Course Information Summary

Course (Prefix, Number, Title):
SED 3100: ISEP Level II

Course Description:
Catalog Description: Continuation of program leading to secondary certification. Integrates educational psychology, instructional methods, special education, and educational foundations. Attaining skills from learning packages, public school contacts, and practicum experiences. Prerequisites: SED 2000; SED 3000. “University Admission to Teacher Education” requirements apply.

Pre-requisites/Co-requisites
SED 2000; SED 3000

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.
Lesson Design
*Content:* Students will demonstrate the ability to design lesson plans in a direct instruction format, including objectives for various learning domains.
*Technology:* Students will demonstrate the ability to plan strategies and manage student learning in a technology-enhanced environment that addresses content standards and student technology standards (NETS II. E; III.A, II.D; PP 7,8).

Instructional Adaptations I
*Content:* Students will demonstrate an understanding of the roles and responsibilities of individuals in identifying students with disabilities and planning instruction for students with disabilities.
*Content:* Students will demonstrate the ability to observe and identify examples of effective teaching strategies for working with students with disabilities.
*Technology:* Students will demonstrate an understanding of assistive technology for students with special needs.

Instructional Adaptations II
*Content:* Students will demonstrate an understanding of techniques for modifying instructional methods, materials, assessment devices, and the environment to facilitate learning for students with disabilities.
*Content:* Students will demonstrate the ability to adapt a lesson plan, an assessment, and the classroom learning environment for a student with a disability.
*Technology:* Students will demonstrate the ability to use technology to design adaptations for learners with diverse needs (NETS II A; PP24).

Effective Communication
*Content:* Students will demonstrate an understanding of strategies for fostering a positive home-school relationship.
*Content:* Students will demonstrate an understanding of strategies for effectively collaborating with colleagues.
*Technology:* Students will demonstrate the ability to create tools for communicating with families (NETS V.D).

Learning Theory
*Content:* Students will demonstrate an understanding of learning theory and its application to education.
*Content:* Students will demonstrate the ability to observe and identify examples of effective teaching principles used in the classroom.
*Content:* Students will demonstrate the ability to justify their teaching practices with learning principles/theory.

Philosophy of Education: Curriculum
*Content:* Students will demonstrate the ability to reflect on their own teaching philosophy.
*Content:* Students will demonstrate the ability to evaluate the philosophy behind lesson plans.
Unit Design
Content: Students will demonstrate the ability to write course objectives and design a unit outline.

Assessment
Content: Students will demonstrate the ability to specify achievement targets, choose appropriate forms of assessment, and create paper and pencil and performance assessments.

Practicum
Content: Students will demonstrate the ability to teach and carry out classroom procedures in their subject specialty.

Elective
Content: Students will demonstrate the ability to work with diverse students.
Content: Students will demonstrate the ability to analyze data and reflect on the attitudes toward gender in the classroom and in the media.

Portfolio II
Content: Students will demonstrate the ability to reflect upon learning experiences in the course.
Technology: Students will demonstrate an understanding of technology-based assessment and the ability to develop an electronic portfolio (PP 11,15).

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.

Lesson Design
• Direct instruction, interdisciplinary lesson plan using technology

Instructional Adaptations I
• Interview of special educator on adaptations
• Classroom observation of teacher
• On-line research on assistive technology for students with special needs

Instructional Adaptations II
• Adaptation of lesson plan
• Adaptation of assessment
• Adaptation of classroom environment
Effective Communication
• Dispositions analysis of scenario
• Parent and teacher interviews and report on findings
• Interview of special educator on the topic of collaboration
• Letter to Families
• Class Newsletter

Learning Theory
• Classroom observation of teacher
• Paper justifying teaching practices with learning theory

Philosophy of Education: Curriculum
• Reflection paper on teaching philosophy
• Analysis paper on philosophy underlying a lesson plan

Unit Design
• Unit outline

Assessment
• Paper and pencil assessment
• Performance assessment

Practicum
• Cooperating teacher interview on teaching duties, discipline, assessment, and special education
• Mini-lesson plan and presentation
• Review game plan and presentation
• Assessment and reflection
• Practice lesson plan and presentation
• Formal lesson plan and presentation
• Self-evaluation and conference on lesson presentation
• Professional issues discussion board
• Practicum reflection

Elective
• Classroom observation and evidence gathering on gender in the classroom
• Paper on attitudes toward gender in the classroom and in the media

Portfolios
• Comprehensive portfolio and reflection paper relating to dispositions
• Electronic portfolio submissions of Field Experience II and Lesson Plan/Unit Plan

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 Rubric</td>
<td>Direct instruction, interdisciplinary lesson plan and presentation</td>
<td>X X X X X X X X X X</td>
<td>X X X X X</td>
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<tr>
<td>Instruct Adapt I #</td>
<td>Interview of special educator</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Instruct Adapt I #</td>
<td>Classroom observation of teacher</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Instruct Adapt I #</td>
<td>On-line research about assistive technology</td>
<td>X X X X X X X X X X</td>
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<td>Lesson Plan Checklist</td>
<td>Adaptation of lesson plan</td>
<td>X X X X X X X X X X</td>
<td>X X X X X</td>
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<tr>
<td>Assessment Checklist</td>
<td>Adaptation of assessment</td>
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<tr>
<td>Classroom Checklist</td>
<td>Adaptation of classroom environment</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Effect Comm #</td>
<td>Dispositions HRI Analysis</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Effect Comm #</td>
<td>Parent and teacher interviews and report</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Effect Comm #</td>
<td>Interview of special educator on collaboration</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Letter Checklist</td>
<td>Letter to families</td>
<td>X X X X X X X X X X</td>
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<tr>
<td>Newsletter Checklist</td>
<td>Class newsletter</td>
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<tr>
<td>Learning Theory #</td>
<td>Classroom observation of teacher</td>
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<tr>
<td>Learning Theory #</td>
<td>Paper justifying teaching practices with theory</td>
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<tr>
<td>Philosophy #</td>
<td>Self-reflection paper of teaching philosophy</td>
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<tr>
<td>Philosophy #</td>
<td>Analysis paper of philosophy</td>
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<td>Unit Outline Checklist</td>
<td>Unit outline</td>
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<td>Test Checklist</td>
<td>Paper and pencil assessment</td>
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<td>Assessment Checklist</td>
<td>Performance assessment</td>
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<td>Practicum #</td>
<td>Cooperating teacher interview</td>
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<td>Mini-Lesson Rubric</td>
<td>Mini-lesson plan and presentation</td>
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<td>Review Game Rubric</td>
<td>Review game plan and presentation</td>
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<tr>
<td>Practicum #</td>
<td>Assessment and reflection</td>
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<tr>
<td>Practice Lesson Rubric</td>
<td>Practice lesson plan and presentation</td>
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<td>Formal Lesson Rubric</td>
<td>Formal lesson plan and presentation</td>
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<td>Practicum #</td>
<td>Self-evaluation of lesson presentation</td>
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<tr>
<td>Practicum #</td>
<td>Professional issues discussion board</td>
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<tr>
<td>Practicum #</td>
<td>Practicum reflection</td>
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<tr>
<td>Elective #</td>
<td>Classroom observation on gender</td>
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<tr>
<td>Elective #</td>
<td>Paper on the effects of gender</td>
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## Portfolio II Checklist

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Comprehensive portfolio for course</td>
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</tr>
<tr>
<td>Unit Rubrics</td>
<td>Electronic portfolio submissions to LiveText: Field Experience II and Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Comprehensive examination</td>
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</tr>
</tbody>
</table>

### 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