

FORT HAYS STATE UNIVERSITY**AEP 823, SECONDARY METHODS
3 Graduate Credit Hours**

INSTRUCTOR: Dr. Elden Daniel

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COURSE DESCRIPTION:

The Secondary Methods course discusses how to teach effectively in today's secondary schools. This course develops an understanding of various learning modes, learning styles, multiple intelligences, questioning techniques, and other instructional strategies to engage students and be effective in today's secondary school classroom. This course demonstrates how to use effective lesson plan design as well as various assessment techniques. This course also demonstrates strategies for ongoing professional development for teachers.

FORT HAYS STATE UNIVERSITY MISSION STATEMENT:

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:

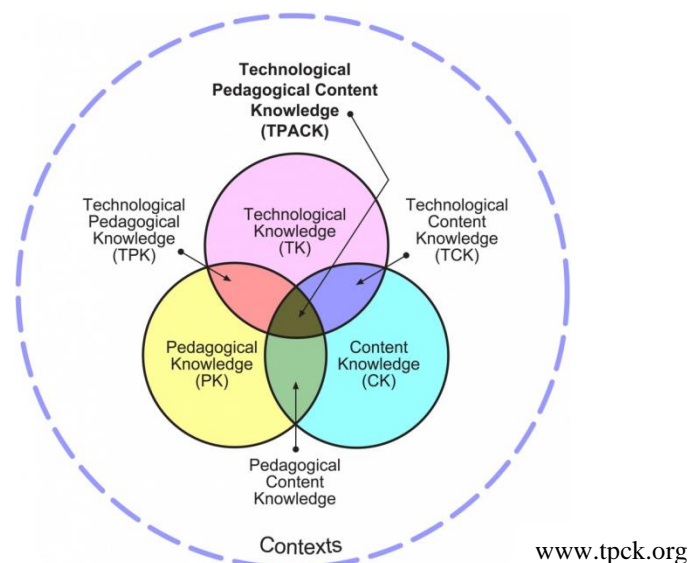
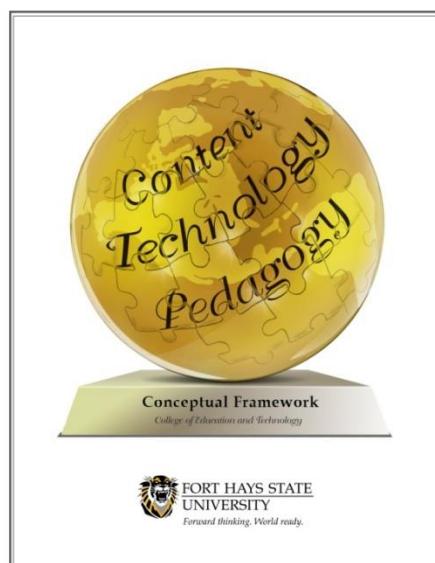
Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.

CURRENT MISSION:

Professional educators prepared at Fort Hays State University will have the knowledge, skills, and disposition to ensure excellence in teaching while actively investing in their own professional development.

DEPARTMENT MISSION STATEMENT:

The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.



The Conceptual Framework for Professional Educators at FHSU

Technological Pedagogical and Content Knowledge (TPACK)
<i>TPACK 1</i> – Candidates integrate current and emerging digital tools to collect, analyze, and present information.
<i>TPACK 2</i> – Candidates demonstrate proficiency in oral and written communication skills.
<i>TPACK 3</i> – Candidates select, design, administer, and interpret a variety of appropriate assessments.
<i>TPACK 4</i> – Candidates incorporate theories and research to design and implement effective learning environments for all students.
Technological Knowledge (TK)
<i>TK 1</i> – Candidates model and teach safe, legal, and ethical use of digital information and technology.
Technological Content Knowledge (TCK)
<i>TCK 1</i> – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.
Content Knowledge (CK)
<i>CK 1</i> – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.
<i>CK 2</i> – Candidates design/facilitate and implement interdisciplinary units of study.
Pedagogical Content Knowledge (PCK)
<i>PCK 1</i> – Candidates make/facilitate curricular decisions based on data.
<i>PCK 2</i> – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.
<i>PCK 3</i> – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.
<i>PCK 4</i> – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.
Pedagogical Knowledge (PK)
<i>PK 1</i> – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.
<i>PK 2</i> – Candidates engage in and reflect on professional learning opportunities.

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Technological Pedagogical Knowledge (TPK)
<i>TPK 1</i> – Candidates communicate and collaborate using digital tools.

Disposition Statement: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn. (NCATE definition, 2001)

Definition for **DIVERSITY**: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

DIVERSITY FIELD PLACEMENT definition: The FHSU COET definition of a diverse placement for students includes practicums, clinicals, internships, student teaching experiences, and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is economically disadvantaged (on free or reduced lunch), 5% of the student population has identified disabilities (are on IEPs), or 5% of the student population is non-white (self-reporting of student or parent).

DIVERSITY PROFICIENCIES:

1. Recognizes and explains the nature of diversity in the community to inform instruction.
2. Understands and can articulate characteristics and attributes of student populations which contribute to commonality and differences.
3. Recognizes and applies appropriate educational options for all students.
4. Understands and applies results of assessment data for educational placement and accommodations.
5. Utilizes appropriate technology to gather and disseminate information.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic purposes and self-growth.

SOCIAL MEDIA GUIDELINES FOR STUDENTS:

All social media sites created for instruction and communication purposes by Advanced Education Programs faculty will be set up as *secret* or private.

Site purpose

The purpose of the site will be stated by your instructor. It is in line with Advanced Education Program's mission to help prepare 21st Century learners and provide them content and pedagogical knowledge online via innovative technology. A general guideline will be: *This site is to be used exclusively for the purpose of responding to class discussions, assignment submission, uploading videos, and asking questions regarding course work. Your instructor has the right to remove any comments, discussions, questions, etc. that are not consistent with the stated purpose of this site.*

Know copyright laws

Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be accurate

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Always provide clear and consistent information based on research and fact.

Be respectful

It's okay to disagree, but be polite and constructive in your manner.

No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

Remember--Anything that's not appropriate for the classroom or the evening news is not appropriate online.

Students Who Do Not Want to Participate

Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be transparent

Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard others' privacy

When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

Adhere to the Golden Rule of Social Media: *Post about others as you would have them post about you.*

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES

Students will . . .

1. Adapt instruction for individual needs, using knowledge of learning modes and styles and multiple intelligences and make learning goals and instructional procedures clear to students
2. Appraise the relationship between block scheduling and brain research
3. Integrate the eight levels of cognitive questions and the three levels of thinking/questioning as an instructional strategy
4. Create and implement a four-phase lesson and unit design: Inquire, Gather, Process, and Apply
5. Operate assessment tools; rubrics, checklists, portfolios, and journals to measure learning
6. Develop and produce a professional portfolio

COURSE OUTLINE/CONTENT

COURSE FORMAT

COURSE REQUIREMENTS:

Product One:

As you proceed through each lesson in this course, you will be required to access the appropriate course named online dual component lesson package. Each course's two-part package is currently identified by its title. Internal to each package there are related **Lesson Numbers**, and the single most important component in the EXAM Section is the **Tutorial**. Certainly focus on the TUTORIALS at a minimum prior to taking your subject matter EXAM. You can access your course at this web page: <https://www.leadershipcredit.info/dod-jrotc-certification/>.

Go to **paragraph 3** on the web page. PRINT and READ THE TWO-PAGE INSTRUCTION DOC. The only web browsers that will work are *Internet Explorer* or *Microsoft Edge*. You may ignore the Preparation, Discussion Questions, and Assignment sections at the course on-line link, but not the **Tutorial** or **Exam** sections. All additional course imperatives are contained in this document. No course textbook is required.

On the left sidebar of the web page are pedagogy support material enhancing your understanding of the critical subjects. Lesson Topics (*again, located on the left sidebar link with the course title*). This is pedagogy support material each student can work/process according to their own individual need and prior to completing their PRODUCT ONE Exam requirement.

Welcome - This section provides instructions on how to use this course, materials needed for this course, and references used in developing this course.

Directions for content sources:

Each lesson includes content sources, and in lieu of a textbook, material composed of narrative plus either links to articles, youtube presentations, or graphics. You will find yourself being more of a researcher than simply referring to a depository of content as is sometimes common when reading a traditional textbook as a way to gain content knowledge. You will find some of the content redundant, but in education we like to call this repetition which can be an instructional strategy. You also will find that sometimes the sources are not in agreement. This is okay too. Some sources will require careful and thoughtful reading while others will invite you to a less formal perusal. You will probably find the youtube presentations and the graphics particularly helpful for providing summaries of the content concepts. Feel free as a researcher to explore other websites to gather further information.

Explanation of Points

Product One: Evidence of completing the lessons is the submission of either a screenshot print of your online EXAM Score or the certificate of completion. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%. This is a must pass requirement. Exams with a score below 70% can be retaken until 70% or greater is achieved.

Product Two: Up to 150 Points will be awarded based on the quality and pithiness of the responses to discussion prompts.

Product Three: Up to 1450 points are available for your major student writing assignment. Final grade will be determined as a percentage of points earned calculated on total possible points.

Student Assignment Products to be submitted to instructor:

1. **Product 1 Screenshot Print of your percentage score or a Certificate of Completion from the online course**
2. **Product 2 Table showing postings to the Discussion Page**
3. **Product 3 Culminating Activity—Writing Assignment**

Product 2:

Go to the AEP 823 discussion page at <http://www.leadershipcredit.info/discussion/viewforum.php?f=5> and post a discussion question from each chapter from the online course. (10 points) Respond to at least one other student's entry. (5 points) (*Remember: First-time users will need to establish their own userid and password upon receipt of email instructions from their instructor.*) While completing the online course you responded to discussion questions at the end of each lesson. Select your answer to one discussion question from each chapter, copy it and post it. The discussion question should be one that reflects on application of content in the classroom. Then look through the posting by other students and comment by responding to at least one of their posting. Choose a posting where you can reflect on the other student's posting in a way that can be constructive and relevant. For your convenience the discussion questions from the lessons are listed in the table below. Indicate which question you posted by highlighting the selected question and then record the date of posting. By posting the date it will be easier to verify your posting and facilitate rewarding points. Copy this table and submit it as product number 2.

Lesson	Discussion Questions	Date DQ Posted	Date Response Posted
1	<p>L1Q1 What are some of the problems facing today's secondary schools? What is the one problem you believe is the most alarming? How do you believe it could be remedied?</p> <p>L1Q2 How do learning modes, learning styles, and Gardner's multiple intelligences impact us as educators?</p>		
2	<p>L2Q1 What is the importance of making learning goals and instructional procedures clear to students? How can instruction be adapted to individual needs using knowledge of learning modes and styles and multiple intelligences?</p> <p>L2Q2 Discuss the connection between block scheduling and brain research. How do performance-based and problem-based learning correspond with current brain research? How can these types of learning help students meet their learning goals?</p>		
3	<p>L3Q1 How can you integrate decision-making styles and personal time management skills into a lesson plan?</p> <p>L3Q2 Using the example lesson plan in the text, decide what time frames should be allocated to each activity. Evaluate your lesson plan using the self and peer assessment form in</p>		

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	your textbook. Evaluate the lesson plans of at least two other learners.		
4	<p>L4Q1 Describe the difference between a direct, teacher-centered approach and an indirect, student-centered approach. What are some ways each could be useful? Using the learning experiences ladder as a guide, review the different levels of experience you have integrated into your own teaching.</p> <p>L4Q2 Discuss which instructional strategies would best address different communication preferences (planner, builder, relater, and adventurer). Provide examples using four hypothetical learners.</p>		
5	<p>L5Q1 Using examples from the Secondary Methods DVD, discuss how the four-phase lesson plan incorporates indirect, student centered instruction. Also describe how it addresses different learning styles, communication preferences, and multiple intelligences.</p> <p>L5Q2 Create a draft lesson plan using the four phased approach. Why do you think this plan will help students learn and retain information to a greater extent than a traditional lecture type lesson plan?</p>		
6	<p>L6Q1 A teacher skilled in questioning can assess student background knowledge, cause students to rethink their assumptions, motivate shy or reticent students, engage students, promote success, generate interest and enthusiasm, and enhance self worth. Describe a scenario where a teacher uses questioning techniques to accomplish one of the above.</p> <p>L6Q2 Using your knowledge of the different types of cognitive questions and levels of thinking/questioning, develop reflection questions for each of the four phases in your draft lesson plan. Include strategies to encourage students to ask their own questions.</p>		
7	<p>L7Q1 Using your knowledge of the best practices associated with mastery learning, how can you integrate them into your lesson plan?</p> <p>L7Q2 How do collaborative learning activities differ from traditional methods? Explain at least one of the seven key elements that make up an effective collaborative learning group. Integrate collaborative learning and whole class discussion activities into your lesson plan. Ensure you provide at least two activities in each phase.</p>		

8	<p>L8Q1 What are at least two strategies that you can use to keep the attention and interest of your students? What are at least two advantages of presenting content in short segments of 10-15 minutes rather than long unbroken lectures? Describe how you will improve your teaching with this knowledge.</p> <p>L8Q2 What are a few strategies and tools you can use to help students learn to think and behave intelligently? How can strategies such as empathetic listening improve your instruction? How can strategies be integrated for integrated learning?</p> <p>L8Q3 Discuss ways you can legally use various media in your teaching. How can you ensure you do not violate copyright and fair use laws? (You are not required to reply to others)</p>		
9	<p>L9Q1 Describe different assessment techniques and the importance of mixing them in your lessons. Which would you emphasize and why?</p> <p>L9Q2 Add different types of assessments to each of the activities in your lesson plan. Design at least one rubric. Assess the assessments and the rubrics of at least two other learners.</p>		
10	<p>L10Q1 List at least 3 ways a professional portfolio differs from a resume or a curriculum vita. Describe how a professional portfolio can be beneficial to you in assessing your ongoing learning of teaching skills.</p> <p>L10Q2 What are at least three ongoing professional development activities you plan to engage in during the next year? How will you integrate micro-peer teaching exercises in your professional development plan?</p> <p>L10Q3 Post your final lesson plan here. Review the lesson plans of at least two other learners.</p>		

Product 3:

Course Culminating Activity – Writing assignment to provide a comprehensive summary of the course.

Objectives:

- Reflect knowledge from course lessons
- Demonstrate implementation and application to classroom and program
- Demonstrate writing skills and use of APA format

Submit Paper: To Dr. Elden Daniel, Instructor of Record

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Student Writing Assignment:

Please respond to the following questions/statements in one paper. Please be thorough in your discussion. Each part should contain an introduction, main body and a conclusion/summary. Be sure to include a title page, number pages and include course title. Writing tip: Be sure to use spell check and grammar check, and have someone proofread your paper before you submit it. (Your paper's combined responses should be between a minimum of ten to twelve pages in length.) *Many students find that they need to write more pages to thoroughly cover the content of the writing assignment. That is okay!*

Use the links below as content sources.

The content source links for the information required to answer the assignments is listed in each part. Feel free to research for additional sources on the topics.

Part 1. Discuss one of the following: (1-2 pages) (200 points)

- a. Learning modalities
<https://msdillard.wordpress.com/2013/01/05/the-four-modalities-of-learning/>
- b. Learning styles
<https://education.cu-portland.edu/blog/classroom-resources/learning-modalities-understanding-learning-styles-of-all-students/>
<https://teach.com/what/teachers-know/learning-styles/>
<https://www.youtube.com/watch?v=cuiWQtXznDs>
- c. Theory of Multiple Intelligences
<https://www.edutopia.org/multiple-intelligences-research>
<http://www.ascd.org/publications/books/100006/chapters/The-Theory-of-Multiple-Intelligences.aspx>
<https://www.youtube.com/watch?v=jIGrKwdJW0o>
<https://www.youtube.com/watch?v=B5RN83zYkhk>
- d. Working with students with disabilities and/or special needs students
<https://teach.com/become/what-can-i-teach/special-education/>
<https://www.parentcenterhub.org/accommodations/>
<https://www.youtube.com/watch?v=Xh7HTEGykJE>
- e. Working with gifted students
<https://www.edutopia.org/blog/gifted-students-general-ed-classrooms-elissa-brown>
<https://www.scholastic.com/teachers/articles/teaching-content/tips-teaching-gifted-students/>
<https://www.youtube.com/watch?v=qUd25xxYf4w>
<https://www.youtube.com/watch?v=9rgoTDkH24Q>

Part 2. Describe some content delivery structures. (chapter 3) (1-2 pages) (200 points)

- <https://www.iste.org/explore/articleDetail?articleid=416>
<https://ctl.yale.edu/BackwardDesign>
<https://www.youtube.com/watch?v=oLTJGxvzdec>
<https://www.youtube.com/watch?v=u086rr7SRso>

Part 3. Discuss Gardner's Eight Intelligences (p. 72, chapter 4) Give illustrations of ways you can use this knowledge in your classroom instruction. (2-3 pages) (300 points)

- <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

<https://www.cornerstone.edu/blogs/lifelong-learning-matters/post/what-are-multiple-intelligences-and-how-do-they-affect-learning>
<https://www.youtube.com/watch?v=s2EdujrM0vA>
<https://www.youtube.com/watch?v=l2QtSbP4FRg>

Part 4. Choose one of the following: (1-3 pages) (300 points) a. Using information from the lesson sources or sources below write a lesson plan that you would use in the classroom b. Using information from the lesson sources or the sources below write an instructional unit that you would use in the classroom. c. Describe the role of questioning as an instructional technique d. Discuss teacher talk as an instructional technique

a-b.

<http://www.kean.edu/~tpc/Classroom%20Management/EFFECTIVE%20LESSON%20PLANNING%20&%20Classroom%20Mgmt.htm>
https://www.youtube.com/watch?v=XPpW9UVb_90

c.

<https://www.theconfidentteacher.com/2012/11/questioning-top-ten-strategies/>
<http://www.teachhub.com/teaching-strategies-stimulate-through-effective-questioning>
<https://www.youtube.com/watch?v=y1QVIcDsnEg>

d.

<https://www.scholastic.com/teachers/articles/teaching-content/talk-classroom/>
<https://calculate.org.au/2015/08/07/10-hints-for-turning-teacher-talk-into-student-talk/>

Part 5. Describe the assessment process you use in the classroom. Defend your rationale for using this process. (1-2 pages) (150 points)

<https://www.teachthought.com/pedagogy/20-simple-assessment-strategies-can-use-every-day/>
<https://www.utc.edu/walker-center-teaching-learning/teaching-resources/classroom-assessment-strategies.php>
 \ <https://www.youtube.com/watch?v=-wePut0cfzA>

Part 6. Research: Find two journal articles written by two different authors that are related to the topics in this course. Then: (2-4 pages) (300 points)

- (a) compare and contrast the theories (positions) presented in the articles, or
- (b) interpret each article and discuss implications for your practice or
- (c) write a constructive critique of each author's conclusion

Return your student assignment and a copy of your online completion certificate by email to:

Email submission:
Dr. Elden Daniel

drdaniel@gojade.org
Telephone: 719-480-2089

Students have one full semester to complete the written assignment. All papers should be in APA format. You may learn more about APA style online at apastyle.org or in any grammar handbook, such as: Diana Hacker's "Rules for Writers." A helpful guide to the APA 6th Edition manual can be found at <http://utsa.edu/trcss/docs/APA%206th%20Edition.pdf>.

EVALUATION PROCEDURES AND CRITERIA

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Grading Scale

Grade	Percentage	Points
A	100-93	1600-1488
B	92-85	1487-1360
C	84-76	1359-1216
D	75-67	1215-1072
U	66 or below	1071 or below
I		

Explanation of Points

Product One: Evidence of completing the lessons is submission of a scanned copy of the screenshot print of your online EXAM percentage score, or a scanned copy of your certificate of completion if available. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%. This is a must pass requirement. Exams with a score below 70% can be retaken until 70% or greater is achieved.

Product Two: Up to 150 Points will be awarded based on the quality and pithiness of the responses to discussion prompts.

Product Three: Up to 1450 points are available for your major student writing assignment. Final grade will be determined as a percentage of points earned calculated on total possible points.

EVALUATION CRITERIA:

A 100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B 85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the candidate knows what to do, and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C 76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.

D 67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.

Possible points: 1600

Part 2	
Lesson 1 Post Discussion Question	10
Lesson 1 Post Response to Another Students	5

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Discussion Question	
Lesson 2 Post Discussion Question	10
Lesson 2 Post Response to Another Students Discussion Question	5
Lesson 3 Post Discussion Question	10
Lesson 3 Post Response to Another Students Discussion Question	5
Lesson 4 Post Discussion Question	10
Lesson 4 Post Response to Another Students Discussion Question	5
Lesson 5 Post Discussion Question	10
Lesson 5 Post Response to Another Students Discussion Question	5
Lesson 6 Post Discussion Question	10
Lesson 6 Post Response to Another Students Discussion Question	5
Lesson 7 Post Discussion Question	10
Lesson 7 Post Response to Another Students Discussion Question	5
Lesson 8 Post Discussion Question	10
Lesson 8 Post Response to Another Students Discussion Question	5
Lesson 9 Post Discussion Question	10
Lesson 9 Post Response to Another Students Discussion Question	5
Lesson 10 Post Discussion Question	10
Lesson 10 Post Response to Another Students Discussion Question	5
Part 3	
Culminating Assignment Part 1	200
Culminating Assignment Part 2	200
Culminating Assignment Part 3	300
Culminating Assignment Part 4	300
Culminating Assignment Part 5	150
Culminating Assignment Part 6-Journal Articles	300
Total	1600

WRITTEN ASSIGNMENT CRITERIA

All written assignments must be typed and should conform to the basic principles of effective writing along with appropriate APA style guidelines, which is widely used in education. Also remember good writing involves an important balance of content and form.

FHSU Student Handbook

<http://www.fhsu.edu/studenthandbook/>