



University College of the Cayman Islands
Teacher Education Department
Teaching Methods (Secondary) (ED590S)

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Course Description

This course provides a framework for selecting and aligning instructional strategies with course/unit goals and encourages participants to investigate the theory, research, practices, pedagogies, issues and complexities of teaching in their subject area, consistent with National Curriculum Standards. They will also study the planning, teaching, and assessment strategies that are appropriate to their teaching area, so that students will achieve optimal learning. Also prepares teachers to systematically and strategically consider a clear set of variables when designing and delivering units and lessons.

Conceptual Framework

UCCI
CONCEPTUAL FRAMEWORK FOR THE PROFESSIONAL EDUCATION
UNIT
CARING, CRITICAL, AND REFLECTIVE PROFESSIONALS
RESPONSIVE TO THE NEEDS OF A DIVERSE SOCIETY

Our unit (Faculty of Education and Civil Service College) is committed to the preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We strive to prepare teachers and school administrators who create classroom and school communities where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates:

Inquiry
Intellectual growth
Professionalism
Appreciation of human diversity
Advocacy for students
Democratic citizenship

Course Goals

Course objectives are adapted in part from the National Curriculum Standards/Attainment targets, External Examinations (CXC) attainment targets, the Faculty of Education, University of North Florida and the University of Oregon.

Students who complete this course successfully will demonstrate knowledge and skill in:

- 1 Determining students' diverse learning needs in relation to unit/lesson objectives, Designing unit and lesson plans that demonstrate differentiated instruction,
- 2 Using a variety of differentiated instructional practices that promote positive learning experiences,
- 3 Promoting and advancing various forms of literacy and critical thinking,
- 4 Adjusting instructional approaches to increase learning and improve academic successes for all students
- 5 Developing techniques and experiences to instruct students in data-gathering processes and analysis in history geography, science, social studies and other subject areas.
- 6 Select age appropriate standards-based historical concepts and content and develop effective instructional activities.
- 7 Planning and organizing for instructional activities including preparation for the National Assessment Test-Terra Nova, Key Stage 3, CXC and other external examinations.

Required Text:

Capel, S. Leask, M., Turner, T. (2005). Learning to teach in secondary school (4th Ed.). New York: Taylor & Francis Group.

Course Assignments

1. Prepare a lesson plan on the subject of your choice using the appropriate format such as in your text “**Strategies for Effective Teaching**” on page 140-150 or see **handout**.
2. Critique your own lesson using grading criteria after viewing or listening to the recording of your teaching. We will discuss the evaluation criteria in class.
3. Develop a Professional Portfolio Item which is to be associated with accomplished practices. From the work done in the class create a professional portfolio item to document one of the CI standards for teachers. The portfolio item should have rationale page for inclusion of item, which answers these two questions: What? What is it that you are including & in which accomplished practice area does it apply? Why? Why is representation indicating completion of the accomplished practice?

Suggested Teaching Methods

- 1 Lecture
- 2 Lecture with Discussion
- 3 Class Discussion
- 4 Panel of Experts
- 5 Group and/or Individual Reports
- 6 Individual Research/Observation
- 7 Brainstorming
- 8 Small group discussion
- 9 Case Studies

Tentative Course Schedule

Date	Major Topic	Readings/Assignment
	<p>The aims and objectives of secondary school education.</p> <p>On Being a teacher</p> <p>Presenter: Mary Rodrequez</p>	<p>Assigned text: Chapter 1</p> <p>Revisit your personal philosophy of education.</p> <p><u>Discussion</u> On Being a Teacher. This activity will provide teachers with an opportunity to discuss what it means to be a teacher. The discussion will centre on the ‘profile’ the society assumes for teachers. Role models in the society-society’s perception of the teachers’ as a role model. The Cayman Islands context-globalization-communication e.g. use of cell phones etc.</p> <p><u>Discussion</u>: New challenges in changing times-The Cayman Islands context.</p>
	<p>The Psychology of Learning</p> <p>Characteristics of adolescents’ learning theories/Intellectual growth of adolescents-How pupils learn, Beginning to teach</p>	<p>Assigned text: Chapter 1&4 & 5 revisit Learning theories (Doolittle, 2001).</p>
	<p>The Curriculum</p> <p>How do standards assist with instructional planning?</p>	<p>Chapter 7.2 Cayman Islands National Curriculum Standards <u>Web search, review standards</u> in your subject area.</p> <p>www.msu.edu, Google earth, ecayearth (science),</p>
	<p>Subject Matter Content and Teaching</p> <p>Selecting Curriculum Content</p>	<p>A discussion of the role of content in teaching and preparing to teach.</p>
	<p>Teaching strategies- advance organizers, exploratory lesson, and technology in the classroom. Timing activities/assessment.</p>	<p>Assigned text- Ch. 5.3,5.4</p> <p>Participants to identify various teaching strategies and differentiation.</p>
	<p>Lesson Planning</p> <p>The role of planning in teaching: Instructional objectives, Behavioural Objectives.</p> <ul style="list-style-type: none"> -The primary focus will be on strategies unique to your subject area. -Theory related to the subject area. -Accommodations and options for differentiating the curriculum. 	<p>Participants will write objects for two topics in their subject area. We will discuss how to provide instruction so that students will achieve the stated objectives within a specific time period.</p>
	<p>Assessment</p> <p>Various means of assessing student’s progress—research, class project, report. Consideration will be given to alignment between assessment, objectives and instruction. External Examinations.</p>	<p>Assigned text Ch 6.</p> <p><u>Discussion</u></p> <ul style="list-style-type: none"> --Assessment strategies related to the content field --Aligning curriculum, instruction, and assessment --Scoring, giving feedback, and monitoring progress on student work

	Teaching Diverse Learners -Students with special needs: ESOL, Learning Disabilities, gifted and talented.	Assigned text Ch 4.1
	Classroom Management Environment and climate (the classroom) Instructional Management (the delivery) Behaviour management (the students)- kinds of behaviours in the classroom. How to address inappropriate classroom behaviour. Managing Your Time and Responsibilities (Dr. Malcolm's workshop)	<u>Text</u> : Classroom Management for Secondary Teachers, Ch. 10. A discussion on balancing the demands of teaching.
	Professionalism Student relationship: How should teachers relate to their students? Parent relationships Collegial relationships Community relationships	Assigned text: Ch 8- Teacher's professional development <u>Issues for discussion include</u> : intimacy, popular intimacy, mentoring relations, motivation, and need for compassion, expressing opinions, humor, and sarcasm.

Bibliography

- Capel, S. Leask, M., Turner, T. (2003). Learning to teach in secondary school, (4th Ed.). New York: Taylor & Francis Group.
- Chapin, J. (2007). A practical guide to middle and secondary social studies, (2nd Ed.). Pearson. Emmer, vertson, Worsham!!!
- Kellough, R. D. (1996). Integrating Language Arts and Social Studies for Intermediate and Middle School Students. Prentice-Hall, Inc. 1996.
- Langer, J. with Close, E., Angelis, J. & Preller, P. (2000). Guidelines for teaching middler and high school students to read and write well: six features of effective instruction. Albany, NY: National Research Center on English Learning & Achievement.
- Ornstein, A. C., & Lasley, T. J. (2000). Strategies for effective teaching. Boston, MA: McGraw Hill.
- Overall, L. Sangster, M. (2003). Secondary teacher's handbook. London: Continuum.
- Tovani, C. (2000). I read it, but I don't get it: Comprehension strategies for adolescent readers. Portland, ME: Stenhouse Publishers. (Highly Recommended).

Rubric for Class Participation

At all times (15%)	Usually (10%)	Sometimes (5%)	Not at all (1%)
Actively participates in class including volunteering to respond to questions and always completes assigned readings.	Participates sometimes, but never volunteers an answer, has to be called on. Responds to questions and always completes assigned readings.	Participates sometimes, but never volunteers an answer, has to be called on. Does not respond to questions but always completes assigned readings.	Does not participates never volunteers an answer, has to be called on. Does not respond to questions and never completes assigned readings

Grading

ASSIGNMENT	POINTS	TOTAL
Class Participate	10	10
Lesson Plan	40	40
Classroom management Doc	50	50
TOTAL	100	100

Letter grades will be assigned according to the following scale:

Numeric Score	Letter grade	GPA
85-100	A	4.00
80-84	B+	3.50
75-79	B	3.25
70-74	B-	3.00
65-69	C+	2.50
60-64	C	2.25
55-59	C-	2.00
45-54	D	1.00
0-44	F	0.00

Rubric for Lesson Plan Development ED490 EP /S Assignment #2

	Beginning 10	Developing 20	Accomplished 30	Exemplary 40	Score
Instruction Goals and Objectives	Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction. (1)	Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction. (3)	Instructional goals and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction. (5)	Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction. (6)	
Instructional Strategies	Instructional strategies are missing or strategies used are inappropriate. (3)	Some instructional strategies are appropriate for learning outcome(s). Some strategies are based on a combination of practical experience, theory, research and documented best practice. (4)	Most instructional strategies are appropriate for learning outcome(s). Most strategies are based on a combination of practical experience, theory, research and documented best practice. (6)	Instructional strategies appropriate for learning outcome(s). Strategy based on a combination of practical experience, theory, research and documented best practice. (8)	

Assessment	Method for assessing student learning and evaluating instruction is missing. (2)	Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent. (4)	Method for assessing student learning and evaluating instruction is present. Can be readily used for expert, peer, and/or self-evaluation. (6)	Method for assessing student learning and evaluating instruction is clearly delineated and authentic. Can be readily used for expert, peer, and/or self-evaluation. (8)	
Technology Used	Selection and application of technologies is inappropriate (or nonexistent) for learning environment and outcomes. (1)	Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning. (3)	Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning. (4)	Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning. (6)	
Materials Needed	Material list is missing. (1)	Some materials necessary for student and teacher to complete lesson are listed, but list is incomplete. (2)	Most materials necessary for student and teacher to complete lesson are listed. (3)	All materials necessary for student and teacher to complete lesson clearly listed. (4)	
Organization and Presentation	Lesson plan is unorganized and not presented in a neat manner. (1)	Lesson plan is organized, but not professionally presented. (2)	Lesson plan is organized and neatly presented. (3)	Complete package presented in well organized and professional fashion. (4)	
Personal Reflection	In cases where the lesson has been taught, the candidate has not demonstrated her/his ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about their students and themselves. (1)	In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, by identifying the strengths and limitations of the lesson, and has not offered ideas about how it could be revised in the future. The candidate has mentioned some of the things learned about his/her students and themselves, but these do not appear to be insightful or informed. (2)	In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, by identifying the strengths and limitations of the lesson, and has some general ideas about how it could be revised in the future. The candidate has identified insights they have learned about their students and themselves. (3)	In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, by identifying the strengths and limitations of the lesson, and has made suggestions for how it could be revised in the future. The candidate has identified insights they have learned about their students and themselves, and these demonstrate considerable thought and reflection. (4)	
				Total Points	