

EDUC 505 Principles of High School Pedagogy

I. EDUC 505: Principles of High School Pedagogy

II. 3 Credit Hours

III. Course Rationale and Overview:

Principles of High School Pedagogy examines the effective characteristics of successful secondary student instruction. The course emphasizes instructional analysis, standards-based lesson plan and unit plan construction, instructional strategy selection, along with classroom management implications. It is designed to engage teacher education candidates in the study of secondary curriculum and instruction, as it is adapted for the adolescent learner. Communications skills and problem-solving skills are goals addressed in this course. By using the knowledge of how adolescents develop and learn, the future teacher develops proficiencies in designing instructional strategies to address adolescent perceptions and learning.

Computer technology is integrated throughout this course and an emphasis is placed on the teacher as 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. The student continues to develop their professional portfolio.

This course is a required component of the secondary teacher education certification curriculum and precedes the specific methods courses in the student's subject or field endorsement and the student teaching experience.

IV. Course Description:

EDUC 505 will examine the different types of secondary schools and their structure/organization, the implications of federal and state legislation on school systems as it pertains to student instruction, and effective characteristics of secondary student instruction. The course emphasizes instructional analysis, standards-based lesson plan and unit plan construction, instructional strategy selection, and classroom management implications.

V. Place of Course in the Curriculum:

This is the third course in the secondary level professional education sequence.

VI. Goals and Objectives of the Course:

The goals of this course are:

1. To appreciate characteristics of quality education. (LR-S1)

2. To recognize and understand the expectations placed on teachers by society, community, administrators, parents and student. (LD-S1)
3. To become familiar with INTASC and Nebraska Content standards (T-S2)
4. To build effective standards-based lesson and unit plans (T-S2, LD-S2)
5. To develop effective classroom management strategies (T-S4)
6. To develop a professional tool box to use in the teaching profession (LR-S1)

Students who successfully complete this course will:

- a. Articulate issues and problems facing schools today (LR-S1)
- b. Identify strengths and weaknesses of own teaching style (LR-S1)
- c. Demonstrate competency in completing a curriculum map, unit plan and lesson plans in content area including activities that use small group and large group learning, differentiation, collaborative learning, problem-based learning and cooperative learning. (T-S2, LD-S2)
- d. Exhibit a thorough understanding and application of INTASC Standards, NE teaching standards and content standards within unit and lesson plans. (T-S2, LD-S2)
- e. Incorporate a variety of questioning strategies in lesson plans and classroom practice (T-S2)

VII. Course Content

Part 1 - : Secondary School Teaching Today: Recognizing and Understanding the Challenge

Topics:

1. What are the different types of schools (charter, choice, magnet, virtual) and how are they organized?
2. What are cognitive and developmental characteristics of today's high school students?
3. What are the issues and problems facing schools?
4. Recognizing and understanding the challenges and expectations of teaching today (diversity, society, community, parents, administrators, peers and students).
5. Characteristics of quality education.
6. How the NCLB Act impacts you as a teacher
7. Teacher responsibilities and student rights.
8. Teaching styles
9. Teaching resources
10. Begin to develop professional toolbox.

Required Readings: Chapters 1 and 2

Part 2 - : The Teaching Environment and Questioning Strategies

Topics:

1. Questioning strategies
2. Developing an effective approach to classroom management.
3. Procedures rather than rules
4. Overview of curricular mapping
5. Overview of the development of educational goals and objectives
6. Begin the process to develop effective unit and lesson plans

Readings: Chapters 3 and 4

Part 3 - : Curriculum Selection, Expectations and Planning Instruction

Topics:

1. INTASC (Interstate New Teacher Assessment and Support Consortium Standards) and NE State Teaching Standards.
2. Academic Content Standards within your discipline
3. Overview of curricular mapping
4. Overview of the development of educational goals and objectives
5. The unit plan: Establish purpose and rationale

Readings: Chapters 5 and 6

Part 4 – : Assessment and Inquiry Learning

Topics:

1. Collaborate with classmates for ideas on integrating curriculum across content areas
2. Development of rubrics
3. Look at different assessment strategies for student achievement.
4. Explore cooperative learning activities through WebQuests
5. Look at individualized, small group and large group learning, and different teaching strategies including differentiation, collaborative learning, problem-based learning and cooperative learning

Readings: Chapter 7-9

Part 5 – : Professional Development A Continuous Process

Topics:

1. Getting ready for the first teaching experience
2. Reflection and self assessment
3. Micro-peer teaching
4. Unit/Lesson Plan Project Due

Readings: Chapter 10

VIII. Suggested Methodology: (T-S2, T-D1, LR-K1)

1. E-Lecture

2. Small group discussion on discussion board and live conferencing tool
3. Large group discussion on discussion board and live conferencing tool
4. Readings
5. Written Assignments
6. Presentations
7. Teaching Demonstration
8. Videos
9. Case Studies
10. Debate
11. Journaling

IX. Suggested Student Roles and Course Requirements: (T-S2, T-D1, LR-K1)

1. Read assigned chapters and be prepared to participate in online discussions and debates each week in both large and small groups. Must be able to support positions with additional and relevant research on topics covered.
2. Written assignments.
3. Unit plan and 10 lesson plans written project.
4. Mini lesson plan teaching presentation.
5. Maintain Del-icio-us account to store and share research information (<http://delicious.com/>)
6. Maintain a weekly journal to reflect on professional growth and development
7. Complete 10 hours of field work to become acquainted with educational settings (see schedule)
8. Continuing development of online professional teaching portfolio (Live Text <https://www.livetext.com/>)

X. Suggested Evaluation: (T-S2, T-D1, LR-K1)

You will be able to contract how you want your grade to be calculated. You will need to complete all six categories listed below but will have the flexibility to assign what percentage of your grade each will account for within the parameters listed.

Your contract must add up to 100%

1. Online Participation	10-20%
Includes weekly online discussion	
Weekly reading assignments	
Group activities	
2. Case Studies Analysis	
And Reflective Papers	10-20%
3. Written Unit/Lesson Plan Project	20-30%
4. Mini Lesson Plan Presentation	20-30%
5. Resource Toolbox, Professional	5-10%
Organization, Subscription	
6. Final Exam	5-10%

XI. Recommended Resources

Required Textbook

Kellough, R. D. and Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources*,
3rd Edition. Upper Saddle, NJ: Pearson, Merrill, Prentice Hall.
ISBN: 0-13-170930-5

Supplementary Text (Suggested but not required)

Howe, N. and Strauss, W. (2000). *Millennials rising: The next great generation*.
NY: Vintage Books
ISBN: 0-375-70719-0

Wong, H. K. and Wong, R. T. (2005). *How to be an Effective Teacher: The First Days of School*. Mountain
View, CA: Harry K. Wong Publications, Inc.
ISBN: 0-9629360-6-5

The following links are related course resources that can be used to supplement course materials, or to start (add to) your professional toolbox

Issues in Education	Goals and Objectives
<ul style="list-style-type: none">• No Child Left behind (NCLB)• Teacher Professionalism• Mandatory Reporting• WI Reporting Requirements• Violence: Summaries of Recent Research Findings• Public School Practices for Violence Prevention and Reduction• Providing Effective Teaching for At-Risk Students• Getting to Know Millennials• Meeting the Needs of Millennials• School Discipline• Cyber Bullying• The Scope and Impact of Bullying• Power of Parent-Teacher Relations• Is It Good For Kids – Paying for Test Scores• Who is Affected by Achievement Gaps• The ‘Helicopter’ Parent	<ul style="list-style-type: none">• Writing Educational Goals and Objectives Using Bloom’s Taxonomy• Writing Educational Goals and Objectives• How to Write Clear Objectives <p>Curriculum Mapping</p> <ul style="list-style-type: none">• Beginning With the End in Mind and Charting a Course for the Year• ASCD Curriculum Handbook• Curriculum Mapping Model• Curriculum Mapping 101 by Janet Hale• Curriculum Mapping Terminology• Samples of Curriculum Mapping from 5 Different Schools <p>Lesson Planning</p> <ul style="list-style-type: none">• How to Develop a Standards-Based Unit of Study

<ul style="list-style-type: none"> • ‘Helicopter’ Parents Cross All Age Social Lines • Hovering Parents Bully Teachers • How to Deal with Over-protective Mom and Dad • Teaching Boys and Girls Separately • Single Sex Schools <p style="text-align: center;">Resources for Teachers</p> <ul style="list-style-type: none"> • American Secondary Education • Designs for Rigor and Relevance Resources for Teachers • TeacherXpress • Educational Websites by Popularity • Kathy Schrock’s Guide for Educators • Top 101 Websites for Teachers • 101+ Resources for Students • Game Templates • Differentiation Toolbox • Test Prep Review • National Center for Education Information • ERIC Education Resources Information Center • Lexicon of Learning • Britannica Online • Yacapaca • Interactive Dialog with Teachers Across the State • What to Expect Your First Year of Teaching • List of Online Archives of Unabridged Books • Evaluating Web Content • Voice Thread <p style="text-align: center;">Content Standards</p> <ul style="list-style-type: none"> • National Academic Standards • Wisconsin Model Academic Standards • Interstate New Teacher Assessment 	<ul style="list-style-type: none"> • Six Common Mistakes of Writing a Lesson Plan (and what you can do about them) • Lesson Planet Search 150,000 Teacher-Reviewed Lesson Plans • PBS Resources for the Classroom • National Geographic Resources for the Classroom • Library of Congress 10 Million Primary Resources • New York Times Learning Network • Merlot Multimedia Resources • Get Out of Class With Virtual Field Trips • Find a Video <p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> • Bloom’s Taxonomy Digitally • Specific Guidelines for Test Writing • Wisconsin Knowledge Concepts Examination (WKCE) • What is a Rubric? • A Rubric for Evaluating WebQuests • Pretesting <p style="text-align: center;">WebQuests</p> <ul style="list-style-type: none"> • What WebQuests Really Are • WebQuest.Org • Locate and Evaluate WebQuests • WebQuest Generator • WebQuest Templates <p style="text-align: center;">Graphic Organizers</p> <ul style="list-style-type: none"> • Graphic Organizers • Graphic.org • Printable Collection of Ready-to-Use Graphic Organizers • Venn Diagrams
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<p>and Support Consortium (INTASC)</p> <p>Classroom Management</p> <ul style="list-style-type: none">• Discipline Help: You Can Handle Them• Management Tips and Policies• Classroom Discipline Resources• Classroom Management Sites• Seating Charts• Classroom Organization	
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XII. Bibliography

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Circle Pines, MN: American Guidance Services.

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VA: Association for Supervision and Curriculum Development.

Coates, J. (2007). *Generational learning styles.* River Falls, WI: Learning Resource Network (LERN).

Edwards, C. H. (1997). *Classroom discipline and management*, 2nd Edition. Upper Saddle River, NJ: Prentice Hall.

Emmer, E. T, Evertson, C. M., & Worsham, M. E. (2003). *Classroom management for secondary teachers*, 6th Edition.

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Fay, J. & Funk, D. (1995). *Teaching with love and logic.* Golden, CO: The Love and Logic Press, Inc.

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Retrieved online Oct. 14, 2004.

Fried, R. L. (2001). *The passionate teacher: A practical guide.* Boston, MA: Beacon Press

Glass, K. T. (2007). *Curriculum mapping: A step-by-step guide for creating curriculum year overviews.* Thousand Oaks,

CA: Corwin Press.

Grasha, A. F. & Richlin, L. (1996). *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles*. Claremont, CA: Alliance Publishers.

Harmin, M. (2002). *Strategies to inspire active learning complete handbook*. White Plains, NY: Inspiring Strategy Institute.

Howe, N. & Strauss, W. (2000). *Millennials rising: The next great generation*. New York: Random House.

Jones, V., & Jones, L. (2004). *Comprehensive Classroom Management: Creating communities of support and solving Problems*, 7th Edition. Boston: Allyn and Bacon.

Kronowitz, E. L. (2008). *The teacher's guide to success: Teaching Effectively in today's classroom*. San Francisco: Allyn and Bacon.

Jacobs, H.H. (2004). *Getting results with curriculum mapping*. Alexandria, VA: Association for Supervision and Curriculum Development

Lancaster, L. C. and Stillman, D. (2002). *When generations collide: Who they are. Why they clash. How to solve the generational puzzle at work*. New York: Harper Collins Publishers, Inc.

Levin, J. & Nolan, J. F. (2007). *Principles of classroom management: A professional decision-making mode*, 5th Edition. Boston: Pearson.

Marzano, R. J., Pickering, D. J., Pollack, J. E. (2001). *Classroom management that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

McNergney, R. F., & McNergney, J. M. (2007). *Education the practice and profession of teaching*, 5th Edition. Boston: Allyn and Bacon.

McTighe, J, and Wiggins, G. (1999). *Understanding by design: Handbook*. Association or

Supervision & Curriculum

Development (ASCD) Stock Number: 199030.

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*, 10th Edition. San Francisco: Jossey Bass.

Parkay, F. W., & Stanford, B. H. (2007). *Becoming a teacher*, 7th Edition. Boston: Allyn and Bacon.

Perna, D. M., & Davis, J. R. (2007). *Aligning standards and curriculum for classroom success*, 2nd Edition. Thousand Oaks, CA: Corwin Press.

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Saphier, J. and Gower, R. (1997). *The skillful teacher: Building your teaching skills*. Acton, MA: Research for Better Teaching.

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Zumda, A. and Tomaino, M. (1997). *The competent classroom: Aligning high school curriculum, standards and assessment – A creative teaching guide*. New York, NY: Teachers College Press.

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