framework for backward design.

END-OF-CLASS ASSIGNMENTS (ECA)

These assignments will be due at the end of the course.

Assignment 1: Professional Disposition

Behave professionally at your assigned school. Professional behaviors include, but are not limited to, regular attendance, punctuality, dress, and demeanor. Your mentor teacher will complete a summative evaluation on your professionalism at the conclusion of the field experience. Everyone in the course begins with 100 points worth of professional disposition. Your PD grade will be based on Dr. Percy's observations and the summative evaluation of your mentor teacher.

What is professional disposition? A disposition is developed over a lifetime and includes the temperament, aptitudes, beliefs, values, etc. that students exhibit while completing a teacher education program.

Ability to complete work autonomously	Aptitude to objectively consider new ideas
Attendance, punctuality, and undivided attention during class	Capacity to objectively reflect on one's disposition and behaviors
Civility, diplomacy, and sensitivity to others	Enthusiasm for ideas and intellectual curiosity
Foresight to predict outcomes and consequences	Following directions
Honesty	Positive response to feedback
Self-initiative	Thorough preparation
Timely completion of tasks	Thoughtful participation

"With-it-ness"*

Assignment 2: Final Project

For the final class assignment, you will need to select a certain number of assignments we have done in and out of class as representative of your work and educational philosophy. All the class folders are open and the materials used throughout the course are available. You will need to select:

- Any FIVE of the articles/reading responses we have used in the class thus far;
- Any THREE of the assignments (In-Class Assignments or Field-Based Assignments) you have done;
- Any THREE of your field logs.

Additionally, you will need to compose a 3-4 page paper that establishes: (1) the theme that ties these documents/assignments together; and (2) connects this theme to the personal philosophy which you articulated in your "Educational Philosophy" assignment, written at the beginning of class.

When turning in this assignment, you may use either of the following methods:

1. Copy/paste your assignments, reading responses, and field logs into a new MS Word document, and merge it with the paper you are assigned to write. You may then turn the entire document in through Canvas.
2. Create a checklist signifying which assignments, reading responses, and field logs you are including in your final assessment, and turn that in as a cover sheet for your final paper.

The portfolio will be due in the last week of class and will serve as the basis of your meeting with Dr. Percy at the end of the semester (during exam period)

END-OF-COURSE ASSIGNMENTS

Assignment 1: Field Log

Post weekly reflections on Canvas journal, which include the dates and times you spend in class at your field site along with the notes of significant observations and reflections on your activities, particularly as they relate to class readings and discussions. Your academic certification field should be addressed your journal entries.

The Field-Based Experience

For the second half of this term, you will be placed in an area high school classroom for a field-based experience. This experience will begin in the 7th week of the course, and information about your particular placement will be provided once all details have been finalized. During this experience, there are several expectations and guidelines that should be made clear.

- **You are in the classroom as a guest.**

The teachers who have invited you into their classrooms are all working professionals, with a great deal of pressure from a variety of sources: communities, parents, school administrators, curricula, and students. Their willingness to allow you into their classes is an invaluable asset for this university and your own education. Please remember, while present in these settings, you are there are the invitation of the teachers and the school administration, and that you should conduct yourself accordingly.

- **You are representing Rider University and the Department of Teacher Education.**

While in the field, it is vital for you to remember that you are the most visible representative of your university and your department for local faculty, parents, and students. This carries two implications: first, the individuals you work with may be people you ask, in the future, for recommendations and references; and second, your comportment and behavior are influential in maintaining a positive working relationship between this Department and local schools.

- **A professional demeanor is expected and required.**

A professional disposition, in this instance, means all of the following: arriving to the school on time, at the appointed hours of visitation arranged by you and your host teacher; performing all functions as requested; adhering to district/county policy where relevant; and showing the requisite respect to the students and faculty members with whom you work during this experience.

- **The experience you have in the field will vary from individual to individual, and is heavily influenced by your own expectations and behavior.**

Depending upon your own particular placement, you might have a field-based experience that includes a great deal of teaching and involvement, or you may not. While the Department of Teacher Education can request that host teachers allow our students to be deeply involved in planning, preparation, and instruction in their classes, it is up to the individual instructor to determine the scope, duration, and function of these experiences. Therefore, your own personal experience may differ from other students in this course, but several factors are important in determining the quality of your field placement: your enthusiasm, willingness to get involved, and your ability to communicate that willingness to your host teacher. If your desire is to simply observe, and duly create your assignments in a perfunctory manner, and to avoid being an active participant in this experience, you may do so; but it will surely be to your detriment, as a future educator and professional. In this sense, your desire to have a positive experience is, in many ways, determined by your own choices.

SED-370 Course Schedule: Fall 2013

Sessions for SED-370 at Rider University will be held on Tuesdays and Thursdays starting at 11:30 a.m. for the first six class meetings of the semester. Beyond these initial class meetings, field hours (at Hopewell Valley Central High School, West Windsor Plainsboro High School South, or West Windsor Plainsboro High School North) include three (3) to six (6) hours per week, and are to be set cooperatively by the mentor teacher and the student intern according to the mentor teacher's schedule so as to maximize the field experience. On days where you will be at the field site you are expected to log in the hours you are at the school but those particular hours and days should be established with the approval of your mentor teacher and need not be on Tuesdays and/or Thursdays. Weekly field logs should be posted on Canvas Journal on the assigned dates (see below).

- ICA: In-Class Assignments
- FBA: Field-Based Assignments
- ECA: End-of-Course Assignments

DATE OF CLASS:	LOCATION/TOPICS TO BE ADDRESSED:	ASSIGNMENTS DUE:
1. Thursday, September 5	On-Campus <ul style="list-style-type: none"> Teaching in the High School: Who are the students in 21st century high schools? What are the issues facing 21st century schools? The 3 to 5 Year Rule 	Print/bring syllabus with you to class
2. Tuesday, September 10	On-Campus <ul style="list-style-type: none"> The High School-Institution and Students 	ICA 1.1: Reading Responses due
3. Thursday, September 12	On-Campus <ul style="list-style-type: none"> Standards, Accountability, Reform 	ICA 1.2: Reading Responses due ICA2: "My Life" PPT due
4. Tuesday, September 17	On-Campus <ul style="list-style-type: none"> Why Do You Want to be a Teacher? No, Really...WHY? 	ICA 1.3: Reading Responses due ICA3: Educational Philosophy due
5. Thursday, September 19	On-Campus <ul style="list-style-type: none"> On B.S. Your Own Subject Area: Why? How? 	ICA 1.4: Reading Responses due
6. Tuesday, September 24	On-Campus <ul style="list-style-type: none"> What Kind of Learner are You? And Who Cares? Understanding v. Knowledge What do we teach? Why do we teach it? How do we teach it? 	ICA 1.5: Reading Responses due ICA4: Learning Styles: 21st century high school learners due
7. Thursday, September 26	On-Campus <ul style="list-style-type: none"> Questioning and Being Questioned 	ICA 1.6: Reading Responses due
8. Tuesday, October 1	Field Site <ul style="list-style-type: none"> (initial visit – meet mentor/others and set schedule for your field site visits) – field log including schedule due Friday, October 4) 	Field Log 1 due via Canvas, Friday, October 4

9. Thursday, October 3	On-Campus <ul style="list-style-type: none"> Engagement—the X-Factor 	ICA 1.7: Reading Responses due
10. Tuesday, October 8	Field site (3 hours; field journal due Friday, October 11)	FBA1: Field Log 2 due via Canvas, Friday, October 11
11. Thursday, October 10	On-Campus <ul style="list-style-type: none"> Lesson Plans, Backwards and Forwards 	ICA 1.8: Responses due
12. Tuesday, October 15	Field site (3 hours; field journal due Friday, October 18)	FBA1: Field Log 3 due via Canvas, Friday, October 18
13. Thursday, October 17	On-Campus <ul style="list-style-type: none"> Assessment—Are They Learning <i>Anything</i>? 	ICA 1.9: Reading Responses due FBA2: Course Analysis due
14. Tuesday, October 22	Field Site (3 hours; field journal due Friday, October 25)	FBA1: Field Log 4 due via Canvas, Friday, October 25
15. Thursday, October 24	On-Campus <ul style="list-style-type: none"> The Teacher as Curricular-Gatekeeper 	ICA 1.10: Reading Responses due
16. Tuesday, October 29	Field site (3 hours; field journal due Friday, November 1)	FBA 1: Field Log 5 due via Canvas, Friday, November 1
17. Thursday, October 31	On-Campus <ul style="list-style-type: none"> Classroom Management and the Boogeyman 	ICA 1.11: Reading Responses due FBA3: Professional Responsibilities due
18. Tuesday, November 5	On-Campus <ul style="list-style-type: none"> The “Future” of Teaching—Objects in the Mirror are Closer Than They Appear 	FBA1: Field Log 6 due via Canvas, Friday, November 8
19. Thursday, November 7	Field Site (3 hours; field journal due Friday, November 8)	ICA 1.12: Reading Responses due FBA4: Student Observation due
20. Tuesday, November 12	Field Site (3 hours; field log due Friday, November 15)	FBA1: Field Log 7 due via Canvas, Friday, November 15
21. Thursday, November 14	On-Campus <ul style="list-style-type: none"> Reflective Teaching 	FBA5: Instructional Strategies due
22. Tuesday, November 19	Field Site (3 hours; field log due Friday, November 22)	FBA1: Field Log 8 due via Canvas, Friday, November 22
23. Thursday, November 21	On-Campus <ul style="list-style-type: none"> The Nuclear Option The Three-to-Five Year Rule, Revisited 	FBA6: Lesson Plans/Instructions due
24. Tuesday, November 26	Field Site (3 hours; field log due Friday, November 29)	FBA1: Field Log 9 due via Canvas, Friday, November 29

THANKSGIVING HOLIDAY (WEDNESDAY NOVEMBER 27-SUNDAY, DECEMBER 1)		
25. Tuesday, December 3	On-Campus <ul style="list-style-type: none"> • Being a Pro and Getting (and Keeping) a Job • The 3 to 5 Year Rule, Revisited 	Assignment 7: Assessment due
26. Thursday, December 5	Field Site (3 hours; field log due Friday, December 6)	FBA1: Field Log 10 due via Canvas, Friday, December 6
27. Tuesday, December 10/Thursday, December 12	FINAL EXAMS: Portfolio meetings will be a half-hour for each student scheduled during the exam period.	

Grading Scale

A 93 and above

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F Less than 60