Portland State University

Graduate School of Education

Graduate Teacher Education Program

ITP 521-001 CRN 65059 Sec Methods III – Art (2 credits)

ITP 523-001 CRN 65060 Sec Methods III – Health & PE (2 credits)

ITP 527-001 CRN 65066 Sec Methods III – Social Studies (2 credits)

ITP 528-001 CRN 65067 Sec Methods III – World Language (2 credits)

Spring, 2015

Thursdays, 4:30-6:30 ED 212

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| Instructor: Gayle Y. Thieman, Ed.D.  Email: thiemag@pdx.edu  Cell: 360-608-0579  Instructor wiki:  <http://www.gtpdx.wikispaces.com>  Scroll down to ITP Spring Methods | Office: 608A  Office Hours: Tues 3:30-5:00 (email)  Thurs. 3:00-4:00 (email) |

**Submit Student Assignments to Google Drive: SPRING GTEP Methods Course**

If you require accommodations (e.g., special seating, an interpreter or note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document the need for accommodations and obtain support services. Your instructor will work with you to arrange the supports you need in this class.

Catalog Course Description

Issues and methods in selecting and organizing materials including digital resources for instruction in middle level and high school subject area education. Examines a variety of professional resources available to support learning. Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards.

Graduate School of Education Conceptual Framework

Prepare teacher candidates to provide leadership in:



Class Format: Class sessions will be varied and may include lecture, discussions, video tape and/or special presentations, cooperative learning groups, reflective writing, guest speakers, field trips, and Web 2.0 technologies

Required Texts and Materials

Essential Questions:

What does it mean to teach for understanding in the subject area using authentic instruction and assessment?

How can I develop technology and literacy enriched learning activities to meet the diverse needs and interests of students and engage them in active learning?

Course Objectives, Standards, and Assessment

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| Course Objectives  Candidate will: | GSE Conceptual Framework | TSPC Standards | Assessment |
| Develop dispositions and teaching abilities to provide powerful subject area learning opportunities for all learners‑across races, ethnic groups, social classes, genders. | 1.1, 1.2, 3.1 | (2b) Application of Content  INTASC 5h, 5m  (3c) Instructional Strategies  INTASC 8f , 8k | Lesson Study  Curriculum Map  Work Sample Lessons  Professional Development Plan |
| Promote students' construction of connections within the subject area and across subject areas and between themselves and the world beyond the classroom. | 2.2, 3.1 | (2b) Application of Content  INTASC 5i, 5j, 5p, 5q | Lesson Study  Curriculum Map  Work Sample Lessons |
| Design and select learning tasks which take into account students' backgrounds and experience, which engage those students' interests and intellect, and which consider subject area (national and state), Common Core State Standards, authentic instruction and assessment practices. | 1.1, 1.2, 2.1, 2.2, 4.1 | (2a) Content Knowledge  INTASC 4f  (3a) Assessment  INTASC 6b, 6e, 6k, 6r  (3b) Planning for Instruction  INTASC 7 a, 7b, 7g  (3c) Instructional Strategies  INTASC 8l | Lesson Study  Work Sample Lessons |
| Investigate and critique the use of new technologies in subject area instruction, including Web 2.0 | 3.2 | (2b) Application of Content  INTASC 5c, 5l  (3b) Planning for Instruction:  INTASC 7k  (3c) Instructional Strategies  INTASC 8n | Lesson Study  Curriculum Map  Work Sample Lessons  Professional Development Plan |
| Participate in a collaborative professional learning group focused on improving instructional practice and increasing student learning. (Lesson Study) | 2.1  3.1  4.1 | TSPC 4a  INTASC 9a | Participation in Lesson Study Process |

Assignments and Grading (based on 100 points total)

**CLASS PARTICIPATION (10 pts)**

My expectation is that you come to class on time each afternoon prepared to participate fully, support one another in a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability. I expect Teacher Candidates to attend every class during this session. In case of an emergency, email Dr. Thieman ([thiemag@pdx.edu) or](mailto:thiemag@pdx.edu)or) text her prior to the class regarding your absence. Your grade will be based on a combination of active class participation, completion of all assignments and readings on time, demonstration of honest engagement in your writing with the issues and readings discussed in class, and professional demeanor. Excessive absences and tardiness will negatively affect your grade.

**LESSON DEMONSTRATION**  **(10 pts)**

Plan and present to the class a sample lesson/teaching strategy (20-25 min) that exemplifies authentic instruction and engages your classmates as you would involve your students in middle/high school. This will probably only be a portion of the more fully developed lesson plan you hand in.

Make clear in an introductory oral statement the students for whom this lesson is designed, which national and/or state standards this lesson addresses, and the lesson objective(s). Complete the GTEP Lesson Plan Template. Actively teach the lesson, don't just talk about it. This lesson does NOT need to fit within your work sample.

**SEMESTER COURSE CURRICULUM MAP (25 pts)**

Work in a collaborative team to outline a one semester course in a K-8, middle school or high school subject: e.g., Introduction to Art; 9th grade health; 10th grade world studies; intermediate French; or an **interdisciplinary course**

* Choose grade level(s) and subject area
* Review district, state, and national curriculum standards
* Develop 3-4 units to be taught in the semester course
* Write a brief description of the unit purpose and goals.
* For each unit outline the following:
  + Time Allotment (e.g. 2 weeks, 1 month)
  + Curriculum Standards
  + Content or key concepts
  + Skills
  + Student Learning Activities
  + Student Assessments
  + Instructional Resources (print and digital)
* Within the collaborative group decide how you will divide up the work. Will each student be responsible for all components of one unit? Will students collaborate on a unit and divide up the components? Show authorship for each component.
* Submit the curriculum map in table format with a column for each item

**PROFESSIONAL DEVELOPMENT PLAN (20 pts)**

Identify one area in which you need to develop your pedagogical content knowledge. For example, you may need to increase your knowledge in a subject area and the instructional strategies specific to these content areas. Develop a long-range plan to strengthen this area.

**Participate in two professional development activities** during the spring term:

* volunteering at student competitions (6-8 hours)
* attending conferences or workshops (6-8 hours)
* reading a book or series of articles about subject area instructional practice.

Write a one page summary for each activity and explain how the activity contributed to your pedagogical content knowledge. This is due one week after completing the activity.

**If you choose a book or set of articles as one of your two activities:** Choose one of the resource books recommended by your instructor or choose another book or series of articles of your choice (approved by the instructor). Read the book and make notes about the author, the purpose of the book, intended audience, organization of the book, theme or thesis, key points, your evaluation. Why would a classroom teacher find this book useful?

1. Write a 150 word abstract. Be clear and concise (avoid vague generalities).
2. Prepare a five minute oral presentation that summarizes the book (author, purpose, organization, theme, key points, and usefulness).

Note: the written abstract and oral presentation are in lieu of a one page summary for a different professional development activity.

**EXCERPT FROM WORK SAMPLE (20 pts)**

Submit an excerpt from your work sample that appropriately incorporates elements of national and state standards, and demonstrates your understanding of authentic instruction and assessment. The project should also incorporate differentiated strategies for diverse learners, literacy strategies, and technology enriched learning activities. The project should be part of your **spring term** work sample.

Your unit should include:

**Classroom and Learner Context including Learner Profile Chart.** Demographic description of students for whom the unit is designed and specific accommodations you plan to make to meet these students’ needs. Be sure to incorporate appropriate strategies for Special Needs (Title I or IEP students or TAG) and English Language learners.

**Unit Rationale and Relevance**

**Curriculum Framing Questions, Unit Goals, Curriculum Standards**

Incorporate appropriate and state social studies curriculum standards and Common Core State Standards as appropriate

# Unit Schedule and Unit Outline

**Assessment Plan Table, pre and post assessment instrument and scoring guide/rubric.** The unit assessments should clearly relate to your Essential Questions, stated goals and objectives and demonstrates an authentic assessment strategy including scoring rubric. Incorporate criteria of authentic assessment.

**Four lesson plans** which carry out the unit goals including objectives, procedures, materials, and activities. Include copies of the materials you will use to teach the lesson. Incorporate criteria of authentic instruction.

# At least one student activity incorporating technology.

Strategies for accommodation/differentiation and attention to literacy should be included in each lesson plan. **At least three different literacy strategies should be used in the unit**

\*\*Note: You will submit drafts of your unit plan and receive feedback throughout the quarter. The grade will be based on the final revision you turn in May 28

**LESSON STUDY 15 pts**

*Lesson Study* is a process by which teachers collaboratively investigate their instructional materials and classroom teaching practices and examine students’ ways of thinking, understanding and learning. Lesson Study can then stimulate new ideas for improving instructional materials, teaching and student learning.

You will be collaborating on a lesson using the Lesson Study format. The Lesson Study team will consist of your instructor, your CT, your university supervisor, and an additional school-based teacher, and/or one of your classmates. You will need to have the following sections completed: Goals, objectives, standards, teacher actions, anticipated student responses, and student evaluation with observational tools. You will be asked to teach this lesson in your student teaching placement. Your CT, supervisor, and one additional team member will be using the observational tool during your instruction.

You will be assessed by the following methods: 1) observational tool as used by observers, 2) exit slip from the students in the class, 3) written reflection after instruction\* and 4) Lesson Study plan. I will be looking for how well you developed the lesson plan, how well you delivered the instruction, and how well students learned. I would also like you to videotape the lesson so I can see it.

Write a two page reflection explaining how this process (team planning, initial lesson plan, video observation and cooperating teacher feedback and discussion) has affected your thinking about student learning and collaborative teacher practice. Include details from the videotaped lesson and/or CT observation notes and impact of the lesson on student learning.

DRAFT Course Schedule—

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| Session | Topics | Readings/Assignments |
| April 2 | * Introductions * Review syllabus& lesson study procedures * Subject area teams read & discuss article * Form curriculum planning teams | 4X6 card: Name: School; CT; Univ Spvr; Work Sample Class; Topic: Start Date  Greatest Need this term: |
| April 9 | * Curriculum planning teams meet * Lesson Demonstration & lesson plan **Amy Steel** | Professional Development Plan proposal |
| April 16 | * Curriculum planning teams work together * **Lisa Pearson** | Work Sample Rationale, Essential Question, Unit Goals/Standards |
| April 23 | * Lesson Demonstration & lesson plan: **Randa BenAziz, Richard Pitt** * **Guest Speaker: Debra Harris** | Work Sample Context: community, school, class/student profile draft |
| April 30 | * Lesson Demonstration &lesson plan: **Cari Yelvington** * Book Talk/Activity Presentations * Curriculum Planning Teams Meet | **Book Talk or Activity Presentations** |
| May 7 | * Curriculum Planning Teams Meet * Lesson Demonstration & lesson plan: **Joceline Moffitt** * **Guest Speaker: Susan Hayden** | Work Sample Unit Schedule, Outline and Assessment Plan |
| May 14 | * Lesson Demonstration &lesson plan * **Kate Chapman Clint Wendt** | **Curriculum Plan Team Presentations: Art, Women, ESL** |
| May 21 | * Lesson Demonstration & lesson plan: **Kaitlin Sunderland Sean Fullerton** | **Curriculum Plan Team Presentations: World History , Social Justice PE** |
| May 28 | * Lesson Demonstration &lesson plan: **Sharmila Majumdar Erik Brigham Jessica Fetko** | **Work Sample Excerpt**  **Curriculum Plan Team Presentations:**  **8th US History** |
| June 4 | * Lesson Demonstration &lesson plan: **Stewart Boyatt Catherine Nguyen** | **Book Talk or Activity Presentations** |
| June 11 | * Course Evaluations | **Individual Lesson Study Reflection** |

**COURSE POLICIES**

**Classroom Demeanor and Courtesy**

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because candidates may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others.  Candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities.

**Attendance**

Participation is a critical component of this course, and teacher candidates are expected to attend all classes and fieldwork associated with the course. Candidates are expected make every attempt to be in class on time and to honor the importance of making good use of class time. If an absence is unavoidable, it is the candidate's responsibility to contact the instructor **before the absence by email, text, or phone call**. It is also the student’s responsibility to arrange for any missing work as a result of unexpected absences.  It is recommended that candidates identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

**Grading Scale**

A 93-100 percent

A- 91-92 percent

B+ 89-90 percents

B 83-88 percent

B- 80-82 percent

[Less than 80 percent is below-graduate standard and indicates unsatisfactory performance in the course. Courses graded ‘C’ or below may not be used to satisfy Masters degree requirements.]

C 70-79 percent

D 60-69 percent

F <60 percent

**Late Assignments**

All work is due at the start of class on the dates assigned. Please be diligent about turning work in on time. If you are having difficulties that prevent you from turning something in on time, it is the candidate’s responsibility to contact the instructor about it prior to the due date.

**Incompletes (per PSU Bulletin, 2012-2013, p.63-64):**

A student may be assigned a mark of ‘Incomplete’ by an instructor when all of the following four criteria apply:

Quality of work in the course up to that point is C- level or above.

Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.

Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an ‘I’. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.

Consultation must have occurred and a formal agreement must be reached between instructor and student. A written record of the remaining work and its completion date should be kept by both instructor and student\*. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period.

The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding.

\*GTEP requires a teacher candidate and instructor to jointly complete and sign a“[Criteria and Guidelines for Assigning an Incomplete Grade](http://www.pdx.edu/sites/www.pdx.edu.ci/files/Incomplete%20grade.pdf)” form.

**Academic Integrity and Student Conduct**

Proscribed Conduct by Portland State University (Per PSU Student Conduct Code #577-031-0136). (See [http](http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf)://www.pdx.edu/media/g/s/gse\_handbook\_student\_conduct.pdf for the Student Conduct Code.)

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

Weather Conditions

If you are concerned about road conditions, please use your best judgment. Listen to the radio or check the PSU website ([www.pdx.edu](http://www.pdx.edu)) for university closings.

SCORING RUBRIC BOOK OR SET OF ARTICLES PRESENTATION

STUDENT: BOOK:

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| --- | --- | --- | --- |
| CRITERIA | PROFICIENT | ACCEPTABLE | NEEDS IMPROVEMENT |
| Abstract | Succinctly summarizes book topic/theme & engages reader | Briefly summarizes book topic/theme | Summary is incomplete or missing |
| Audience | Identifies audience & explains why/how book is useful | Briefly identifies audience | Audience is unclear or not specified |
| Organization | Explains in detail how the book is organized | Briefly explains how the book is organized | Organization is unclear or missing |
| Author | Detailed information about author including credentials | General information about the author | Information about author is unclear or missing |
| Purpose | Clearly identifies book’s purpose with supporting details | Generally identifies the book’s purpose | Book’s purpose is unclear or missing |
| Theme/Key Points | Thoroughly summarizes book theme & key points | Summarizes book theme | Summary of theme and key points is unclear or missing |
| Writing Style | Well organized, succinct, engages reader | Organized  Neutral impact on reader | Disorganized  Tends to ramble, distracts the reader |
| Evaluation | Balanced critique with support for pluses/minuses | Lists pluses/minuses of the book | Presents one-sided view of the book |
| Book Talk Presentation | Presenter shares book review & engages audience in Q & A | Presenter shares book review but does not engage audience | Presenter is unprepared or absent |

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| Rating Indicator | Unsatisfactory | Emerging | Proficient |
| Concept Map Shows Aligned CFQs, Stand- ards,Topics | Concept map is missing or is not clearly linked to the Essential and Unit Questions, Curriculum Standards and lesson topics | Concept map linkages between Essential and Unit questions, Curriculum Standards and lesson topics needs some clarification | Concept map clearly communicates Essential Question, Unit questions, Curriculum Standards and lesson topics |
| Alignment of CFQs with Learning Goals  & Objectives | Few lessons have clear learning objectives. Few lessons, learning activities are explicitly linked to CFQ’s, unit goals, & standards | Most lessons have clearly articulated objectives and are linked to, CFQ’s, unit goals and curriculum standards | All lessons have clearly articulated objectives and are explicitly linked to CFQs, unit goals and curriculum standards. |
| Lesson Plan Components | Lessons are poorly developed and many of the components are missing | Lessons are complete, but some procedures may be unclear, or lessons are missing some components | Lessons are well developed and include specific procedures, teacher created materials, detailed activities, assessment--show what the teacher and students are doing |
| Teaching Procedures | The lessons within the unit are not logically organized.  There is little variety of instructional strategies | Lessons have some logical organization with some variety in activities and resources, though not extensive. | Lessons are logically organized Variety of activities, assignments, and/or resources make a clear contribution to learning. |
| Higher order thinking | No evidence of higher order thinking. Students do not compare, contrast, predict, or make hypotheses, set goals, or reflect on learning | There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding | Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate and/or reflect on learning |
| Disciplinary knowledge & skills | Emphasis is on coverage rather than indepth understanding.  Students do not use tools or processes of discipline | Students are beginning to use tools/processes of subject matter. Some topics studied in depth | Students use tools and processes of social scientists. Lessons focus on in depth understanding of core content |
| Oral/written communicatio n | Students do not participate in class discussions. Students do not work collaboratively. Little or no original writing | Class discussions are teacher led. Some group work. Few substantive or reflective writing assignments | Students work collaboratively, develop multiple perspectives, engage in substantive oral & written communication |
| Connection to real world | No connection to real world problems or students’ lives | Some connection of subject or activities to real world problems and/or students’ lives | Students work on real world tasks, problem solve, share with audience |
| Assessments | Minimal assessment of content or skills and little relation to EQ. Students do not construct or organize information. Superficial selected response | Some assessments relate to the EQ and require higher order thinking and use of content and skills. Information is organized with some written or oral communication. | Assessment requires in-depth knowledge, application of skills, higher order thinking, related to EQ. Information is clearly organized with substantial written/oral communication |
|  | Directions & scoring criteria may be poorly written and/or unclear. | Directions, procedures, and scoring criteria are clear | Directions are clearly written with specific scoring criteria Rubrics are used appropriately. |
| Use of Technology | Technology is inappropriately used OR not used. | Teacher uses technology to support instruction & learning | Students use technology for research, to collaborate, and/or communicate |
| Attention to Literacy | The unit does not address literacy or only in a very indirect way. Lessons include no explicit teaching of literacy skills. | The unit includes literacy skills appropriate to students’ needs or attempts to integrate literacy with content | Specific literacy strategies are included in every lesson; at least three different strategies used in the unit |
| Class Context Accommodations | Minimal student class context and/or minimal accommodations | Specific strategies detailed in lesson plans based on class context |  |