Course Information Summary

Course (Prefix, Number, Title)
SED 3000: ISEP Level I

Course Description
Catalog description: First course in a competency-based program integrating educational psychology, instructional methods, special education, and educational foundations; leading to secondary certification. Attaining skills from learning modules, public school contacts, and clinical experiences.

Pre-requisites/Co-requisites
SED 2000

Required Text


Support of Conceptual Framework
ISEP provides clinical experiences in culturally diverse settings (diverse students in diverse communities), teaches and models diverse instructional strategies, and provides practice in the use of diverse technologies. In this secondary program, the specialty methods courses address diverse subject areas and levels.

Methods of Instruction
The program uses the following instructional strategies: lecture, discussion, demonstration, modeling, collaborative teaching, cooperative learning, role-playing, student lessons and presentations, interviews (teachers, parents/guardians), clinical experiences (focused observation, tutoring, practicum, collaboration with school faculty and staff), directed reading, writing (reports, reflections, essays on beliefs), and experiences with technology (interactive discussion boards, podcasts, electronic portfolio). ISEP is designated as writing intensive by EIU’s Council on Academic Affairs. All ISEP courses are technology-enhanced.

Learning Outcomes/Objectives
Note: In the Integrated Secondary Education Program (ISEP), each course integrates educational psychology, instructional methods, special education, and educational foundations, as shown in the course outcomes, assignments, and assessments below.
Media Proficiency and Application
*Content:* Students will demonstrate an understanding of the systematic integration of media within a daily lesson plan.

*Technology:* Students will demonstrate the ability to evaluate technology resources and create audio-visual materials (NETS* II.C; PP** 2).

Classroom Management
*Content:* Students will demonstrate an understanding of major theories and strategies for managing their classrooms.

Adolescence
*Content:* Students will demonstrate an understanding of adolescent development theory and its application to education.

Effective Questioning
*Content:* Students will demonstrate the ability to design lessons that incorporate higher order questioning.

*Technology:* Students will demonstrate the ability to plan and manage technology resources to promote higher order thinking (NETS II.D, III.C; PP 1).

Professional Ethics and Practices
*Content:* Students will demonstrate an understanding of professional issues and professional development activities.

*Technology:* Students will demonstrate the ability to use technology to complete professional tasks and engage in professional development (NETS V.A, V.C; PP 13,19).

Exceptionalities I
*Content:* Students will demonstrate an understanding of the legal and ethical issues that affect decisions about special education.

*Technology:* Students will demonstrate the ability to discuss educational issues online (NETS I.A; PP 17,18).

Exceptionalities II
*Content:* Students will demonstrate an understanding of how a student’s disability affects processes of inquiry and patterns of learning.

Philosophies of Teaching I
*Content:* Students will demonstrate an understanding of major philosophies and their application to teaching.

Philosophies of Teaching II
*Content:* Students will demonstrate the ability to relate major educational philosophies to their own teaching practices and beliefs.

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* National Education Technology Standards (ISTE)
** Performance Profile (ISTE)
Course Design
Content: Students will demonstrate the ability to review a textbook for instructional design and cultural issues.

Electives
Content: Students will demonstrate the ability to work with diverse students.

Portfolio I
Content: Students will demonstrate the ability to reflect upon learning experiences in the course.

Grading Policy
Credit/No Credit

Assignments (Include all assignments that are required across all sections)

Listed below are all modules (assignment booklets) for the course. Each module focuses on a single topic and includes a variety of assignments such as content summaries, interviews, observation reports, reflection papers, and lesson plans.

Media Proficiency and Application
Lesson plan (standard format) using technology

Classroom Management
Classroom management/discipline plan; scenario

Adolescence
Short answers: theory and reflection on application to teaching

Effective Questioning
Questioning activity, self-analysis of video

Professional Ethics and Practices
Dispositions analysis of scenarios
Review of Illinois Professional Teaching Standards

Exceptionalities I, II
Laws, practices

Philosophies of Teaching I, II
Application

Course Design: Choosing a Textbook
Textbook evaluation
Multicultural Field Experience Electives: SES/Language/Ethnicity, Disability
Evaluation of two schools: Cultural inclusion

Portfolio I
Reflection papers

**Chart of Assessments (Undergraduate/Initial or Graduate/Advanced as applicable)**
Complete the appropriate chart on the following page, identifying the assessments for the course, a brief description, and then checkmark the boxes for the Unit Standards and Dispositions addressed by that assessment. This should include all assignments/assessments that you can/have aligned with Unit Standards and Dispositions. At the very least it will include Unit and Program Assessments aligned to the Unit Standards. Note: There will be overlap between this and the assignment section.
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan (technology)</td>
<td>45-min. plan (standard format) using technology</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Classroom management</td>
<td>Classroom management/ discipline plan; scenario</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>IL Learning Standards</td>
<td>Short-answer responses</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Short answers: theory, application to teaching</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Effective Questioning</td>
<td>Questioning activity; self-analysis of video</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Prof. Ethics: Dispositions</td>
<td>Dispositions analysis of scenario</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>IL Prof. Tchg. Standards</td>
<td>Short answers: IL Professional Tchg Standards</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Professional Practices</td>
<td>Reports on speakers (videos)</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Exceptionalities I, II: Laws, practices</td>
<td>Short answers; inclusion plan; group presentation on adaptations</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Philosophies: Application</td>
<td>Summaries; obs. reports; essays on application</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Course Design: Textbook</td>
<td>Textbk evaluation.: Instruc., multicultural design</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Multicultural electives</td>
<td>Obs., evaluation of 2 schools: Cultural inclusion</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Portfolio I</td>
<td>Reflection papers: Dispositions, prof. growth</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Final exam</td>
<td>Comprehensive exam</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
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**List of Initial Unit Standards:**
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

**List of Unit Dispositions:**
- Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity