Course Information Summary

Course (Prefix, Number, Title)
SED 4000: ISEP Level III

Course Description

Catalog description: Final course leading to secondary certification, to be taken in conjunction with student teaching. Integrates educational psychology, instructional methods, special education, and educational foundations. Prerequisites: SED 3100, and departmental methods course(s). Concurrent enrollment in STG 4001 is required. This course is delivered on line.

Pre-requisites/Co-requisites
Pre: SED 3100, departmental methods courses. Co: STG 4001

Required Text
None

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, student lessons and presentations, interviews (teachers, parents/guardians), clinical experiences (practicum, collaboration with school faculty and staff), directed reading, writing (reports, reflections, essays on beliefs), and experiences with technology (interactive discussion boards, electronic portfolio). ISEP is designated as writing intensive by EIU’s Council on Academic Affairs. All ISEP courses are technology-enhanced. SED 4000 is delivered only as an on-line course.

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.

The final ISEP course, SED 4000, is taken in conjunction with student teaching. Assignments relate directly to the student teaching experience.
The Pre-Teaching Visit

Content: Students will demonstrate the ability to orient themselves to a school where they will teach, specifically by investigating student body composition and issues of discipline and student motivation.
Content: Students will demonstrate the ability to introduce themselves to the principal in a professional manner.

Projects to Accompany Teaching

Content: Students will demonstrate the ability to become familiar with school policies, procedures, and extracurricular opportunities at the school where they will teach by interviewing school personnel (nurse, assistant principal, media specialist, special education teacher/coordinator, and guidance counselor).
Technology: Students will demonstrate the ability to identify the school’s technology resources that would affect planning for instruction.

Special Education

Content: Students will demonstrate the ability to use the IEP and other data to plan instruction and adapt curriculum according to learner characteristics.
Content: Students will demonstrate the ability to collaborate with school personnel (guidance counselor and special education coordinator/teacher) to create recommendations for assisting a student with special needs.

The Teacher as Reflective Practitioner

Content: Students will demonstrate the ability to reflect on their teaching experiences in order to enhance their performance.

English Language Learners

Content: Students will demonstrate an understanding of English language learners (ELLs) from the viewpoint of the general education teacher; Illinois regulations and standards regarding ELLs; and classroom strategies teachers can use.
Technology: Students will demonstrate the ability to use technology to complete professional tasks and engage in professional development.

Activities for Teaching

Content: Students will demonstrate the ability to use effective teaching strategies for all students and participate in professional activities.
Technology: Students will demonstrate the ability to use technology in teaching a lesson, preparing an audiovisual aid, or researching a topic for instruction.

Seminar

Content: Students will demonstrate an understanding of beginning teacher development and literacy strategies.

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.

The Pre-Teaching Visit
Cooperating teacher interview
Introduction to principal

Projects to Accompany Teaching
School personnel interviews (nurse, assistant principal, media specialist, special education teacher/coordiantor, and guidance counselor)

Special Education
Information gathering; recommendations
Professional development activity

The Teacher as Reflective Practitioner
Critique of lesson plan, assessment, classroom management plan

English Language Learners
Key definitions and regulations (short answers)
Report on ELL population at the student teaching site (on-line data gathering; interview)
English language proficiency standards (on-line research)
Use of the ELL’s home language (short answers)
Key teaching methods and strategies (short answers)

Activities for Teaching
Classroom activities
Classroom artifacts
Professional development activity
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.
### Undergraduate/Initial: Chart of Assessments

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
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</thead>
<tbody>
<tr>
<td>Pre-Teaching Visit</td>
<td>Cooperating teacher interview</td>
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<td>Pre-Teaching Visit</td>
<td>Introduction to principal</td>
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<td>Projects</td>
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<td>Special Education</td>
<td>Information gathering; recommendations</td>
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<td>Special Education</td>
<td>Professional development activity</td>
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<td>Teacher as Reflective Pract</td>
<td>Critiques: lesson plan, assessment, class mgmt. plan</td>
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<td>Eng. Language Learners</td>
<td>Regulations, methods, strategies (short answers)</td>
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<td>Eng. Language Learners</td>
<td>On-line research: demographics, ELP standards</td>
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<td>Activities for Teaching</td>
<td>Classroom activities</td>
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<td>Final Reflection Paper</td>
<td>Comprehensive reflection of student teaching experience</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