Course Information Summary

Course (Prefix, Number, Title):
SED 3330 - Instructional Tasks in the Secondary School

Course Description:
Methods course that presents knowledge of the secondary school. Training in teaching regulations and standards of the state of IL, planning of instruction, teaching strategies, assessment techniques, classroom management, instructional adaptation, and material creation. Approximately 6 weeks of intensive practice work in the public schools.

Pre-requisites/Co-requisites
SED 2000, “University Approval to Teacher Education” requirements, concurrent enrollment in EDP 3331. Priority will be given to those students who are one year or less away from student teaching.

Required Text:

Support of Conceptual Framework:
1. Diverse students: Students develop instructional activities that address the wide range of learning preferences of high school students, taking into consideration learning styles, linguistic status, and relevant cultural, socioeconomic, and ethnic factors.
2. Diverse strategies: Students plan a variety of direct, indirect, and interdisciplinary teaching, assessment, and management strategies that support the achievement of established learning objectives by each student, regardless of background or status.
3. Diverse technologies: Students learn to use both instructional and management technology to deliver and support quality instruction, assessment, and record-keeping as well as to enhance communication with students, colleagues, and parents
4. Diverse societies/communities: Students develop practices that enable them to work successfully with students and families from urban, suburban, and rural settings; high-, medium-, and low-socioeconomic backgrounds; and various cultural/ethnic heritages.
5. Diverse subjects and levels: Students learn to incorporate learning goals from content areas other than their major area, as well as how to tailor learning activities for both middle school and high school students and for students who are at, above, or below grade level.

Methods of Instruction:
The course uses the following instructional strategies: lecture, discussion, modeling, collaborative teaching, cooperative learning, role playing, student lessons and presentations, interviews, clinical experience (practicum), directed writing, and experiences with technology (interactive discussion boards, podcasts, electronic portfolio).
**Learning Outcomes/Objectives**

1. **Methods of Teaching**
   Students will:
   - Understand the importance of differentiated instruction based on student needs;
   - Develop a repertoire of direct and indirect instructional strategies;
   - Employ a variety of instructional strategies in lesson plans;
   - Use appropriate instructional technology in lessons.

2. **Planning of Instruction**
   Students will:
   - Understand the importance of curriculum design and course planning;
   - Create a three- to four-week unit outline;
   - Create direct, indirect, and interdisciplinary lesson plans in the practicum setting.

3. **Selection of Appropriate Content**
   Students will:
   - Understand the importance of standards-aligned planning;
   - Incorporate appropriate Illinois national learning standards in lesson plans.

4. **Classroom Management**
   Students will:
   - Understand a variety of classroom management theories
   - Incorporate behavior management planning into a classroom management plan.
   - Use proactive and reactive strategies in the practicum setting;

5. **Assessment**
   Students will:
   - Understand the principles of diagnostic, formative, and summative assessment;
   - Create paper-and-pencil tests;
   - Create and use authentic assessment instruments in the practicum setting;
   - Manage student marks and grades in the practicum setting.

6. **Dispositions**
   Students will:
   - Understand and apply the Illinois Professional Teaching Standards in both coursework and the practicum setting;
   - Understand and apply the College of Education and Professional Studies Dispositional Framework in both coursework and the practicum setting;
   - Understand and apply legal and ethical responsibilities in both coursework and the practicum setting.

**Grading Policy:**

92-100% = A; 84-91% = B; 76-83% = C; 68-75% = D
Assignments (Include all assignments that are required across all sections):
1. Illinois Learning Standards Review
2. Unit Outline
3. Direct Instruction Lesson Plan
4. Questioning Plan
5. Interdisciplinary Lesson Plan
6. Teacher-Created Test
7. Self-Reflective Paper
8. Practicum Cooperating Teacher Interview
9. Mini-Lesson/Activity
10. Assessment Device
11. Discipline Plan
12. Parent Newsletter
13. Lesson Presentation
14. Lesson Presentation Self-Evaluation
15. Professional Issues Discussion Board

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>Illinois Learning Standards Review</td>
<td>Analysis of learning standards in student’s specific content area</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>Unit Outline</td>
<td>Outline of content and lessons in a three- to four-week unit of study</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Direct Instruction Lesson Plan</td>
<td>Detailed plan of a full-period lesson using lecture, modeling, and guided practice activities</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Questioning Plan</td>
<td>10-15 minute microteaching activity; questioning strategies and higher-order thinking skills</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Interdisciplinary Lesson Plan</td>
<td>Detailed plan of a full-period lesson using indirect strategies and cross-disciplinary content</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
</tr>
<tr>
<td>Teacher-Created Test</td>
<td>Creation of a unit test incorporating true-false, multiple choice, matching, short answer, essay</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
</tr>
<tr>
<td>Self-Reflective Paper</td>
<td>Paper reflecting upon student’s growth in the course’s major learning objectives</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Practicum Cooperating Teacher Interview</td>
<td>Structured interview of practicum cooperating teacher</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Mini-Lesson/Activity</td>
<td>15-20 minute leadership of a lesson or activity in the practicum setting</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Assessment Device</td>
<td>Development of a paper/pencil or authentic assessment device during practicum</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Discipline Plan</td>
<td>Development of a classroom management plan, classroom rules, and response strategies</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Parent Newsletter</td>
<td>Creation of an attractive newsletter to introduce the teacher to the parents of students</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Lesson Presentation</td>
<td>Delivery of a full-period, direct instruction lesson during practicum</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
</tr>
<tr>
<td>Lesson Presentation Self-Evaluation</td>
<td>Analysis of delivered lesson plan, including self-assessed rubric and strengths/weaknesses</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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<tr>
<td>Professional Issues Discussion Board</td>
<td>Weekly participation in an online discussion board during six-week practicum experience</td>
<td>![1 2 3 4 5 6 7 8 9 10]</td>
<td>![1 2 3 4 5]</td>
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</tbody>
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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