The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Course Number and Title: EDUC 516: **Methods in Secondary Education**
CRN: 20708 Section 1AS
Times: Asynchronous (On-line)
Location: On-line
Credits: 3 Hours
Instructor: **William Williams, PhD**
        Professor of Education

Office:	130 Marsh Hall
Phone:	O (304) 384-6222 C (540) 818-6698 (Do not call after 9:00PM!)
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Website:	http://www.concord.edu/education/
Office hours:	Monday and Wednesday 10:00-11:00 and 2:00-3:00, Thursday 1:30-2:30 (Unless Department meeting on Friday and then Friday 10:00-11:00) and by appointment.

Prerequisites:
Students need access to and experience/proficiency with basic computer functions, to include use of the Internet, e-mail, and word processing.

A twenty-five (25) clock hour experience in a school setting is required. These 25 hours should be spread over the semester and NOT completed all at once in very few visits. There are assignments that are due throughout the semester that you will need to do in your field experience classroom.

Required Texts:

Daniels, H., & Bizar, M. (2005). *Teaching the Best Practice Way: Methods That Matter, K-12.* Portland, ME: Stenhouse.

Other readings will be made available during the course of the semester on Blackboard or through your Concord e-mail.

Recommended Resources:

Kellough, R. D., & Carjuzaa, J. (2008). *Teaching in the Middle and Secondary Schools* (9th ed.). Boston, MA: Allyn & Bacon.

Course Management System: Blackboard

Hardware/Software Needed: Besides a personal computer, students will need access to some sort of video recording device. Students will also need access to their Concord University e-mail. In addition, students MUST be able to utilize Word and YouTube.

Course Management System/Required Materials:
An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at www.livetext.com for $133.00. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."
(Taken from an e-mail from the division chair per company's suggestion)
Blackboard may also be utilized for some aspects of this course.

Hardware/Software Needed: You will need computer access, your Concord e-mail account, and a word processing program, as all papers MUST be typed.

E-mail and Blackboard Access:
Since computer problems sometimes arise, it is highly recommended that students prepare ahead of time, back up work, and keep up with all assignments. If there is a problem with an assignment or quiz on the site, the professor reserves the right to reset said assignments, quizzes, etc. (Concord University).

Course Description:
This course is designed to provide a framework for understanding how to teach students for maximum learning at the secondary level (grades 5-Adult). Student development is tied to various strategies and to best practices for successful instruction. Mastery models are presented that reinforce the decision-making process in selecting instructional strategies, and the application of reflective practice to evaluate success is emphasized.

Course Instructional Methods:
Course instruction will be delivered through BlackBoard. The clinical experience will be conducted in a public school setting related to the appropriate grade/content. The clinical experience will be completed under the supervision of an experienced and highly qualified classroom teacher.

All course assignments are designed to integrate course concepts with practical classroom application, creating a seamless design between the course instruction and the clinical experience. In addition, the classroom teacher will complete a final evaluation of the teacher candidate's performance in the clinical experience.

Course Goals:
1. Students will understand the developmental stages of students in grades 6-12.
2. Students will understand how to ascertain what resources are available to the classroom teacher.
3. Students will learn various instructional strategies and the benefits of each.
4. Students will learn how to select the most effective instructional strategy relative to the content and to the students.
5. Students will understand how to implement the various instructional strategies for maximum student success.
6. Students will evaluate the results of the methods implemented and reflect on the teaching-learning process.
7. Students will understand the significance of utilizing skill-level and content-appropriate methods for instruction.
8. Students will understand the need for differentiated instruction and tiered activities.
9. Students will gain insight into utilizing methods that address competence both in content standards and 21st century learning standards.

Course Objectives:
1. Acquire an understanding of the developmental stages of students in grades 6-12.
2. Determine what resources are available to the classroom teacher and how to effectively utilize the resources.
3. Examine various instructional strategies and the benefits of each.
4. Research various models of instructional techniques.
5. Critically analyze the relationship of students' learning styles, content objectives, and instructional strategies.
6. Evaluate the selection of instructional methods based on students and content.
7. Understand and apply various instructional methods.
8. Develop expertise in selecting appropriate instructional methods.
9. Reflect upon the selection of a particular method and the student outcomes.
10. Utilize student outcomes to develop differentiated instruction and tiered activities for subsequent instruction.
11. Develop instruction that incorporates the use of 21st Century Learning Skills in tandem with content standards.

Concord University Department of Education Mission Statement
The mission of the Educator Preparation Program (EPP) is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

The EPP collaborates with representatives from public schools, professional groups, government, and other programs within the University to prepare educators and to cooperate in the development of educational policies. The EPP also strives for the improvement of education at the local, state, regional, and national levels in that the improvement of schooling results in a more literate and enlightened citizenry. This in turn contributes to the proliferation of democratic values and enhances our position in the global economy.

Concord University Graduate Educational Goals:

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principals in a student's respective program of study.

INTASC Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Course Objectives: Upon satisfactory completion of this course, the student will:	WV Professional Educational Standards for Teaching (2009)	Praxis II Principles of Learning and Teaching (PLT)	National Educational Technology Standards (ISTE-NETS-T, 2008)	INTASC Standards	Conceptual Framework and Concord University Graduate Educational Goals	Assessment
Develop an understanding of the developmental stages of students in grades 6-12	2A	IA1-2; IB1	1a-b	Standards 1, 2, 3, 7	Competent, intentional, reflective, culturally responsive, leading, empathic Knowledge	DB #1, Developmentally Appropriate Activities, LPs
Examine various instructional strategies and the benefits of each.	1C-D; 2D; 3A-F	IA1-2; IB1; II A1-4; IIB1-2	1a-d; 2a-d; 3a	Standards 1, 2, 3, 7	Competent, intentional, reflective, culturally responsive, leading, empathic Knowledge and Skills	DB #2, DB #3, LPs, Tool box, FE Journal
Research various models of instructional techniques.	1C-D; 3 A-F; 4 A,D	IIA1-4 IIB1-2	1a-d; 2a-b; 3a; 4a; 5c	Standards 1, 2, 3, 7	Competent, intentional, reflective, culturally responsive, leading, empathic Knowledge and Skills	DB #2, DB #3, LPs, Tool box
Determine what resources are available to the classroom teacher.	5A	IIA4	1a-d; 2a-d; 3a; 4c	Standards 3, 7	Competent, intentional, reflective, culturally responsive, leading, empathic Knowledge, Skills, and Attitude	DB #4, Utilizing Resources, LPs, FE Journal
Critically analyze the relationship of students' learning styles, content objectives, and instructional strategies.	1A-E; 2A,E; 3A-F	IA1-2; IB1-4,6; IIA1-4; IIB1-2; IIIB; IVB4	2c-d	Standards 1, 2, 3, 4, 5, 6, 7, 8	Competent, intentional, reflective, culturally responsive, leading, empathic Skills and Attitude	Learning Styles Analysis, LPs, FE Journal
Evaluate the selection of instructional	1A-E; 2A,F; 3 A-F	IA1-2; IB1-4,6; IC1-4 IIA1-4;	2c-d; 4c	Standards 1, 2, 3, 4, 5, 6, 7, 8	Competent, intentional, reflective, culturally	DB #5, LPs, FE Journal

methods based on students and content.		IIB1-2; IIIB; IV A1-3; IVB4			responsive, leading, empathic Skills and Attitude	
Understand and apply various instructional methods.	1 A-E; 3 A-F	IA1-2; IB1-4,6; IIA1-4; IIB1-2; IV A1-3	2c-d; 4b	Standards 1, 2, 3, 4, 5, 6, 7, 8	Competent, intentional, reflective, culturally responsive, leading, empathic Knowledge, Skills, and Attitude	DB#2, DB #3, LPs, Tool box FE Journal,
Develop expertise in selecting appropriate instructional methods given contextual variables.	1 A-E 2D, F 3 A-F	IA1-2,IB1-4,6; IC1-4 IIA1-4,IIB1-2 IV A1-3	2c-d; 4b	Standards 1, 2, 3, 4, 5, 6, 7, 8	Competent, intentional, reflective, culturally responsive, leading, empathic Skills and Attitude	DB#2, DB #3, Tool box, FE Journal
Reflect upon the selection of a particular method and the student outcomes.	2C 3F 4B,C	IVA1-3	2c-d; 4b; 5d	Standards 1, 2, 3, 4, 5, 6, 7, 8	Competent, intentional, reflective, culturally responsive, leading, empathic Skills and Attitude	LP Reflections, FE Journal
Utilize student outcomes to develop differentiated instruction and tiered activities for subsequent instruction.	1 A-E 2C 3 A-F	IC1-4 IIC1-6; IIIC1-8 IVB4	2c-d; 3d; 4a; 4b	Standards 1, 2, 3, 4, 5, 6, 7, 8	Competent, intentional, reflective, culturally responsive, leading, empathic Skills and Attitude	DB #4, Learning Styles, LP Reflections
Develop instruction that incorporate the use of 21st Century Learning Skills in tandem with content	3 A-F 5 A	IIB1; IIIC1-8	2c-d; 3d; 4a; 5d	Standards 1, 2, 3, 4, 5, 6, 7, 8	Competent, intentional, reflective, culturally responsive, leading, empathic Skills and Attitude	DB #5, Learning Styles, LP Reflections

standards.						

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

West Virginia Professional Educational Standards for Teaching, and the Praxis II Principles of Learning and Teaching (PLT)
 The following table links the course objectives to the West Virginia Professional Educational Standards for Teaching, and the Praxis II Principles of Learning and Teaching (PLT):

Field Experience (Clinical IV): 25 hours   (see "Objectives Table" for alignment with standards)

Objectives	Assessments
Students will be able to make appropriate connections between theoretical concepts and clinical applications.	Developmentally appropriate activities Lesson Plans Instructional Tool Box FE Journal FE Evaluation
Students will be able to apply strategies in an appropriate manner in a clinical setting.	Developmentally appropriate activities Lesson Plans Instructional Tool Box

	FE Journal FE Evaluation
Students will be able to assess learning that results from instruction.	Developmentally appropriate activities Lesson Plans Instructional Tool Box FE Journal FE Evaluation

Course Assessments/Assignments

Assessment/Assignment	Description	Purpose
Discussion Boards	Teacher candidates will respond to five to eight specific discussion board topics that will link theoretical concepts to practical applications in the classroom. After posting a discussion, each student will reply to the posts of two other students. Topics will include: developmental appropriateness of strategies, selection and evaluation of appropriate instructional methods, utilizing student outcomes to guide instruction, and incorporation of 21st century learning skills.	Discussion board topics will challenge students to understand theoretical concepts and apply them in a meaningful manner in the classroom. The discussion forum will allow students to share insights.
Developmentally Appropriate Activities	Teacher candidates will evaluate instruction strategies used in the classroom for developmental appropriateness. Discussion will require students to identify developmental stages of learners, discuss appropriateness of instruction, reflect on the success of the approach, and suggest alternative instructional approaches based on student outcomes.	This assignment will require teacher candidates to understand the significance of matching instructional approaches to the developmental stage of the learners, and to use student outcomes to determine instructional efficacy.

Unit Plan with Lesson Plans	Teacher candidates will develop a unit of instruction with a minimum of five lesson plans, using a 21st Century lesson plan format. At least two of the lesson plans must incorporate meaningful technology to facilitate student learning. A minimum of three of the lesson plans will be taught under the direction of the classroom teacher. Following delivery of the lesson plan, the teacher candidate will submit a thorough reflection of appropriateness of instructional strategies, student activities, and student outcomes.	This assignment requires teacher candidates to combine multiple pedagogical concepts with content knowledge to design an effective lesson. It requires an understanding of content-specific methods and instructional delivery. Reflection allows teacher candidates to analyze the appropriateness and success of the instructional design.
Utilizing Resources	Teacher candidates will identify resources available at their clinical experience site, the process for securing those resources, and possible applications of the resources. These resources may include, but are not limited to, technology, human resources, and literary resources.	This assignment requires teacher candidates to recognize the resources at their disposal at the beginning of the clinical experience. Also, by understanding the process for securing resources, they do not limit utilization because of building protocol.
Learning Styles Analysis	Teacher candidates will determine learning styles of students through standardized questionnaires, interest inventories, and observation. Discussion will require students to explicate on the relationship between teaching styles and learning styles, and student outcomes.	This assignment requires teacher candidates to explore various methods for determining students' learning styles and to apply this knowledge in developing effective instruction that will reach all students.
Tool Box	Teacher candidates will collect content-specific, age-appropriate instructional strategies and learning activities that they will place in an electronic folder "Tool	This assignment will encourage students to constantly look for effective instructional strategies and student activities. It also promotes an awareness of the

	Box". Emphasis will be placed on incorporating technology in instructional delivery when appropriate, and on utilizing learning activities that provide hands-on or technology-based opportunities for students. Discussion of the benefits of each strategy and the appropriate uses will be included.	technology-minded orientation of today's students.
Clinical Experience Journal	Teacher candidates will maintain a reflective journal of the clinical experience that will include discussions relative to contextual factors, instructional approaches, management, relationship dynamics, student engagement, and using assessment to guide instruction.	This assignment requires teacher candidates to evaluate the clinical experience in a holistic manner and understand the relationship between all facets of classroom teaching.

The following are KEY assignments for the course that will be used as data collection points or be built upon in future program assessments. The rubrics that show how the candidate will be assessed are included at the end of the syllabus:

<u>Lesson Plans</u>: See "Course Assessment/Assignment Table" for description.

<u>Clinical Experience Final Evaluation</u>: See "Course Description" for explanation.

<u>Course Policies:</u>

<u>The Role of a Graduate Student</u>

- This is an on-line course, so the majority of the responsibility is the student's. This course is a graduate level course, which means it will involve self-directed activities, but this is more so the case given that it is also an on-line course.
- Work should always be turned in on time. If it is past the Blackboard deadline, then it is too late.
- Do ALL assignments.
- Your first attempt at an assignment may be your only attempt, as you may not have the opportunity to rewrite it. This means do your best work on the first

attempt. In some cases you may be allowed to rewrite a paper, but in most cases you will not, so it is important it is your best work and turned in on time.

<u>Late Assignment Policy</u>

- Any assignment not submitted via Blackboard by the due date (date and time) is subject to a <u>twenty point</u> deduction of the overall point value (100). This assignment will be marked as LATE by Blackboard. No assignment will be accepted and no points will be awarded if it is marked MISSED by Blackboard, which means you did not get it turned in on time.
- If there are <u>technical problems</u> submitting an assignment, email the professor through the regular email (williamsw@concord.edu) immediately and explain the situation.
- Lack of computer access is NOT a "technical problem" as you signed up for an on-line class, which means you should always have access to a computer. Find a coffee shop, McDonalds, etc. that has internet access.
- If email is not possible, call the professor's cell phone at (540) 818-6698 immediately and leave a detailed voicemail message explaining the situation (Do not call after 9:00PM).
- It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy.
- Assignments must be turned in on Blackboard! The instructor will NOT accept any assignments that are turned in through e-mail.

<u>Quality of Written Work</u>

- Of course all work is to be typed in Word. The format is as follows: double-spaced, 1-inch margins, 12 point font, Times New Roman.
- Please grammar-check, spell-check, and <u>proofread</u> your work. It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a document. You will be given a Peer-Review Evaluation Form that you will complete when you review your classmate's paper. Quality of writing and writing mechanics (i.e., spelling, punctuation, grammar, sentence and paragraph structure, language usage) will impact your grade on all assignments.
- You should be knowledgeable of APA format and it should be utilized in your paper, as it is the standard format in education and the social sciences. It is also important for you to understand APA format, as your 560 course, and perhaps other courses, will require that you use said format.

Writing: Students are expected to write on a graduate student level. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to

remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements. Many people waste a lot of time producing poor quality work.

Plagiarism: It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, with or without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor.

Supervision of Field Placement:
Unless otherwise noted, the instructor of this course will act as the University/Field Placement Supervisor. In various courses the instructor will want to establish that the content from the field placement meets the requirements of the course and/or field placement. In some cases the instructor will enter the field placement to: build working relationships between Concord University and the school system, evaluate the effectiveness of the placement as it pertains to the course, provide workshops to school faculty, recruit graduate students, recruit cooperating teachers, or maintain relationships between Concord University and the school system.

Concord E-mail Only:
As a Concord University student you have an e-mail account. You are required to use this account for all e-mail communications with the instructor. Other e-mail messages will not be read, answered, or acknowledged. This is very important, especially when turning in assignments or receiving important updates regarding class.

Course Evaluation:

Assignments	Points	Weight (%)
Discussion Boards	100	10%
Developmentally Appropriate Activities	100	20%
Unit Plan with Lesson Plans	100	20%
Utilizing Resources	100	15%
Learning Styles Analysis	100	15%
Tool Box	100	10%
Clinical Experience Journal	100	10%
Total	**700**	**100%**

<u>Preparation of Teachers to Use Technology to Enhance Instruction</u>

Teacher candidates will utilize content/learner-appropriate technology to enhance instruction in their lessons. Also, teacher candidates will incorporate learning activities

that provide students with exposure to technology, such as wikis, blogs, electronic portfolios, computer programs, computer simulations, desktop publishing, graphing calculators, etc. Teacher candidates are encouraged to explore West Virginia TechSteps when available. Their reflective narrative will include a discussion of the appropriateness of the technology and its effect on learning.

Course Schedule (The assignments listed as Due are due on the Monday of that week, but readings and Discussion Board posts can be done later in the week)

Note: When you have a reading assignment due, you should check Blackboard for questions about the readings. They are part of your grade.

More details for the various assignments may become available closer to the due date of the assignment.

This is a tentative schedule, so some dates and items may change. See Blackboard for updates. You should check Blackboard at least twice a week.

Week 1: January 14th Acquire materials Discussion Post on Good Teaching and Make sure your field placement paperwork is in.

Week 2: January 21st Read Chapter 1 and Discussion Post on Reading

Week 3: January 28th Due: Tool Box Assignment and Read Chapter 2 and Discussion Post on Reading and You should have started your field placement by this week.

Week 4: February 4th Read Chapter 3 and Discussion Post on Reading

Week 5: February 11th Due: Unit Plan 1 and Discussion Post for Utilizing Resources Scavenger Hunt Activity

Week 6: February 18th Due: Developmentally Appropriate Activities 1 and Read Chapter 4 and Discussion Post on Reading

Week 7: February 25th Due: Learning Style Analysis and Read Chapter 5 and Discussion Post on Reading

Week 8: March 4th Due: Unit Plan 2 Read Chapter 6 and Discussion Post on Reading

Week 9: March 11th SPRING BREAK

Week 10: March 18th Due: Developmentally Appropriate Activities 2

Week 11: March 25th Read Chapter 7 and Discussion Post on Reading

Week 12: April 1st Due: Utilizing Resources

Week 13: April 8th Read Chapter 8 and Discussion Post on Reading

Week 14: April 15th Due: Discussion Boards Finished

Week 15: April 22nd Finish Placement

Week 16: April 29th Due: Clinical Experience Journal

Content Outline
Today's Middle and Secondary Schools
Middle and Secondary School Students
Establishing and Maintaining a Safe and Supportive Classroom Environment
Selecting Content and Preparing Objectives
Preparing an Instructional Plan
Student-Centered Instructional Strategies
Teacher-Centered Instructional Strategies
Media, Aides and Resources
Assessing and Reporting Student Achievement
Self-assessment of Teaching and Continued Professional Development

Grading Scale

A	90 - 100
B	80 – 89
C	70 – 79
D	60 – 69
F	Below 60

Grading Policy: Student work will be graded based on the assignment requirements, which can be found in the syllabus and/or the assignment sheet for the given assignment. In some cases a rubric will be used. It is the student's responsibility to refer to the syllabus and assignment sheet, as well as contacting the instructor should they have any questions regarding an assignment.

Make-up Policy and Late Work: If a student knows that they will need to miss class on a day when there will be a test, quiz, or assignment due, it is the student's responsibility to take the test or quiz before the absence or to turn in an assignment prior to the date of their absence.

Late work is accepted at the instructor's discretion. If a student does not turn in an assignment they should see the instructor as soon as possible.

Accessibility/Accommodations:
Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting

accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty
Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code
A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:
"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."
The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy
Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) You may be dropped from the course for have excessive absences.

In an online course the student is expected to be engaged in the material and attend to assignments, readings, discussions, and due dates. You are expected to check Blackboard at least twice a week for possible changes, messages, etc. You are also welcome to contact the professor if you have any questions.

Emergency Alert System
In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information
Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press

of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Academic Resources:
Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center (asc@concord.edu; 304-384-6074). The schedule will be posted online: http://www.concord.edu/academics/academic-success-center/drop-tutoring

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Bibliography

Daniels, H., & Bizar, M. (2005). *Teaching the Best Practice Way: Methods That Matter, K-12*. Portland, ME: Stenhouse.

Kellough, R. D., & Carjuzaa, J. (2008). *Teaching in the Middle and Secondary Schools* (9th ed.). Boston, MA: Allyn & Bacon.

West Virginia's 21st. Century Professional Teaching Standards:
http://wvde.state.wv.us/policies/

ETS, Praxis II Principles of Learning and Teaching (PLT) Standards:
http://www.ets.org/Media/Tests/PRAXIS/taag/0522/topics_1.htm. Retrieved 2-3-09.

ISTE's Educational Technology Standards for Students:
http://www.iste.org/Content/NavigationMenu/NETS/For_Students/NETS_S.htm. Retrieved 2-3-09.

Education 516: Methods of Instruction
Lesson Plan Evaluation Rubric: 21st Century Learning

Criteria	WVPTS	Curriculum				Points
		0	1	2	3	
1. Anticipatory Set	1 A,B 2 A 3 A-F 4 A-C 5 C,D,F,I	Not included	Not related to prior, current, or future objectives, or to a topic relevant to current objectives.	Vaguely related to prior, current, or future objectives, or to a topic relevant to current objectives.	Directly related to prior, current, or future objectives, or to a topic relevant to current objectives.	
2. Performance Objectives a. Learning goal-cognitive (1) b. Behavioral (2) c. 21st C objective	1 A-D 2 A-B 3 A-F 4 A-C 5 C-D; F;I	Not included	Missing cognitive, behavioral, or 21st C; not clearly connected to activities and assessments.	Cognitive, behavioral, and 21st C objectives are present, but are vaguely connected to activities and assessments.	Cognitive, behavioral, and 21st C objectives are present, and are closely connected to activities and assessments.	
3. Bloom's Taxonomy	1 B-C 2 A-B 3 A-F 4 A-C	Performance objectives not included	Lower level cognitive activities only.	Upper and lower level cognitive activities included, but without logical correlation.	Upper and lower level cognitive activities included, and with logical correlation.	
4. Instructional Input	1 A-D 2 A-D; F 3 A-F 4 A-C	Does not organize and sequence all facts and skills of the lesson content in required format; does not demonstrate knowledge, clarity, and/or organization	Limited organization and sequencing of all facts and skills of the lesson content in required format; limited demonstration of knowledge, clarity, and/or organization	Significant organization and sequencing of all facts and skills of the lesson content in required format; significant demonstration of knowledge, clarity, and/or organization	Complete organization and sequencing of all facts and skills of the lesson content in required format; complete demonstration of knowledge, clarity, and/or organization	

Criteria	WVPTS	Instruction				Points
		0	1	2	3	
5. Guided Practice	1 A-E	Procedures	Incomplete	Procedures	Full description	

Criteria	WVPTS	0	1	2	3	Points
	2 A-B; C; F 3 A-F 4 A-C	not described	description of procedures, not explained in adequate detail; vaguely address performance objectives; do not demonstrate knowledge, clarity, and/or organization	described, not all explained in adequate detail; generally address performance objectives; not all demonstrate knowledge, clarity, and/or organization	explaining each procedure in detail; directly address performance objectives; fully demonstrate knowledge, clarity, and organization	
6. Independent Practice	1 A-E 2 A-C; F 3 A-F 4 A-C	Procedures not described	Incomplete description of procedures, not explained in adequate detail; vaguely address performance objectives; do not demonstrate knowledge, clarity, and/or organization	Procedures described, not all explained in adequate detail; generally address performance objectives; not all demonstrate knowledge, clarity, and/or organization	Full description explaining each procedure in detail; directly address performance objectives; demonstrates knowledge, clarity, and organization	
7. Check for Understanding	1 A-E 2 A-C; F 3 A-F 4 A-C	Not included	Incomplete description of procedure, not explained in adequate detail; vaguely addresses assessment of objectives	Procedure described, not explained in adequate detail; generally addresses assessment of objectives	Full description explaining the procedure in detail; directly addresses assessment of objectives	
Criteria	**WVPTS**	**Instruction**				
		0	**1**	**2**	**3**	**Points**
8. Modifications	1 A-E 2 A-F 3 A-F	Not included	Incomplete description of procedures,	Procedures described, not all explained	Full description explaining each procedure in detail;	

	4 A-C		not explained in adequate detail; vaguely addresses necessary modifications	in adequate detail; generally addresses necessary modifications	directly addresses necessary modifications
9. Closure	1 A,B 2 A 3 A-F 4 A-C 5C,D,F,I	Procedures not described	Incomplete description of procedures, not explained in adequate detail; vaguely addresses performance objectives; does not demonstrate knowledge, clarity, and/or organization	Procedures described, not all explained in adequate detail; generally addresses performance objectives; not all demonstrate knowledge, clarity, and/or organization	Full description explaining each procedure in detail; directly address performance objectives; demonstrates knowledge, clarity, and organization
10. Instructional Reflection	1 A-E 2 A-F 3 A-F 4 A-D	Not included	Incomplete reflection of what went well, what did not go well, why, and potential changes	Vague reflection of what went well, what did not go well, why, and potential changes	Complete reflection of what went well, what did not go well, why, and potential changes
11. 21st C Reflection	1 A-E 2 A-F 3 A-F 4 A-D	Not included	Incomplete reflection of what went well, what did not go well, why, and potential changes	Vague reflection of what went well, what did not go well, why, and potential changes	Complete reflection of what went well, what did not go well, why, and potential changes
12. Technology Reflection	1 A-E 2 A-F 3 A-F 4 A-D	Not included	Incomplete reflection of what went well, what did not go well, why, and potential changes	Vague reflection of what went well, what did not go well, why, and potential changes	Complete reflection of what went well, what did not go well, why, and potential changes
				Total Points (out of 36)	

EDUC 516
Final Evaluation

Teacher Candidate _____**Semester** _____ **Year** _____

School _____**County** _____

Subject/Specialization(s) _____ **Grade Level(s)** _____

This evaluation is based on the West Virginia Professional Teaching Standards. Each standard is followed by performance indicators which explain teaching behaviors that teacher candidates may exhibit when meeting a particular standard. They also serve as guides for observation, discussion, and reflection on practice. These performance indicators are by no means comprehensive and are not intended as a checklist. However, they may be helpful in the final assessment of the teacher candidate.

The following levels of performance are to be used to indicate your assessment of the level that the teacher candidate has met each standard.

D – Distinguished: The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. Exemplary teaching behaviors are consistently observed. The performance is outstanding, above and beyond what is required.

P – Proficient: The teacher candidate clearly understands the concepts underlying the standard and implements it well. Effective teaching behaviors are frequently observed, and sometimes the candidate exceeds expectations for a beginning teacher.

B – Basic: The teacher candidate appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is minimal, intermittent and/or not entirely successful. The candidate has achieved the minimum level of performance. Additional reading, observation, and experience may enable the candidate to become proficient in this area.

U – Unsatisfactory: The teacher candidate does not appear to understand the concepts underlying the standard. Effective teaching behaviors were not observed. The candidate does not meet expectations for a beginning teacher.

_____**Standard 1: Curriculum and Planning**

- The teacher candidate was knowledgeable of state content standards and incorporated these into lesson plans.
- The teacher candidate demonstrated a strong knowledge of subject.
- The teacher candidate understood the importance of organization and preparation and demonstrated these qualities.
- The teacher candidate effectively planned at least two lessons that were developmentally appropriate and that engaged students in meaningful learning experiences.

_____**Standard 2: The Learner and the Learning Environment**
- The teacher candidate demonstrated a respect for classroom diversity.
- The teacher candidate showed a genuine respect for and an interest in all students.
- The teacher candidate made an effort to learn students' names.
- The teacher candidate interacted and responded appropriately to students.
- The teacher candidate helped create/arrange an effective learning environment.
- The teacher candidate showed sensitivity to individual needs and abilities.
- The teacher candidate was willing to assist those students who needed extra help.
- The teacher candidate followed the rules and procedures of the classroom/school, and managed the classroom effectively.

_____**Standard 3: Teaching**
- The teacher candidate implemented effective instruction for students using his/her knowledge of content and appropriate standards.
- The teacher candidate established, communicated and maintained high expectations for student achievement and participation.
- The teacher candidate incorporated a variety instruction strategies, resource materials and technology into the lessons.
- The teacher candidate maintained a positive and supportive classroom climate.
- The teacher candidate presented a well developed lesson, conveying an enthusiasm for the content, and making connections between the content and the students' lives.
- The teacher candidate adjusted instruction based on the needs of the students.
- The teacher candidate demonstrated oral, written and /or nonverbal communication consistent with the expectations of a professional educator.

_____**Standard 4: Professional Responsibilities for Self-Renewal**
- The teacher candidate participated in reflective practices.
- The teacher candidate was aware of current issues in education.
- The teacher candidate collaborated with the cooperating teaching during the planning process.
- The teacher candidate demonstrated an acceptance of teacher input.
- The teacher candidate demonstrated a willingness to learn by welcoming constructive criticism and suggestions.
- The teacher candidate asked thoughtful and appropriate questions about his/her performance.
- The teacher candidate demonstrated emotional maturity.

_____Standard 5: Professional Responsibilities for School and Community
- The teacher candidate arrived on time, was dependable, and was dressed appropriately
- The teacher candidate modeled behaviors appropriate for professional educators.
- The teacher candidate adapted well to new surroundings and environments and followed school rules and expectations.
- The teacher candidate showed an interest in learning about the school.
- The teacher candidate participated in school events when possible.
- The teacher candidate interacted effectively and appropriately with all school staff members demonstrating sensitivity and respect to all regardless of position, exceptionalities, or cultural distinctions.

On the basis of observation and evaluation, I state that the performance of said teacher candidate met the professional teaching standards in an

_____ unsatisfactory, _____basic, _____proficient or_____ distinguished manner. (Please check one level as the overall performance.)

Based upon your observations and evaluation, check your recommendation concerning the teacher candidate

**   I _____would ____would not want to be this teacher candidate's cooperating teacher in the future.**

Comments:
_____
_____

_____
_____

_____
_____

_____   _____
_____
Cooperating Teacher   Signature   Date
(Please print)