ED333 Principles of Secondary Education
Course Information and Requirements
Dr. Bland

Course Description and Outcomes

(Prerequisite, admission to teacher education. Enrollment concurrent with ED 334 and ED 343 in the same section is required.) Candidates completing ED 333 will demonstrate the ability to conduct curriculum development, including decision-making, planning for all learners, instruction, and assessment skills and reflection required of effective middle level and secondary teachers. An extensive field experience is required; this field experience is called the internship and is designed to have the candidate gain first-hand experience in day-to-day classroom operations and in working with students in a school setting. Candidates will demonstrate critical thinking skills in their internship in a school, as they work with individuals, small groups, and whole class.

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Candidates exhibit knowledge of**
1. characteristics of diverse learners.
2. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
3. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
4. philosophical, historical, social, and theoretical foundations of education.
5. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
6. teaching and learning as a dynamic, constructive, and metacognitive process.
7. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
8. ever changing educational needs of students living in a global society.
9. appropriate technology and how it may be used to enhance teaching and learning.
10. various instructional strategies that can be used to meet the needs and learning styles of individual students.
11. appropriate techniques for teaching and using self-reflection strategies.
12. a variety of assessment strategies to diagnose and respond to individual learning needs.
13. teaching and learning as a dynamic, constructive, and metacognitive process.
14. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
15. ever changing educational needs of students living in a global society.
16. appropriate technology and how it may be used to enhance teaching and learning.

**Candidates demonstrate practical ability to**
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge within and across disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. Create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. make use of appropriate technology to support student learning.
11. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
12. employ appropriate assessment techniques in order to measure student performance and growth.
13. develop a storehouse of learning strategies that help students understand and integrate knowledge.
14. respond respectfully to ideas and views of others.
15. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
16. utilize student learning standards to promote student learning and achievement.

**Candidates exhibit dispositions that exemplify**
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to challenge all students to learn and to help every child to succeed.
7. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
8. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
9. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
10. a willingness to learn from other professionals in the field.
ED 333, Principles of Secondary Education Course Requirements. Candidates must abide by the requirements in the Phase I manual.

Minimum acceptable performance level. Candidates must meet the minimum acceptable performance level on all assignments as listed. Those not earning the minimum acceptable points on the assignments must redo/correct the work and achieve the required points. Candidates can resubmit once. Maximum points achievable on re-dos will be the minimum acceptable for the assignment. Candidates not earning the minimum acceptable points will receive a failing grade for the course. This policy is in place to ensure candidates show achievement on all assignments up to the conclusion of the semester.

Policy and rationale for Late Work in ED333
Policy: Candidates must complete all assignments satisfactorily to receive credit for the course. All assignments are due at the announced deadline. Assignments not completed by the due date must still be completed but will receive only the minimum acceptable score for the assignment as listed in the syllabus. Points lost for late work are subtracted after the assignment is scored. The minimum acceptable performance level policy still applies. In the case of one or more missing assignments, the candidate will receive a failing grade for the course.

Rationale: Effective teaching requires a high level of organizational skill. Lesson plans must be completed and ready to teach at the proper time and reports on student progress will have deadlines set by administration. Teachers expect students to be on time to class and when completing assignments. To achieve this, teachers must model this type of behavior to students. This policy is enacted in order to stress the need for organization.

ED333, Principles of Secondary Education Course content
There are 2 major undertakings in ED 333.

The first is the completion of a Teacher Work Sample. The Kansas State Department of Education requires all candidates to complete some type of Teacher Work Sample. The TWS is a performance assessment of the candidate engaging in the teaching process, start to finish, and takes the candidate far beyond teaching a lesson. The TWS consists of 7 parts, or factors. Candidates will do each factor one at a time as separate assignments that build on previously-completed factors. The Phase I TWS trains the candidate to do a TWS independently during student teaching. The student teaching TWS is a KSDE teacher licensing requirement. The TWS is difficult to complete, to teach, and to score, but we will do it together during Phase I.

The second major undertaking is the internship. Candidates will spend approximately 50 hours in a classroom this semester, which is a major portion of the time allotted to the course. Candidates will learn how much more there is to the education profession than teaching lessons and will complete 4 written assignments over their experiences. They will also be evaluated by their mentor teachers at midterm and at semester’s end.

ED333, Principles of Secondary Education Graded Assignments

1. Teacher Work Sample Simulation Assignment (134 pts total-- 112 points for Dr. Bland)
   a. Factor 1 assignment: identifying the teaching context (13 pts, must earn 9)
   b. Factor 2 assignment: writing unit outcomes (20 pts, must earn 15)
   c. Factor 3 assignment: writing and justifying a unit teaching plan (27 pts, must earn 20)
   d. Factor 4 assignment: making interdisciplinary connections (6 pts, must earn 4)
   e. Factor 5 will be done for Dr. Neill
   f. Factor 6 assignment: assessment and analysis of assessment (26 pts, must earn 19)
   g. Factor 7 assignment: reflecting on teaching (20 pts, must earn 15)
2. Successful completion of the Phase I Internship (136 points total--must earn at least 85 pts on all parts)
   a. Part 1 critical thinking / reflection: 55 pts
   b. Part 2 lesson plan: 5 pts.
   c. Part 3 description of tasks: 5 pts
   d. Part 4 summative reflection: 10 pts
   e. Final Eval by mentor teacher: 61 points

Total ED 333 Points: 248 possible

**ED 333 GRADING SCALE:** Grades earned below “C” in any Phase 1 class disqualifies candidate from student teaching.

- A = 100-93
- A- = 92-90
- B+ = 89-88
- B = 87-82
- B- = 81-80
- C = 79-70
- D = 69-60
- F = 59-0

In addition to the course assignments, candidates must
1. attend and participate in all scheduled course sessions
2. complete and discuss with the class all un-graded participation exercises.
3. resolve any issue concerning performance or dispositions raised through letter by successfully completing any stipulations place on the candidate’s continuation in Phase I or entry into Phase II

**ED 333 tentative schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Related text chapters</th>
<th>Assignments tentatively due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed., 1/12</td>
<td>Admissions to Phase II Syllabus</td>
<td>Ch 1, The Changing World of Teaching Ch 2, Students and Schools Ch 4, Reflective Teaching</td>
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<tr>
<td>2</td>
<td>Fri 1/14</td>
<td>Student teacher Applications</td>
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<tr>
<td>3</td>
<td>Tue, 1/18</td>
<td>Conceptual Framework Classroom decision-making The Teacher Work Sample</td>
<td>Ch 3, Accommodating Diversity</td>
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<td>4</td>
<td>Fri, 1/21</td>
<td>The teaching context</td>
<td>Ch 3, Accommodating Diversity</td>
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<td>5</td>
<td>Tue, 1/25</td>
<td>The teaching context</td>
<td>Ch 3, Accommodating Diversity</td>
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<tr>
<td>6</td>
<td>Fri, 1/28</td>
<td>The teaching context</td>
<td>Ch 3, Accommodating Diversity</td>
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<td>7</td>
<td>Tue, 2/1</td>
<td>Unit learning goals</td>
<td>Ch 5, Content Selection Ch 6, Planning Units and Lessons</td>
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<td>Wed, 2/2</td>
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<td>Factor 1</td>
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<td>8</td>
<td>Tue, 2/8</td>
<td>Unit learning goals</td>
<td>Ch 5, Content Selection Ch 6, Planning Units and Lessons</td>
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<td>9</td>
<td>Fri 2/11</td>
<td>Unit learning goals</td>
<td>Ch 5, Content Selection Ch 6, Planning Units and Lessons</td>
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<td>10</td>
<td>Tue 2/15</td>
<td>Instructional Design</td>
<td>Ch 9, Models of Direct Instruction</td>
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<td>Wed, 2/16</td>
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<td>Factor 2</td>
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<td>11</td>
<td>Tue, 2/22</td>
<td>Instructional Design</td>
<td>Ch 9, Models of Direct Instruction Ch 13, Assessing Student</td>
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<td>Date</td>
<td>Subject</td>
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<tr>
<td>12</td>
<td>Fri 2/25</td>
<td>Instructional Design</td>
<td>Ch 11, Small Group and Cooperative learning</td>
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<td>Ch 7, Differentiating Instruction</td>
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<tr>
<td>13</td>
<td>Tue 3/1</td>
<td>Instructional Design</td>
<td>Ch 7, Differentiating Instruction</td>
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<td>14</td>
<td>Tue, 3/8</td>
<td>Instructional Design</td>
<td>Ch 10, Teaching for Higher Level Outcomes</td>
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<td>15</td>
<td>Fri 3/11</td>
<td>Instructional Design</td>
<td>Ch 10, Teaching for Higher Level Outcomes</td>
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<td>Internship Assignment Part 1</td>
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<tr>
<td>16</td>
<td>Tue 3/15</td>
<td>Instructional Design</td>
<td>Ch 10, Teaching for Higher Level Outcomes</td>
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<td>17</td>
<td>Tue 3/29</td>
<td>Instructional Design</td>
<td>Ch 12 Reading Across the Curriculum</td>
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<td>18</td>
<td>Fri 4/1</td>
<td>Interdisciplinary Instruction</td>
<td>Ch 6, Planning Units and Lessons</td>
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<tr>
<td>19</td>
<td>Tue, 4/5</td>
<td>Assessment</td>
<td>Ch 13, Assessing Student Learning</td>
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<td>Wed, 4/6</td>
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<td>Factors 3 &amp; 4</td>
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<tr>
<td>20</td>
<td>Tue 4/12</td>
<td>Assessment</td>
<td>Ch 13, Assessing Student Learning</td>
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<tr>
<td>21</td>
<td>Fri 4/15</td>
<td>Assessment</td>
<td>Ch 13, Assessing Student Learning</td>
<td></td>
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<tr>
<td>22</td>
<td>Tue, 4/19</td>
<td>Assessment</td>
<td>Ch 13, Assessing Student Learning</td>
<td></td>
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<tr>
<td>23</td>
<td>Tue, 4/26</td>
<td>Assessment</td>
<td>Ch 13, Assessing Student Learning</td>
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<tr>
<td>24</td>
<td>Fri, 4/29</td>
<td>Reflection on learning and professional growth</td>
<td>Ch 4, Reflective Teaching Ch 15, Career-long Growth</td>
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<tr>
<td>25</td>
<td>Tue, 5/3</td>
<td>Reflection on learning and professional growth</td>
<td>Ch 4, Reflective Teaching Ch 15, Career-long Growth</td>
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<td>26</td>
<td>Fri, 5/6</td>
<td>Last day to meet—wrap up</td>
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<td>XXX</td>
<td>Monday of Finals week</td>
<td>Email, bring to office (VH203) or Secondary Ed. Office (VH209)</td>
<td>Factor 7</td>
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<tr>
<td>XXX</td>
<td>Tuesday of Finals week</td>
<td>Email, bring to office (VH203) or Secondary Ed. Office (VH209)</td>
<td>Internship Assignments parts 2, 3 and 4</td>
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The text is not required but it is strongly suggested that students buy the book, read it, and keep it. It contains information that supplements what is done in class. It also contains information that is covered on the Principles of Learning and Teaching exam. The candidate is responsible for all information contained in the text and what is covered in class. Time constraints do not allow for the coverage of all the material in the text during the course, so reading the text is essential.
Terms and Concepts to Define and Apply to Teaching/ Profession
* Principles of Learning and Teaching exam topic

Chapter 1, The Changing World of Teaching
* service learning
* standards-based education
* school-business partnerships
* site-based management
  voucher plan
  charter schools
* parent/guardian involvement
* school-to-work
  home schooling

Chapter 2, Students and Schools
* poverty and success at school
* families and students
* patterns of adolescent development

Chapter 3, Accommodating Diversity
* least restrictive environment
* hearing impairment
* speech impairment
* visual impairment
* learning disability
* attention deficit disorder
* physical and health impairment
* emotional disturbance
* enrichment and acceleration
* working with minorities

Chapter 4, Reflective Teaching
* constructivism
  reflective teaching
  context considerations
  pedagogical repertoire

Chapter 5, Content Selection and Development of Objectives
* integrated subjects
* curriculum guides
* sequencing
  facts, concepts, principles, laws

Chapter 6, Planning Units and Lessons
* interdisciplinary instruction
* instructional unit
* lesson plan
  learning context
  instructional strategies
  evaluation procedures
Chapter 7, Differentiating Instruction
*differentiated instruction/altering instruction
*computers for individualized instruction
*mastery learning
  individualized instruction
  learning centers
*multiple intelligences
*altering the rate of instruction
*altering the context of instruction
*altering the method of instruction
*altering the goals of instruction

Chapter 9, Models of Direct Instruction
*direct instruction
*Madeline Hunter model
*anticipatory set
*recalling previous instruction
*modeling
  guided practice
*independent practice
*inferential diagnosis
*student responses
*checking for understanding
*recall
*short-term memory
*long-term memory
*lesson closure

Chapter 10, Teaching for Higher Level Outcomes
*modeling
*metacognition
*constructivism
*inquiry teaching
*simulations
*creative thinking
*critical thinking
*problem solving
*discovery learning
*higher-level thinking
  visualizing thinking
  case study

Chapter 11, Small Group and Cooperative Learning
*cooperative learning
*Think-Pair-Share
*Teams-Games-Tournaments
*Jigsaw
*Student Teams-Achievement Divisions
  goal structures
  classroom debates
Chapter 13, Assessing Student Learning
*alternative assessments
*rubrics
*portfolios
*teacher observation
*teacher-student discussion
*summative evaluation
*formative evaluation
*authentic assessment
  rating scales
  evaluative checklists
*essay items
  completion items
  matching items
  multiple choice items
  true-false items

Chapter 14, Legal Issues
*Freedom of Speech and Expression
*Freedom of Conscience
*dress and appearance
*search and seizure
*due process
*family rights and privacy
*reporting suspected child abuse
  academic freedom
  copyright law
  misfeasance
  nonfeasance
  malfeasance
  excessive use of force