

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/4

Course Number: EDCI 287

Course Title: Curriculum/Instruction/Assessment Grades 7-12

Catalog Description: A course designed to provide the student with classroom instructional skills, methods and strategies in secondary teaching fields from both the generalist and specialist approach. The course will also include a detailed analysis of the curriculum within the secondary schools and its effect upon classroom structures.

Prerequisites:

EDFN 202, or permission of instructor. Concurrent with EDCI 230 (7-12).

Course and Field/Clinical Objectives:

KNOWLEDGE:

The teacher education student will have knowledge of:

1. Effective teaching/learning research (including teaching/learning styles and cooperative learning) as it applies to lesson planning, variations in instructional strategies, content area, questioning, student motivation, developmental level of student, diversity of cultures, and abilities of students.
2. The teacher as professional educator model and its application to the educational process.
3. Meeting individual needs for all students, including exceptional learners, in a one-on-one, small group or total class level.
4. Associating entering behaviors with variations in instructional design.
5. Understanding the display of acceptable verbal and nonverbal interactive cuing.
6. Various forms of formal and informal evaluation and intervention strategies and their applications to practice with all learners.
7. The curriculum development process within the secondary schools, and the meeting of state and federal laws and guidelines.
8. Implementation procedures for a structured Course of Study.
9. Thinking skills as they are implemented during class interaction.
10. Principles of organizational behavior as they correspond to instructional methodology.
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12. Teacher evaluation and supervisory processes as they relate to the individual teacher's educational philosophy.
13. Teachers' legal responsibilities.
14. An interdisciplinary unit and adaptations.
14. Principles of evaluating students, both formative and summative.
15. How to conduct item analysis and "test the test".
16. How to describe group performance according to simple statistics such as mean and standard deviation.
17. How to use and interpret standardized tests.
18. Principles of validity and reliability relating to assessment: curriculum based and standardized.
19. Bias and ethical uses of tests.
20. The basics of the Ohio testing program.
21. The use of naturalistic assessment, portfolios, and process/product assessment, including error analysis and metacognition.
22. The teacher's obligations related to the IEP.
23. The intervention specialist's role in cooperative provision of services and of available resources (SERCC, regional and state functions, community services, etc.).

SKILLS:

The teacher education student will have skills to:

1. Identify and write personal (teacher) values, goals, objectives, and attitudes that can influence teaching/learning in the classroom.
2. Select appropriate evaluation tools to assess personal (teacher) values, attitudes, and goals.
3. Interpret student records, IEP, testing, referrals, and grades and provide necessary intervention strategies.
4. Prepare appropriate instructional procedures based on student needs, teacher goals, selected instructional design, recognized exceptionalities. developmental patterns of growth, cultural diversity, and selected theory and research.
5. Classify and construct both oral and written questions in the broad and narrow thought processes in the content area.
6. Integrate the contents of certification area Model Curriculum for the state of Ohio into the process of teaching within the secondary schools.
7. Recognize the need for both an interdisciplinary as well as a specialist approach to the teaching process and to meeting student needs.
8. Demonstrate, articulate, and use the reflective process.
9. Locate and use information.
10. Evaluate students.
11. Use, interpret and critically evaluate standardized tests.
12. Use tests and their results ethically.
13. Participate in the Ohio testing program.
14. Work collaboratively with faculty, staff and parents.
15. Participate in IATs.

DISPOSITIONS:

The teacher education student will:

1. Display a willingness to understand and practice the elements of the teacher as professional educator model.
2. Understand how teacher behaviors are related to the students' level of achievement.
3. Realize the need for teaching strategy variations and their relationship to student abilities, achievement, and motivation.
4. Value content area knowledge and need to update.
5. Appreciate the importance of thoughtful planning.
6. Value the benefits of collaborative interaction and an interdisciplinary approach.
7. Appreciate students' individual learning styles and abilities.
8. Value current research and continue to apply new models as appropriate.
9. Appreciate the value of instruction based on intervention, assessment, research, and learning theory.
10. Value self-assessment, research, and learning theory.
11. Appreciate the importance of teacher and community involvement in the curriculum development process.
12. Value the importance of moral, ethical, and legal behavior as a model for students.
13. Value careful planning of instructional objectives.
14. Appreciate qualitative types of classroom assessments such as performance and behavior.
15. Value thoughtful evaluation of instruction and assessment devices in light of measurement results.
16. Appreciate strengths and weaknesses of standardized tests and value their ethical uses.
17. Value an understanding of how bias can influence test results.
18. Appreciate the teacher's responsibility that all students learn
19. Appreciate the collaborative model of teaching to meet the needs of all learners.
20. Believe that young people can learn in a variety of ways and using a variety of resources and teaching techniques.
21. Value the team approach to meeting the needs of all students, especially those with disabilities.

Required Texts:

1. Henson, K. (1996). Methods and Strategies for Teaching in Secondary and Middle Schools (3rd edition). White Plains (NY): Longman Publishers.
2. Process Model for Course of Study (1983). Ohio Department of Education. (Available from Field and Clinical Experiences - Bixler 340)

Required Materials:

1. Regular Video Tape Cassette for peer teaching

Suggested instructional strategies:

Lectures, discussions, guest speakers, video tapes, peer teaching, subject area teams development of lesson plans, units, course of study.

Description of field/clinical experiences:

CLINICAL EXPERIENCES:

Integrate the contents of a course of study into the process of teaching within the secondary school. Students will receive immediate/systematic feedback from the instructor. In developing course of study, students are grouped in teams according to their major content area.

Evaluation of students:

Class participation, exams, peer teaching (clinical experience) and written course of study.

Faculty who frequently teach the course:

Ann Shelly and appropriate exceptional learner faculty (as needed)

Licensure programs in which course is required:

1. All 7-12 programs in integrated mathematics, integrated social studies, integrated language arts, and all science teaching programs.
2. Other 7-12 programs (including Health) unless a specific method course is substituted.

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectation: not appropriate

Bibliography (Learned Societies, etc.)

Clark, L. H. & Starr, I. S. (1990). Secondary and middle school teaching methods, (6th ed.). New York: Macmillan.

Joyce, B. & Weil, M. (1986). Models of teaching, (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Kim, E. C. & Kellough, R. D. (1990). A resource guide for secondary school teaching, (5th ed.). New York: Macmillan.

Newell, C.A. (1978). Human behavior in educational administration. Englewood Cliffs, NJ: Prentice-Hall.

Ohio Department of Education. (1983) Process model for course of studs. Columbus, OH: ODOE, 1983.

Sergiovanni, T. J. & Starratt, R. J. (1988). Supervision: Human perspectives, (4th ed.). New York: McGraw-Hill.

Stallings, J. A. (1977). Learning to look: A handbook on classroom observations and teacher models. Belmont, CA: Wadsworth.

Woolfolk, A. E. (1990). Educational Psychology, (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.