MAT 661
Specialty Area Learning Methods II: Secondary Education

Course Description - 3 Credit Hours
A continuation of the consideration of methods and materials in the student's major
content teaching field. The course includes field experiences at the secondary level.

Textbook - Required

Prerequisites:
Full SARTE Status and successful completion of MAT 610, MAT 615, MAT 620, and
MAT 630.

Statement of the Conceptual Framework of the College of
Education and Human Development:
In order to successfully plan, develop, and implement curricula to meet the needs of
diverse learners in today’s world and to prepare students for the future, the College of
Education and Human Development (COEHD) has identified four critical components in
SETTING the STANDARD for EXCELLENCE through BEST PRACTICE: professional
standards (PS), strategies and methods (SM), knowledge of the learner (KL), and content
knowledge (CK) with diversity and technology emphasized throughout this model. The
central goal of this course is to facilitate disciplined reflective inquiry among teacher
candidates into the education process through the interaction of theory and practice based
on the Conceptual Framework of the College of Education and Human Development.

Objectives: (Referenced to the components in the Conceptual Framework and the
After participating in this course, students will be able to:
1. use various theories of learning as a consideration in planning effective teaching
and learning experiences for diverse learners. (PS, KL, SM, CK) –diversity
INTASC Standard 1, 2, 3, 4, 5, 7
2. identify and provide a rationale for teacher behaviors, strategies, and methods that
enhance students’ learning. (PS, KL, SM, CK) –diversity INTASC Standard 1,
2, 3, 4, 5, 7, 8
3. demonstrate proficiency in constructing and implementing lesson and unit plans
in their specific content area. (SM, CK) -diversity INTASC Standard 1, 2, 3, 4, 7
4. construct and implement learner-centered activities. (KL, SM) -diversity,
technology INTASC Standard 2, 3, 4, 5, 7
5. utilize a variety of teaching methods which accommodate the diverse backgrounds, learning styles, and needs of students. (KL, SM) –diversity INTASC Standard 3, 4, 7
6. demonstrate effective questioning techniques that promote critical thinking. (KL, SM, CK) –diversity INTASC Standard 1, 2, 6
7. demonstrate the proper use of teaching aids and instructional media to enhance instruction in the classroom. (SM) –technology INTASC Standard 3, 6
8. incorporate activities into secondary lessons that promote collaboration, decision-making, and problem-solving. (PS, KL, SM, CK) –diversity INTASC Standard 2, 3, 4, 5, 6
10. collect instructional ideas and activities from relevant professional journals, organizations, and Internet sites that are concerned with secondary methods with particular emphasis on diverse learning styles, culture, and societal issues faced by 21st century high school students, and English Language Learners. (KL, SM) –diversity –technology INTASC Standard 9
11. describe the various roles of a professional teacher employed in a school district. (SM) INTASC Standard 9
12. work cooperatively with other students of teaching in class and through on-line activities. (KL, SM) –diversity –technology INTASC Standard 10
13. interact with students, colleagues, parents, and community to enhance teaching and learning in the secondary setting (KL, SM) INTASC Standard 10
14. assess student progress and reflect upon practice, adjusting teaching/lessons as necessary (SM, KL, CK, PS) –diversity INTASC Standard 8, 9
15. incorporate instructional technology into the preparation and teaching of content lessons. (SM, CK, PS) –technology INTASC Standard 4, 6
16. use critical and creative thinking skills relevant to course content and appropriate to student needs (CK, KL) –diversity INTASC Standard 1, 2, 3, 4
17. maintain an environment conducive to learning, maximizing the amount of time available for instruction, and managing learner behavior to provide productive learning opportunities (SM, KL) –diversity INTASC Standard 5

Activities:

- **Participation (in class and on-line):** Complete all class activities and homework assignments based on discussions, readings, and teaching episodes both in class and posted on Blackboard. Weekly assignments will be submitted to the instructor and/or classmates on paper or through email as prescribed by the instructor. Field experiences are included in this assessment. Email communication is an essential part of this course.

- **Lesson Plan:** You must complete one lesson plan for a lesson of your choice in your content area based on the design taught in MAT 660 which includes a rubric. You must receive a satisfactory grade to participate in field experiences.

- **Microteaching:** Participate in a microteaching episode that demonstrate specific strategies discussed in the course (focusing event, effective questioning, inductive teaching) and improvement in those discussed in MAT 660. This small teaching
episode will be presented to the other students enrolled in this course and may be videotaped by the instructor for peer and self-assessment.

- **Classroom Observations and Field Experiences:** (20 hours) All field experiences must be submitted using PASSPORT and will include an implemented lesson plan and videotape of one hour of direct teaching and the direct teaching of an instructional unit in content area of certification at an accredited secondary school.

**Assessments:**

- **Attendance/Professionalism/Participation/Collaboration:** Attendance and Professionalism are an important component of this course. You must attend all classes (including field experiences) and participate in all class discussions, cooperative activities, Blackboard/on-line assignments and school-based assignments in a professional manner. Professional behavior should be displayed at all times in the schools (including your attire during observations and direct teaching experiences) and the classroom. Professionalism includes appropriate behavior in the classroom and out in the field. Classroom behavior that interferes with the instructor’s ability to conduct the class or the ability of students to benefit from instruction is not acceptable. Examples may include routinely entering class late or leaving early, using mobile phones or other electronic devices, talking while others are speaking or without being recognized, arguing with others in a manner that “crosses the line of civility”, or participating in class while noticeably under the influence of alcohol or drugs. Classroom behavior which is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs by the student and the faculty member for administrative/disciplinary review as per the code of Student Conduct found at [www.selu.edu/StudentAffairs/Handbook/2003/codeofconduct.html](http://www.selu.edu/StudentAffairs/Handbook/2003/codeofconduct.html).

- **Field Experiences:** Twenty hours in a secondary classroom in the chosen area of certification submitted on PassPort.

- **Implemented Lesson Plan and Videotape of Direct Teaching:** Assessed using lesson plan rubric used in PassPort by the Department of Teaching and Learning and the Louisiana Components of Effective Teaching.

- **Instructional Unit:** Submit a completed binder of work based on secondary school based teaching experiences in which you teach an entire unit including daily lesson plans and assessment. Your collection of work will include classroom observations, a unit plan in your content area, lesson plans and lesson assessment, handouts, resources, daily teaching reflections, and teaching evaluations as well as an assessment plan. Analysis of impact on student learning will be included in this unit.

- **Final Assessment:** Complete a final multiple-choice and short essay exam based on concepts explored in the course.

**Artifact(s) appropriate for Portfolio:** All Master of Arts in Teaching students must complete a portfolio submitted on Pass-Port to the College of Education to demonstrate achievement of program objectives. The portfolio will be updated during
each subsequent semester. Artifact 3 consists of a lesson plan (evaluated by the instructor) implemented during your direct teaching experiences and an assessment of your teaching using the La. Components of Effective Teaching. An assessment plan including pre- and post-assessment must also be included in your portfolio.

**Field Experiences**

- **Hours:** Twenty (20) hours in a secondary classroom in the chosen area of certification
- **Types:** Observations/Teacher’s Assistant/Direct Teaching of Instructional Unit
- **Documentation:** LaCET and Professional Attributes Evaluation by Cooperating Teacher/Cooperating Principal/University Instructor/Video of lessons.
- **Impact on learners:** Assessment Plan including pre- and post-assessment, analysis of data

**Absences:** Students must attend all classes (including field experiences) and participate in all class discussions, cooperative activities, Blackboard/on-line assignments and school-based assignments in a professional manner and will be assessed based on attendance rubric. Due to the progressive nature of this course, no late work will be accepted unless approved prior to the due date by the instructor. **Note:** Excessive absences (more than 1), tardiness, and other unprofessional behavior as described above during field experiences will result in an F in the course.

**Grade calculations:**

ALL work should be typed unless otherwise indicated by the instructor. Work should be grammatically correct including spelling which is included as part of the overall assessment of work. Candidate work samples may be kept by the instructor as exemplars for program accreditation purposes. All identifying information will be removed when specific work samples are used. Some work must be submitted using PASSPORT or Digital Drop Box on Blackboard. Students are advised to keep a back-up copy of all work submitted.

- Attendance/Professionalism 5%
- Participation/Reflections
  - Cooperative Work/Presentations 10%
  
  **Note:** The 2 categories above are assessed at the end of the semester. You cannot obtain full credit for the above unless you attend all classes and all field experiences.
- Lesson Plan with Rubric Prior to Field Experiences 5%
- Microteaching of Focusing Event 5%
- Implemented Lesson Plan with Video of Teaching 20%
- Instructional Unit with Cooperating Teacher Eval’s 30%
- Observations/Field Experiences 5%
- Final Exam 20%
Total = (100-93=A, 92-85=B, 84-77=C, 76-69=D, below 69=F)

**Last Day to Drop Class:** Friday, October 20, 2006

**Policies:**
- **Cell Phone:** Mobile phones should be turned off in class unless you have spoken to the instructor prior to class.
- **Children in the Classroom:** It is against University policy to bring children to class.
- **Plagiarism:** Any references/resources used in submitted work including lesson plans must be cited according to APA format (5th edition) or a 0 will be assigned. Cheating on examinations, plagiarism, improper/lack of acknowledgement of sources, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue. This includes all material used in panel presentations.
- **Self-Identification:** If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.
- **University Correspondence Policy:** Uses of non-Southeastern e-mail addresses for communication with students regarding University business or educational matters are not acceptable as security and confidentiality for off-campus accounts are unknown.
- **Program Retention:** Students will be permitted to enroll in any Education and Educational Psychology course only twice. Students will be permitted to repeat only two Education and Educational Psychology courses.

**Journals:**

*American Biology Teacher* (National Association of Biology Teachers)

*American Journal for Health Education* (American Association for Health Education)

*Educational Leadership* (Association for Supervision and Curriculum Development)

*English Journal* (National Council for Teachers of English)

*Journal of Adolescent & Adult Literacy* (International Reading Association)

*Journal of Physical Education, Recreation & Dance* (American Alliance for Health, Physical Education, Recreation & Dance/National Association for Sport and Physical Education)
Journal of Research on Technology in Education (International Society for Technology in Education)

The Language Educator (American Council on the Teaching of Foreign Languages)

Language Learner Magazine (National Association for Bilingual Education)

Mathematics Teacher (National Council for Teachers of Mathematics)

Mathematics Teaching in the Middle School (National Council for Teachers of Mathematics)

Middle Level Learning (National Council for the Social Studies)

Middle School Journal (National Middle School Association)

Phi Delta Kappan (PDK, International)

Science Scope (National Science Teachers Association)

The Science Teacher (National Science Teachers Association)

Social Education (National Council for the Social Studies)

TEACHING Exceptional Children (Council for Exceptional Children)

Tech Trends (Association for Educational Communications & Technology)

TESOL Journal (Teachers of English to Speakers of Other Languages)

Voices from the Middle (National Council for Teachers of English)

Reference List:


*Theory Into Practice*, 44(3), 185-193.


