

ROLLINS COLLEGE
Department of Education

EDU 417/517
Teaching (Subject) in the Secondary Schools
M 4:00-6:30

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Course Description:

This course, “Teaching (Particular Subject) in the Secondary Schools,” focuses on effective middle school teaching for your particular subject area in grades 6 through 8. Methodology includes planning, developing, implementing and evaluating instruction. A prime objective of the course is to explore alternative teaching strategies and models of teaching. Furthermore, this course is designed to help future teachers improve the reading, writing and thinking abilities of students through content area subjects. Pre-service teachers will focus on basic teaching methods, alternative teaching strategies, individual student differences and classroom management.

This course also will provide opportunities for students to practice many of the indicators for the Accomplished Practices. Teacher candidates admitted to the Teacher Education Program will complete multiple assignments that may be selected as artifacts for the Expanded Teacher Education Portfolio (ETEP)

This course is an ESOL infused course in the Department of Education and is intended to meet certain competencies and skills (indicated on this syllabus) that are required for teacher certification in Florida.

Texts:

Brown, D.F. & Knowles, T. (2014). What every middle school teacher should know (3rd ed.). Portsmouth NH: Heinemann.

Other required readings will be posted on Blackboard

Accessibility Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the

Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/accessibilityservices/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Academic Honor Code Reaffirmation

<http://www.rollins.edu/honor-code/documents/academic-honor-code-rollinscollege.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Absences – religious holidays and/or campus business

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College's policy on excused absences

(http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no

later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student's class participation grade in the course, though, may still be affected.

Credit Hour Statement for Rollins Courses

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2 ó hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are additional reading and writing assignments and preparation for fieldwork.

Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

Title IX Statement (updated 7/12/16)

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX. Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

Course Requirements:

Grading is based upon the following criteria:

1. Class attendance and active participation which reflects completion of weekly class assignments – 15 pts.
2. Attend one School Board or school-sponsored event or meeting. Provide a written reflection attached to the meeting/event agenda – 5 pts.
3. Five (5) abstracts – 15 pts.
4. Midterm – 15 pts.
5. Teaching activities for your subject area (but not inclusive)
 - a. develop a unit plan in your subject area (template provided) to span 5 to 10+ days (including state standards and accommodations)- 15 pts.
 - b. micro peer teach a lesson in class -10 pts.
6. Classroom Environment Project—10 pts.
7. Final Exam—15 pts.
8. Late assignments will result in a lower grade. Poorly written work will be returned to the student and re-submitted late, resulting in a lower grade.
9. **As is required by SACS standards, graduate students must have a different academic expectation than undergraduate students in classes that are cross listed. Graduate students in EDU 517 and 517L will prepare a sixth abstract on a scholarly article about how technology is being used in curriculum delivery or how students with exceptional needs are included in the general middle school classroom.**
10. Instructor will provide guidelines for assignments described above.

Abstract Topics:

1. **The Middle School**
2. **Diverse Middle School Learners**
3. **Curriculum in the Middle School (Your subject area)**
4. **Middle School Classroom Management**
5. **Assessment in the Middle School**

Class Meeting

Topic

Complete for Class

- Syllabus is subject to change in the best interest of students.

August 28	*Course introduction; Learning Style Profiles	
September 11	*Middle school teachers and students	Brown & Knowles, Ch. 1, 2, 3 Abstract #1 Due

September 18	*Middle school students; Classroom Environment Project	Brown & Knowles, Ch. 4 & 5 Field work preparation
September 25	*Middle schools past and present; Lesson planning	Brown & Knowles, Ch. 6 & 7; Abstract #2 Due; Field work
October 2	*The Middle School Curriculum: Standards, Objectives, and Levels of Learning	Go to Cpalms.org; *Brown & Knowles, Ch. 9 Abstract #3 Due; Field work
October 9	*Microteaching	
October 23	*Curriculum Integration: What It Looks Like; Unit Planning	Brown & Knowles, Ch. 10 Lessons and Analyses
October 30	*Midterm	
November 6	*The Classroom Learning Environment; Classroom Management	Brown & Knowles, Ch. 8 Field work Abstract #4 Due
November 13	*Making Instruction Meaningful	Brown & Knowles, Ch. 11 Classroom Environment Project Due; Field work
November 20	*Integrating Educational Technology; *Including Students with Disabilities	School Board Reflection Due; See Blackboard for Assigned Reading on Students w/Disabilities & Integrating Technology; Field work; Abstract #6 (517 only)
November 27	*Assessment	Brown & Knowles, Ch. 12; Abstract #5 Due; Unit Plan Due
December 4	*Wrap Up; Field Reflections, ETEP Workshop, Prep for Final	Field work; Notebooks Due ETEP Check

Final Exam: 4 pm, December 11

ETEP – Expanded Teacher Education Portfolio

The following objectives are taken from **Accomplished Professional and Pre-Professional Competencies for Teachers of the Twenty-First Century**, a document prepared by the Florida Education Standards Commission listing what it hopes will be the competencies by which teachers in the state of Florida will be evaluated. These specific pre-professional competencies are supported by content and activities that a part of this course.

EDU 417.517 and EDU 417L.517L will specifically address the following:

Quality of Instruction

Instructional Design and Lesson Planning

1. Aligns instruction with state-adopted standards at the appropriate level of rigor.

Artifact: Lesson Plans used in field work or class activities.

3. Designs instruction for students to achieve mastery.

Artifact: Properly written objectives that clearly describe criteria for mastery.

4. Selects appropriate formative assessments to monitor learning.

Artifact: Evidence of such assessments in lesson plans written for fieldwork or class activities.

The Learning Environment

10. Respects students' cultural, linguistic and family background.

Artifact: Appropriate content in lesson plans or instructional strategies used in fieldwork or class activities.

Artifact: Abstract #2 focused on diverse middle school learners.

Instructional Delivery and Facilitation

18. Identifies gaps in students' subject matter knowledge.

Artifact: Lesson analysis from microteaching or fieldwork that includes this information.

Assessment

26. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.

Artifact: Evidence in lesson plans from fieldwork that address both formative and summative assessments.

27. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.

Artifact: Evidence of a variety of assessments being used during instruction in fieldwork and class activities.

Continuous Improvement, Responsibility, and Ethics

Continuous Professional Improvement

33. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons.

Artifact: Clearly written evidence provided in observation log from fieldwork.

34. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.

Artifact: Evidence of this type of communication outside the school from the fieldwork experience.

35. Implements knowledge and skills learned in professional development in the teaching and learning process.

Artifact: Evidence in the observation log that the candidate has, through conferencing with cooperating teacher, faculty meetings, or professional development, implemented what s/he has learned.

ESOL Standards

3.2.d. Provide standards-based instruction that builds on ELLs' oral English to support learning to read and write in English.

Lesson Plans: Candidates must submit a lesson plan that utilizes ELLs' oral English in the process of learning to read and write.

Course instructor(s) will document (with a rubric) whether each candidate includes evidence of using ELLs' oral English to support learning to read and write in English.

3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

Lesson Plans: Candidates will submit a standards-based reading lesson plan that is appropriate for ELLs.

Course instructor will use rubric to document evidence of standards-based reading instruction appropriate for ELLs.

3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

Lesson Plans: Candidates will submit a standards-based writing lesson plan that is appropriate for ELLs.

Course instructor will use rubric to document evidence of standards-based writing instruction appropriate for ELLs.

3.2.g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.

Lesson Plans: Candidates will submit a thematic unit plan that includes a variety of writing activities.

Course instructor will use rubric to document evidence of a variety of writing activities in candidate's unit plan.

3.2.h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).

Thematic Unit Plan: Candidates will collaborate with cooperating teacher to develop instruction that provides equitable access for ELLs.

Course instructor and cooperating teacher will both assess candidate's unit to confirm evidence (on rubric) of equitable access to instruction for ELLs.

3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

Thematic Unit Plan: Candidates will submit unit plan that includes appropriate activities for ELLs in each of the four language arts.

Course instructor will assess evidence of appropriate activities in each of the four language arts in the candidate's unit plan.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content area material.

Thematic Unit Plan: Candidates will submit unit plan that includes opportunities for ELLs to learn academic vocabulary and content area materials through a variety of activities and assignments.

The rubric used to assess each candidate's unit plan includes a section focused on ELLs access to academic vocabulary and content material through a variety of activities and assignments.

3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and at varying English proficiency levels.

Thematic Unit Plan: Candidates will submit unit plan that includes an integration of the four language arts for a classroom of diverse learners, including ELLs.

The rubric used to assess each candidate's unit plan includes a section focused on evidence of integrated language arts instruction for ELLs.

3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and at varying English proficiency levels.

Thematic Unit Plan: Candidates will submit unit plan that includes culturally responsive/sensitive, age appropriate and linguistically accessible materials for ELLs.

The rubric used to assess each candidate's unit plan includes a section focused on evidence of culturally responsive/sensitive, age appropriate, and linguistically accessible materials for ELLs.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

Thematic Unit Plan: Candidates will submit unit plan that includes a variety of materials for ELLs, including L1 resources.

The rubric used to assess each candidate's unit plan includes a section focused on evidence of materials for ELLs that include L1 resources.

3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

Thematic Unit Plan: Candidates will submit unit plan that includes technological resources that enhance instruction for ELLs.

The rubric used to assess each candidate's unit plan includes a section focused on evidence of technological resources designed to enhance instruction for ELLs.

4.1.b. Create supportive, accepting, student-centered classroom environments.

Candidates will demonstrate behavior that contributes to a supportive, student-centered classroom during implementation of their lessons.

Final evaluation form for this clinical experience includes a section focused on creating a supportive, student-centered classroom.

4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.

Thematic Unit Plan: After collaborating with cooperating teacher, candidate submits unit plan that includes differentiated instruction based on assessment of diverse class of learners, including ELLs.

Final evaluation form for this clinical experience includes a section focused the use of assessment information to plan differentiated instruction.

4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).

Thematic Unit Plan: After collaborating with cooperating teacher, candidate submits unit plan that addresses learning needs of students with LFS.

Rubric for unit plan includes section focused on planning for needs of students with LFS.

4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Thematic Unit Plan: After collaborating with cooperating teacher, candidate submits unit plan that includes assessment, scaffolding and re-teaching when necessary for ELLs.

Rubric for unit plan includes section focused on evidence of use of assessment information, scaffolding, and re-teaching when necessary for ELLs.

5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

Candidates will submit a thematic unit plan that includes appropriate and valid language and literacy assessments for diverse ELLs.

Rubric for unit plan includes section focused on evidence of appropriate and valid language and literacy assessments for diverse learners, including ELLs.

5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

Candidates will provide a journal entry that details how to identify, reclassify, and exit ELLs from language support programs at their placement site.

Course instructor will read candidate journals that are labeled specifically as “Language Support Programs” to determine understanding and use of procedures to identify, reclassify, and exit ELLs from language support programs at their field site.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and at varying English proficiency levels.

Thematic Unit Plan: Candidates will submit a unit plan with evidence of a variety of assessments for ELLs.

Rubric used to assess unit plan includes section focused on evidence of variety of assessments for ELLs.

5.2.c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.

Thematic Unit Plan: Candidates will submit a unit plan with evidence of multiple sources of information to assess ELLs’ language and literacy skills.

Rubric used to assess unit plan includes section focused on evidence of multiple sources of information to assess ELLs’ language, literacy, and communication skills.

5.3.a. Use performance-based assessment tools and tasks that measure ELLs’ progress in English language and literacy development.

Thematic Unit Plan: Candidates will submit a unit plan that includes performance –based assessments to measure ELLs’ progress in English proficiency

The rubric used for the unit plan will determine the extent of performance-based assessments for measuring ELL’s progress in English language and literacy skills.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

Thematic Unit Plan: Candidates will submit a unit plan that includes the appropriate use of criterion-referenced assessments with ELLs.

The rubric used for the unit plan will determine whether there is appropriate use of criterion-referenced assessments with ELLs.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

Thematic Unit Plan: Candidates will submit a unit plan that includes various content-area learning assessments for ELLs.

The rubric used for the unit plan will determine whether there are various content-area assessments for ELLs.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

Thematic Unit Plan: Candidates will submit a unit plan that includes opportunities for ELLs to self- and peer-assess, when appropriate.

The rubric used for the unit plan will determine evidence of opportunities for ELLs to self- and peer-assess when appropriate.

5.3.e. Assist ELLs in developing necessary test-taking skills.

Final Evaluation Form: Candidates will submit final evaluation forms from their clinical experience that confirm they have assisted ELLs with test-taking skills.

Cooperating teachers and candidates will both complete evaluation forms that confirm that candidates assisted ELLs with test taking skills.

5.3.f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Thematic Unit Plan: Candidates will submit a unit plan that includes a variety of authentic assessments for ELLs.

The rubric used for the unit plan will determine evidence of a variety of authentic assessments for ELLs.