

I. ED 301: Principles of Secondary Education

II. 2 Credit Hours

III. Course Description:

An overview of the principles of teaching and activities affecting high school teachers. The purpose is to equip students with the necessary skills for service in God's kingdom as public, private, or Lutheran school educators.

IV. Place of the Course in the Curriculum:

This course is taken as part of the Professional Semester during Student Teaching I. It is required for all Secondary and K-12 Education students.

V. Goals and Objectives of the Course:

Goals – The purpose of this course is to define the role of the accomplished professional educator in American society, to practice those behaviors, which are specific to the professional educator in Christian and public schools, and develop preservice student's knowledge, attitudes, and skills as **teachers, learners, and leaders**. As the capstone course for students in secondary education, students are challenged to synthesize knowledge about classroom instruction, faculty responsibilities, student and parent relations, planning, classroom management techniques, and a wide variety of topics while in preparation for teaching in a Lutheran or public secondary school.

Objectives – In order to meet the above stated goals, the following objectives will be pursued throughout the course of the semester. The student will be able to:

1. Demonstrate knowledge of teaching-learning theories and practices in the American high school.
2. Experience and implement a dynamic laboratory-learning environment using various assessment strategies including reflective writing, portfolios, interdisciplinary projects, authentic assessment, and higher order learning (thinking) activities.
3. Demonstrate use of technology as a teaching tool.
4. Exhibit knowledge of cooperative learning as a teaching model.
5. State their own teaching style and how then can make adjustments for students learning styles.

6. Write outcomes; develop an assessment tool to evaluate outcomes and plans for remediation and enrichment programs within one's classroom.
7. Initiate collection of a "teacher's toolbox" of teaching models, resources, simulations, technological software, and professional organizations.
8. Apply library technology and computer software to research for preparation of learning experiences.
9. Design alternative assessment applications.
10. Develop a balanced schedule between professional responsibilities and private time.
11. Apply Law and Gospel in teaching adolescents.
12. Demonstrate knowledge of cultural, sociological and psychological implications of teaching the handicapped, gifted, culturally diverse student in the classroom.
13. Plan instructional strategies for all children in the classroom.
14. Demonstrate the skill of reflective learning by bringing student teaching experiences into the classroom for peers and the instructors to give feedback and encouragement.
15. Demonstrate understanding of the personal worth of each individual with a concern for each person's welfare regardless of gender, religion, race, cultural, or ethnic background.
16. Give evidence of the ability to communicate effectively with colleagues and students.
17. State the legal obligation in teaching.
18. Demonstrate a basic understanding of procedures relating to teacher credentials, teacher certification, placement bureaus, and the professional interview process.
19. Demonstrate familiarity with the body of professional literature for educators.

VI. Course Content:

1. Today's Teacher: Principles of teaching and activities affecting high school teachers.
2. Stages of Teacher Development.

3. Teaching in a Multicultural Society.
4. Educational Goals and Objectives for Effective Teaching.
5. Planning for Effective Teaching and Adjusting Lessons for all Learners.
6. Verbal questions, A Primary Tool of Teaching: Questioning, the Science of the Art of Teaching.
7. Teaching Problem Solving and Critical Thinking Skills.
8. Techniques for Individual Instruction.
9. Whole Class Instructional Strategies.
10. Preventing Discipline Problems: Classroom Climate.
11. Management of Student Behavior.
12. Models of Teaching.
13. Master Teachers and Ministers: CALEB Team.
14. The Teacher and the Law.
15. The Teacher's Development of a Philosophy of Teaching and Ministry.
16. Parent-Teacher Conferences.
17. Assessment.

VII. Methodology:

1. Whole class, small group, and individual discussion and reflection.
2. Cooperative learning.
3. Resource speakers.
4. Case studies.
5. Small group presentations.
6. Small group demonstration and discussion.
7. Educational platform papers.
8. Journal article reviews.

VIII. Student Roles:

1. Students will reflect and report extensively on their student teaching experiences through journals and activity reports.
2. Students will participate verbally in class discussions and activities as intelligent speakers and courteous listeners.
3. Students will write reaction papers on current issues relating to secondary education and develop an Educational Platform paper.
4. Each student will be involved in the preparation, planning, and presentation of a lesson to the class.
5. Students will participate in speaker's presentations.

IX. Evaluation:

Evaluation will be based on successful completion of the writing assignments and the classroom presentation, along with classroom participation and attendance.

X. Bibliography:

Evans, D. L. (2002). *Taking sides: Clashing views on controversial issues in secondary education*. Guilford, CN: McGraw-Hill/Dushkin.

Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Ornstein, A. C., Lasley, T. J., & Mindes, G. (2005). *Secondary and middle school methods*. Boston: Pearson Education, Inc.

Posner, G. J. (2005). *Field experience: A guide to reflective teaching*. Boston: Pearson Education, Inc.

Wilens, W., Bosse, M. I., Hutchison, J., & Kindsvatter, R. (2004). *Dynamics of effective secondary teaching*. Boston: Pearson Education, Inc.

Wong, H. K., & Wong, R. T. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

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