Classes: Monday and Wednesday

Individual Conferences as Requested

I. Course Numbers and Descriptions

M314/M310 General Methods of Senior High, Junior High, Middle School, and Elementary Teachers

Instructor: Dan Keilman

Indiana University Northwest

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Bulletin Description (M314): General Methodology, organization and knowledge about the teaching process, including general methods, instructional media, measurement, curriculum development, organization of the senior high/middle school/high school, and techniques to promote individualized and interdisciplinary learning.
Prerequisite: Admission to the Teacher Education Program.

Bulletin Description (M310): An introduction to instructional design, media, and methodology appropriate to all teaching levels. Provides an orientation to classroom management, legal rights and responsibilities of students and teachers, disability awareness, human relation skills, and other general methods/concerns.

Prerequisite: Admission to the Teacher Education Program.

Expanded Description: The central purpose for any course which purports to be a general methods course should be those genetic skills which allow the professional educator to be a successful facilitator of learning. Such skills are broad, universal practices employed by educators at all levels and in all disciplines. It is for that reason that these two general methods courses for college classroom and for the school classroom are being offered to you in a single context. Given this assumption, the primary objective of this experience will be to help you acquire some of the basic knowledge and skills that you will need to be a successful practitioner within your profession. Essential to classroom success is the development of quality units, including dynamic lessons.

This field experience course is part of IUN School of Education’s Teacher Education Program. This program is based upon a research-based conceptual framework that incorporates nine themes, all of which are designed to prepare a “reflective professional.” The nine themes are:

1. Communication skills.
2. Higher order thinking skills.
3. Instructional technology.
4. Learning and Development.
5. Culture and Diversity.
6. Design and Delivery.
7. Classroom Management.
8. Assessment and evaluation.
9. Professional Development.

Assignments are developed so that the nine principles are integrated into them.

III. DIVISION MODEL AND INTASC PRINCIPLES

This required course in the Division of Education’s Elementary and Secondary programs reflects the program outcomes and principles of two guiding documents for preparing teachers for teaching: “Reflective Professional Conceptual Framework”, and the Interstate New Teacher Assessment and Support Consortium (INTASC). The nine program outcomes of the Division’s conceptual framework are presented below along with the ten INTASC principles. You will notice the near duplication and interconnectedness of these principles and the objectives of this course. The purpose of the repetition of these broad based principles is to show that this course is based on broadly accepted teaching and learning principles substantiated by common practice and research.

INTASC Principles

1. Knowledge of Subject Matter.
4. Multiple Instructional Strategies.
5. Classroom Management and Motivational Skills.
8. Assessment of Student Learning.

Initial Program Dispositions

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your classroom participation, projects, and assessment activities.

1. Attendance, punctuality, and professionalism both in actions and appearance.
2. Connect subject to the students’ world.
3. Align teaching with state and professional standards.
4. Prepare and promote active learning.
5. Communicate ideas clearly in speech and writing.
6. Use of multiple approaches and technology to teach.
7. Student-centered management of class time and student behavior.
8. Respects students from diverse backgrounds.
9. Promote cooperation in class, school, and community.
10. Track student practice and adjust teaching to student needs.

Instructional Theory Into Practice (ITEP)

Each teacher does and should teach differently so his or her personality becomes a positive factor in his or her instruction. True as this statement is, Madeline Hunter, a pioneer researcher in modern instructional practices, has identified seven essential principles, demonstrated by seven essential practices, which must be part of a teaching style. These are identified as ITEP. Not only are these practices essential to all essential teaching, they must be executed in an order identified by the Hunter so the learner is involved in the total learning process.

1. Question: What instructional input is needed? (Example: use of a film.)
2. Question: What type(s) of model and explanation will be needed? (Example: Talking students through a learning process such as division as they learn division.)
3. Question: How will I check for understanding? (Example: Ask the student to summarize what he has heard after he is read the Declaration of Independence?)
4. How will I design guided/monitored practice? (Example: Teacher walks about the room as students write and when necessary reteaches.)
5. Question: What independent practice will cement the learning? (Example: Assigning homework based on a lesson just taught.)
6. Question: Should the student be made aware of the objective and its value in life? (Example: Have the students write a letter like they would write to apply for admission to a university.)
7. Question: What anticipatory set will focus students on the objective? (Example: As we write this rhyming poem, think of rhyming words you use most often.)
IV. TEXTBOOK


Note: Reading assignments will be provided by your instructor in addition to the above textbook.

V. Primary Class Method: Socratic

Most classes in this course at the IUN campus will be conducted using the Socratic Method. This means EVERYONE is expected to participate actively in the class discussions and interaction. Additionally, questions or unclear perceptions a student has regarding classroom matters are to be addressed. The students and the professor Team Teach. This requires reading and study of material prior to the class for which it has been assigned. To measure background knowledge brought to class by the students from their preparation for the class, testing of assigned work may take place at the beginning of the class for which the assignment has been made. Participation in the classroom includes demonstration of respect for all other students and for their contributions to the class, whether they agree with your opinions or beliefs or not.

VI. SUMMARY OF DESCRIPTIVE CONTENT ON WHICH ASSIGNMENTS ARE BASED

1. Developing comprehensive detailed units and lesson plans.
2. Planning as the key to effective instruction.
3. Differentiating instruction for all learners.
4. Integrating technology in the classroom.
5. Effectively managing classrooms.
6. Assessing student achievement.
7. Recognizing Student Achievements.
8. Effective Homework.


11. Cues, Questions, and Advance Organizers.


14. Teacher/Student/Parent Relationships.

15. Using the community as a teaching/learning resource.

VI. ASSIGNMENTS AND ACTIVITIES

Public School Field Experience

As part of this class you will spend a minimum of 45 hours observing and participating in a public school setting. There you will be involved in observations and participatory teaching activities. As part of these participatory activities you will serve as a teacher’s “assistant.” Part of your services in the school setting, will require that you develop and teach one required lesson in the presence of your college instructor.*

Throughout the classroom public school participation experience, you will be expected to apply what you are learning in the University classroom. The opportunities you will have through this experience to relate on-campus learning to a P-12 classroom will prove to be the most important aspect of your learning in this course. You will be given further information about this field experience later in the course.

*This lesson may be taken from your unit or given to you by your cooperating Teacher. Which lesson will be used will be determined in a meeting between your cooperating teacher and you. A copy of the lesson you teach, whether developed as part of your own unit or with your cooperating teacher, must be submitted to your instructor before you teach the required lesson. Note: the lesson must be submitted in a form learned in this course.
The M310 students will develop a unit for the grade of their preference and the M314 students will develop a unit within their major. Art majors will develop a unit as determined by the student and the instructor.

Assignments and Due Dates ( )

M314/M310 Dan Keilman, Instructor

1. Become acquainted with your teacher and your students by observation. Begin a log of your daily classroom experiences and enter the following information: name of teacher, subject(s) taught, and textbooks assigned. Continue your log EVERYTIME you visit, including the date of the visit and beginning and ending observation time. Record each day's activities participated in, along with two or more personal comments to the experiences you have had that observation session. (December 6)

2. Interview the teacher you are assigned to on how he/she addresses student differences and different learning styles in his/her classroom. Observe these strategies in the class during your school visit. Write a one page reflection on the interview and your observations. (November 15)

3. Gather information and list the services available for students with disabilities. Write a one-page reflection on their needs and whether or not you feel they are being adequately met in the school or at another location designated for addressing the needs. (November 15)

4. Carefully observe your teacher’s work in the classroom. Number (1, 2, 3, etc.) and list at least 10 effective things your teacher does to facilitate learning and explain why you think each is effective. The completed assignment will be a one page reflection on what you have learned from your observations that you will take with you into your own career. (November 29)

5. After you teach your lesson in the school to which you are assigned, write a reflection on what you feel you did best in your lesson and what you would do differently if you were to teach the lesson again. Based on your teacher's input and your reflection, revise your lesson plan and
submit the revised lesson plan to your instructor. (Depends on presentation date.)

6. Observe your teacher’s methodology. List the different types of methods you observe your teacher use. Examples of methods are acting out a story; writing a letter to the editor of the local newspaper concerning the matter being discussed; or working on a crossword puzzle. Write a one page reflection on your observations concerning the merit or limitation of the methods of your teacher you observed. (December 1)

7. Observe and list your teacher’s management techniques. Some examples are: students gathering in groups; learning centers; or rules not allowing any talking during work time. Determine and record if these management techniques are proactive or reactive. Write a one page reflection about good management techniques. In this reflection, explain how you will go about managing the behavior in your classroom and why you will do it that way (December 5)

NOTE: Any late assignment will receive a loss of 30% of the points allotted for the assignment. Please remember that work rushed at the last minute reduces learning potential and work quality. Teachers and teacher prospects must model good deadline habits for students.

Note. Every page of every assignment must include the name of the student. Each page of the assignment must likewise be numbed if there is more than one page. The date the assignment is handed into the instructor must be included on the first page. Typed papers are required.

VII. ASSESSMENT

Participation in classes 15 points

Observation Log 20 points

Chapter Presentation  20 points

Unit 30 points
Special Assignments 35 points (5 points apiece for assignments 2 through 7)

Lesson Taught 30 points

Total Points 150 points

VIII. GRADE SCALE BASED ON PERCENTAGES

95-100 = A
90-94 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
Below 63 = F

Attendance

Timely attendance is an expectation for any professional. Any student missing more than one class or being late for two classes, without providing legitimate reasons for the absences and tardinesses, cannot receive a final grade higher than a B. When you are going to be late or absent, call your professor as soon as you make the decision regarding either. If there is no answer, leave your decision on the answering machine.
Students with Special Needs

Students with special needs or circumstances are to follow the following procedure. If you are a student with a verified disability, please provide your professor the letter of accommodation provided by the Disability Services Coordinator. Students who have a disability or think they have a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the disability services coordinator for a confidential discussion at 219-980-6943.

Semester Schedule of Assignments and Activities

Fall Semester, 2010

August 30, 2010

Who are you?  Who are your heroes? Syllabus. Unit: topic, goals, and rationale.

September 1, 2010

Syllabus questions? Unit: Connection to Standards

September 6, 2010

Unit: Instructional Time allotments and activities scheduled

September 8, 2010

Unit: Cross Curricular Integration and Literacy Learning

September 13, 2010

Unit: Teaching Methodologies

September 15, 2010

Unit: Resources (articles, complete books, AV sources, realia, personal interviews, etc.)

September 20, 2010

Group Unit Assessment
September 22, 2010

School Visits begin (Elementary begins at special education.) Sessions at schools: 7:00 – 12:00 If a school session is missed or time is less than the four hours, these must be made up.

September 27, 2010

Classroom assessment of unit and lesson plans

September 29, 2010

Visiting Schools

October 4, 2010

Final copies of units due. Textbook: Chapter 1 (For each chapter a presentation will be made by a student or students.)

October 6, 2010

Visiting schools

October 11, 2010

Textbook: Chapter 2

October 13, 2010 visiting Schools (Last day for visits to special education)

October 18, 2010

Textbook: Chapter 3 and 4

October 20, 2010

Visiting Schools (Elementary students begin at comprehensive schools)

October 25, 2010

Textbook: Chapters 5 and 6

October 27, 2010
Visiting Schools
November 1, 2010
Textbook: Chapters 6 and 7
November 3, 2010
Visiting Schools
November 8, 2010
Textbook: Chapters 7 and 8
November 10, 2010
Visiting Schools
November 15, 2010
Textbook: Chapter 9. Fieldtrip
November 17, 2010
Visiting schools
November 22, 2010
Textbook: Chapter 10
November 24, 2010
Visiting Schools
November 29, 2010
Textbook: Chapter 11
December 1, 2010
Visiting Schools
December 6, 2010
3 minute classroom presentation by each student: The three most important things I learned in my observational school experiences.

December 9, 2010

Visiting Schools (Last visit)

December 13, 2010 – Summary Evaluation

Initial School Visit Data

(To be submitted in the university class after the first visit to a school, except for those in special education schools. These elementary program students will submit their report after the first visit to comprehensive schools. This sheet can be typed or written in a manner easily readable.)

1. Your name.

2. Date.

3. Your level of teaching. (Elementary, Middle, High School)

4. The school in which you will be observing and teaching.

5. Teacher(s) with whom you will be, his/her classroom number, and exact time you will be with her/him. (Exact time, from: and till ☺)

6. Dates the school you are assigned to be in attendance, but the school will not be in session. These dates must be made up on another date arranged with the teacher(s) with whom you will be working.

7. Any other information I should know.

*If the teacher to which you are assigned takes her class from the classroom, you, as an observer, should go where the teacher and students are. If there is uncertainty about where to go when a class
leaves its classroom, this must be resolved with the teacher you are observing.

Note. Relevant bibliography for this course is contained in the assigned textbook. Some selections from this biography will be assigned as extra reading.

Required Forms

Indiana University Northwest Candidate Observation Form

TAL-M10 Sec-M314 (Circle one)

Candidate: ___________________________ Date: ___________________________ Setting: ___________________________

School/Cooperating Teacher: ___________________________ Observer: ___________________________

Stages of Development
P = Polished (performed as an experienced teacher)
C = Capable (performed as a student teacher at the end of preparation)
D = Developing (performed as a student in preparation)
B = Budding (showed awareness and beginning skills)
N = Not demonstrated

| Communication | Express communication
<table>
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<tr>
<td>Used correct grammar, spelling, and punctuation in writing.</td>
<td>P C D B N</td>
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<tr>
<td>Built rapport with students, colleagues, parents.</td>
<td>P C D B N</td>
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| Higher Order Thinking | Encourage critical thinking.
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<tr>
<td>Asked higher order questions.</td>
<td>P C D B N</td>
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<td>Promoted inquiry and problem solving.</td>
<td>P C D B N</td>
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<tr>
<td>Encouraged students’ critical thinking.</td>
<td>P C D B N</td>
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Comments
<table>
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<tr>
<th>Instructional Technology</th>
<th>Used multiple teaching approaches and a variety of media and technology.</th>
<th>P C D B N</th>
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<td></td>
<td>Created professional looking materials.</td>
<td>P C D B N</td>
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<td>Required technology use by students.</td>
<td>P C D B N</td>
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<td>Learning &amp; Development</td>
<td>Used a variety of methods for learning styles</td>
<td>P C D B N</td>
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<td>Accommodated various ability levels.</td>
<td>P C D B N</td>
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<td>Motivated all students to participate.</td>
<td>P C D B N</td>
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<td>School Culture &amp; Diversity</td>
<td>Accommodated differences in language &amp; culture.</td>
<td>P C D B N</td>
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<td>Treated all students with respect &amp; understanding.</td>
<td>P C D B N</td>
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<td>Facilitated cooperation in the classroom, school, and community.</td>
<td>P C D B N</td>
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<td>Spoke respectfully to and about all groups and individuals.</td>
<td>P C D B N</td>
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<td>Built context prior to teaching (e.g., asked questions to activate prior knowledge, showed visuals).</td>
<td>P C D B N</td>
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<tr>
<td>Instructional Design &amp; Delivery</td>
<td>Aligned content with state and professional standards.</td>
<td>P C D B N</td>
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<td>Connected content to students’ worlds.</td>
<td>P C D B N</td>
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<td>Knew subject matter.</td>
<td>P C D B N</td>
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<td>Promoted active student learning.</td>
<td>P C D B N</td>
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### Classroom Management

- *Was organized and prepared.*  
  - P  C  D  B  N
- Managed time effectively.  
  - P  C  D  B  N
- Divided attention among all students.  
  - P  C  D  B  N
- Engaged students in meaningful tasks.  
  - P  C  D  B  N
- Used positive methods to teach behavior.  
  - P  C  D  B  N
- Managed transitions effectively.  
  - P  C  D  B  N

### Assessment & Evaluation

- *Monitored students’ understanding.*  
  - P  C  D  B  N
- *Made instructional adjustments based on assessments.*  
  - P  C  D  B  N
- Graded student work and provided feedback.  
  - P  C  D  B  N
- Taught at instructional levels of students.  
  - P  C  D  B  N
- Based instruction on assessment data.  
  - P  C  D  B  N

### Professional Development

- *Was dependable and arrived on time.*  
  - P  C  D  B  N
- *Appeared professional, confident, and mature.*  
  - P  C  D  B  N
- *Welcomed constructive criticism and suggestions.*  
  - P  C  D  B  N
- *Was enthusiastic and committed to teaching.*  
  - P  C  D  B  N
- Participated in professional development.
Indiana University Northwest Candidate Observation Form

Circle one of the four choices.

Student Name: ___________________________  Date: __________

PHASE OF PREPARATION: ____Early Experiences  ____Midway Experiences  ____Final Experiences

IUN STUDENT FORM

INITIAL PROGRAM
“Personal Assessment of Teaching Dispositions”

Please rate how much you value each of the professional behaviors stated below. Circle the number that best represents, from “Not Important” to “Very Important,” how much you value each disposition. Use the space below each behavior (or on the back) to make comments about that disposition. All 0 and 4 ratings must be supported with comments.

I rate the value of each of the following professional dispositions:

1. Attendance should be dependable, arrival and departure should be on time, and appearance and actions should be professional.
   0….1….2….3….4

2. Subject matter to be taught should connect to the students’ world.
   0….1….2….3….4
3. The content of teaching should align with state and professional standards.

4. Organization and preparation are keys to promoting students’ active learning.

5. Ideas should be expressed/communicated clearly and appropriately both verbally and in writing.

6. Multiple teaching approaches and technology should be used with students.

7. Classroom management should be student-centered, and students should be treated with respect and care.

8. Students from diverse backgrounds deserve respect and understanding.

9. Cooperation should be facilitated in the classroom and throughout the school and community.

10. Students’ progress should be tracked (monitored) with instructional adjustments made to meet their needs.

11. Constructive criticism and suggestions should be encouraged and welcomed.

12. Enthusiasm and commitment are necessary to become an effective teacher.

Please use the reverse side to write additional comments.
## “Personal Reflection: Validating Dispositions for Teaching”

<table>
<thead>
<tr>
<th>Disposition</th>
<th>How I demonstrate this disposition:</th>
<th>How I could develop this disposition more:</th>
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<tbody>
<tr>
<td>Attendance, punctuality, &amp; professionalism (i.e., actions, appearance)</td>
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<td>Connect subject to students’ world</td>
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<td>Align teaching with state &amp; professional standards</td>
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<td>Communicate ideas clearly in speech and writing</td>
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<td>Student-centered management of class time &amp; student behavior</td>
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<td>Respect students from diverse backgrounds</td>
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<td>Promote cooperation in class, school, community</td>
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<td>Track student progress &amp; adjust teaching to meet needs</td>
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<td>Willing to receive constructive criticism &amp; suggestions</td>
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<td>Committed to becoming an effective teacher</td>
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# Observation Record

**IUN Instructor:** 

________________________

**IUN Class Number:** 

________________________

**Student’s Name:** 

___________________________________

**Supervising Teacher:** 

___________________________________

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<thead>
<tr>
<th>Week</th>
<th>Supervising Teacher Signature</th>
<th>Student Signature</th>
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