

# **PROPOSAL FOR A SECONDARY TEACHER EDUCATION PROGRAM**

## **Background and Overview of the Program**

Throughout its several lives, the secondary teacher education program has operated with a set of basic premises. First, students come to a teacher preparation program with questions for which they are seeking answers. Second, teacher preparation should provide environments that allow students to not only seek the answers they believe are most important, but should also push the students to new conceptions of old ideas. Third, learning for future teachers is essentially a constructive process in which old knowledge and new knowledge must be linked in meaningful ways for optimal usefulness in their future teaching roles. Fourth, teachers for the 21<sup>st</sup> century will serve an increasingly racially, culturally, and socially diverse student and family population, and their preparation explicitly should address issues of diversity, pluralism, equality, and equity. The scope and sequence of courses, course linkages, field experiences, and general education requirements is designed to instantiate these premises. Despite new participants, new discussion, and four intervening years, the final design of the program bears strong resemblance to the general design of the program proposed in 1998. Given consistent premises and basic design, the secondary program assumes a set of questions that pre-service teachers bring with them, creates meaningful classroom and clinical experiences to help them think about those questions, and provides for extensive reflection and performance opportunities during which knowledge can be generated, interrogated, and applied.

An overview of the program is provided in three ways below: (1) A semester-by-semester description of the program; (2) A brief description of each course; and (3) A color chart that helps to illustrate how courses in the program are organized and linked.

## **SEMESTER-BY-SEMESTER DESCRIPTION OF PROGRAM**

### **General Education (33 credits) and Prerequisites**

The general education requirements encourage the students to develop a broad foundation in arts and sciences. The categories of courses required are the same as those required of students majoring in the College. This accommodates secondary education students, who often decide late in their university programs to become teachers. One Education course, G203 – “Communication in the Classroom”, is recommended and can be used to fulfill the three-hour

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“oral expression” requirement. W200 will be taken prior to the first professional semester and will provide students with the opportunity to gain needed competencies in uses of technology.

### **Professional Education (42 credits)**

The professional education component of the program takes place over four semesters, referred to below as Professional Semesters 1, 2, 3, and 4 (student teaching).

**Professional Semester 1 (6-9 credits).** In the first Professional Semester of the program, students will confront a basic set of questions, pertaining to themselves personally, themselves as teachers, themselves as teachers of adolescents, and themselves and their students as members of a learning community. Such questions cannot be segmented into courses. In fact, they are richer and more meaningful just because they spill over courses, from course to course, creating their own claim on students, instructors, supervisors, and peers to make time and space for them. Nonetheless, because the program is premised on the anticipation and elicitation of these questions, we have linked two courses (that share a virtual field experience) in the first Professional Semester in which we hope many of these questions will arise:

- X What does it mean to be a teacher?
- X What skills, approaches, and perspectives do I need?
- X What personal qualities do I need?
- X What is my cultural identity? What is cultural learning?
- X Who are my students, what are their cultures?
- X What does it mean to be a “normal” adolescent, and how is normalcy dictated by sociocultural and sociopolitical factors?
- X What aspects of my self-awareness make me more sensitive and responsive to difference and diversity?
- X How do I reach students?
- X What do I love about my subject?
- X How do I translate my university studies into teaching?
- X What is my role as a teacher in a school?
- X How do I decide what to teach?

The linked courses of the first Professional Semester are Learning: Theory into Practice (3 credits) and Adolescents in a Learning Community (3 credits). Linkage means that students in a section of one course will be the same students in a section of the other course. We will strongly recommend that students also take M300, Teaching in a Pluralistic Society, during Professional Semester 1. They must complete it before admission to the Teacher Education Program.

**Professional Semester 2 (8-14 credits).** The first Professional Semester asks the general questions, “Who am I as a teacher?” and “Who are my students?” and “What are the contexts of schooling in America,” Professional Semester 2 primarily asks the general questions, “What am I teaching?” and “How can I best teach?” Students in the second Professional Semester will take Major Course I (3 credits) that will be linked with a literacy course, Content Area Literacy (2 credits). Both courses will be linked to a 2-credit field experience. Major Course I will begin to address the IPSB and INTASC standards as well as other professional standards in the student’s major teaching area (Mathematics, Science, English, Social Studies, Bilingual or Foreign Language). Students will critically engage with the various standards and principles relevant to their major and with selected issues and topics of importance to teachers in their major. The specifics of the course will vary, depending on the major.

The literacy course will help teachers improve the ability of their students to read and write content area material. Candidates will use literacy to help students learn, build students’ understanding of content area concepts, assess reading levels and interests, locate materials to enhance lessons, and motivate students to read and write.

The second Professional Semester has a two-credit field experience in a middle or high school. Field experiences and student teaching will be coordinated so that students get sufficient experience in both middle and high schools to allow them to teach at both developmental levels. The field experience will provide students with (1) opportunities to critically observe classrooms in their major teaching area, focusing on those aspects of teaching and learning that are addressed in the Literacy course and Major Course I, (2) opportunities to assist a teacher during small group and individual seatwork; and (3) opportunities to teach and reflect on several lessons that are informed by the Literacy and Major Course. Placement will be in either a middle or high school.

The major course and literacy course of the second Professional Semester will be integrated with a one-credit computer technology course, Integrating Technology Standards into Teaching (W300). This course helps students to create lesson plans that reflect thoughtful application and integration of content and technology standards. A central goal of the course is to locate students’ pedagogical style into their specific content discipline.

A 3-credit Topics in Secondary Education course, which may be taken either in Professional Semester 2 or 3, will include legal issues and classroom management in middle and

secondary schools. The Topics course will examine the legal framework of education in the United States and the legal rights and responsibilities of teachers and students. Participants will analyze school controversies as to applicable constitutional and statutory provisions and the rationale for judicial interpretations of legal mandates. The course will also take a systems-approach to student and teacher behavior, looking at the dynamic interplay of actors, teacher attribution, appropriate interventions, and the thinking and feeling processes that precede the use of any technique. The goal of the management part of the course is to help students both develop a foundation for responsive teaching and maintains flexibility to adapt to new situations. Conceptual divisions of the this part of the course include self-understanding, knowing the development and ecology of behavior problems, defining problems, preventing, intervening, and approaching the classroom behavior as a dynamic system.

**Professional Semester 3 (9-15 credits).** Introduction to content area specialization in the second semester is extended and deepened in the three-credit Major Course II of the third Professional Semester. This major course is also linked to a 2-credit field experience. Major Course II will build on Major Course I and extend the student's understanding of curriculum, instruction, learning, and assessment in the student's major teaching area. The specifics of the course will vary, depending on the major. The field experience with Major Course II will again provide students with (1) opportunities to critically observe classrooms in their major teaching area, focusing on those aspects of teaching and learning that are addressed in the Major Course II, (2) opportunities to assist a teacher during small group and individual seatwork; and (3) opportunities to teach and reflect on several lessons that are informed by the Major Course II. If a student was placed in a middle/high school in Field Experience I, then s/he will be placed in a high/middle school for Field Experience II. Major Courses I and II together with their respective field experiences will prepare students to meet the IPSB and INTASC content-specific standards by the end of their student teaching semester.

The third Professional Semester will also include a three-credit course in special education (K306). The course will provide pre-service secondary education majors with the knowledge and skills needed for teaching students with exceptional needs. Topics will include lesson plan development, discussion of IEPs, ITPs, and Multidisciplinary Teams; exceptionality and the family, inclusion of Students with Special Needs, transition from school, and the adult years.

As in the second Professional Semester, a computer technology course will be integrated into the major course of the third Professional Semester. Students will take an eight-week one-credit course, Building a Teaching ePortfolio (W400). This course takes the pre-service teacher through the processes of assembling a teaching portfolio for Web-based or CD delivery. A prototype of an ePortfolio, using the student's own materials, will be required. Although learning technology procedures and techniques to build a portfolio will be the primary focus, a great deal of time will be spent on making the portfolio as "professional looking" as possible within the content discipline.

Before Professional Semester 4, students will complete H340, Education in American Culture. This course encourages students to appreciate the historical, social, moral, and political dimensions of their teaching.

**Professional Semester 4 (13 credits).** The fourth Professional Semester of the program includes a 12-week student teaching placement in either a middle school or high school, and a one-credit professional development seminar. The student teaching seminar will be conducted via distance education throughout the student teaching and in multiple weekend seminars (probably in Bloomington at the beginning, middle and end of the student teaching). The seminars will be teaching-major based. That is, seminars will be taught by instructors who are able to address not only the general concerns of the student teachers, but those related to teaching a specific content area. Every effort will be made to place the student with a mentor teacher whose practice is consistent with our teacher education programs principles.

### **Benchmarks**

There are four Benchmarks in this program.

**Benchmark 1:** Students will be admitted to the School of Education after they have completed at least 26 credit hours with an overall GPA of 2.5 or better.

**Benchmark 2:** Students must be admitted to the Secondary Teacher Education Program before beginning Professional Semester 2. All students must present a minimum overall GPA of 2.5 as well as a minimum GPA of 2.5 in course work in their major area. A minimum of 12 credit hours in the major area should have been completed or in progress at the time of application. All students must receive a qualifying score on the PPST/Praxis I . At the time of application all students must be currently enrolled in, or have successfully completed, Computers

in Education (W200), Teaching in a Pluralistic Society (M300), Learning: Theory into Practice (P312), and Adolescents in a Learning Community (P313).

**Benchmark 3:** Prior to student teaching, all students must have completed 75% of their non-professional course work, 100% of their professional course work, and have a minimum GPA of 2.5 overall, in their teaching major and in professional coursework. Additional eligibility requirements for student teaching are found in the Bulletin of the School of Education Undergraduate Program.

**Benchmark 4:** The fourth benchmark consists of the successful completion of student teaching and of a professional portfolio that documents the student's performance relative to mandated standards.

## **BRIEF DESCRIPTION OF EACH PROFESSIONAL EDUCATION COURSE**

### **General Education**

G203: Communication in the Classroom (3 credits) – recommended

(may be used to fulfill 3 hours in oral expression required in general education)

This course prepares teachers to communicate effectively, to engage students in group discussion, and to create a classroom in which all members participate and care about each other's learning. Special topics include active listening, attitudes of respect and genuineness, group dynamics, conflict resolution, and parent-teacher conferences. The theoretical underpinning of course is an integration of the social educational philosophy of John Dewey and the interpersonal psychology of Carl Rogers.

## **Pre-requisites for Admission to Teacher Education Program (Professional Semester 2)**

### W200: Computers in Education (1 credit)

Before entering the program, students must complete an introductory course in technology. A course similar to W200 as it is currently envisioned might work. We envision, however, that the current content of W200 - both as basic computer literacy and as familiarity with teaching technology - must continue to evolve as technology itself evolves. We also believe that secondary teacher education teachers should be able to test out of this course if their knowledge of computer skills and applications is sufficient.

### M300: Teaching in a Pluralistic Society (3 credits) – required

(may be used to fulfill 3 hours of the 6 hours of multicultural studies required in general education)

This course is an opportunity to explore multicultural American society and the larger multicultural global society. The content derives from the disciplines of anthropology and sociology and also from movements within education: multiculturalist, critical, bilingual, consciousness-raising, and equity movements. Through this course, students will learn that diversity itself isn't the threat. Instead, it is our response to diversity that sways its effects. Educators have the possibility of manifesting diversity in affirming and liberating ways.

### P312: Learning: Theory into Practice (3 credits)

This course seeks to develop professionals who possess a foundation of knowledge in the areas of human learning, motivation, and diversity. This foundation will prepare professionals for reflection on specific methods and techniques to help them make informed decisions in the field. Specific topics include theories of learning and teaching, goals of learning and the construction of knowledge, motivation, and classroom assessment and standardized testing. This course will be linked to the Adolescence course and a virtual field experience.

### P313: Adolescents in a Learning Community (3 credits)

Adolescence is both an adaptation to sociocultural background and sense of self, and a stage of biopsychosocial development. Thus, to understand adolescence students must appreciate the



unique set of developmental demands that the transition from childhood to adulthood represents, the diverse adaptations to those demands from different cultural and social backgrounds, and self-awareness as unique and culturally situated. To be culturally aware, culturally respectful, and culturally responsive is contingent upon the teacher's understanding of herself or himself in a broader cultural context. This course will be linked to the Learning course and a virtual field experience.

### **Additional Professional Education Courses**

#### H340: Education in American Culture (3 credits)

The aim of this course is to enable prospective teachers to answer the question “Why are schools the way they are?” and to understand that teaching is an activity that takes places within a complex context. This understanding includes recognition that teaching has historical, social, moral, and political dimensions. In addition, good teaching requires much more than technical proficiency in the execution of prescribed classroom behaviors. It requires three additional qualities—understanding, engagement, and judgment. These qualities cannot be demonstrated by passive reproduction of others' ideas, beliefs, or actions but must be revealed in thoughtful reading, analysis, discussion and writing as students confront current educational issues and difficulties inherent in teaching.

#### Major Course I (3 credits)

Major Course I is an introduction to curriculum and instruction in the student's major teaching area (Mathematics, Science, English, Social Studies, or Foreign Language). Students will critically engage standards and principles relevant to their major, and issues of importance to teachers in their major. The specifics of the course will vary, depending on the major.

#### M469: Content Area Literacy (2 credits)

This course will enable candidates to use literacy to help students learn, help students increase their reading ability, use writing to enhance students' ability to comprehend and think critically, build students' understanding of content area concepts, assess reading levels and interests,

develop a teaching unit, locate materials to enhance lessons, and motivate students to read and write.

### Field Experience I (2 credits)

The field experience will provide students with (1) opportunities to critically observe classrooms in their major teaching area, focusing on those aspects of teaching and learning that are addressed in the Literacy course and Major Course I, (2) opportunities to assist a teacher during small group and individual seatwork; and (3) opportunities to teach and reflect on several lessons that are informed by the Literacy and Major Course. Placement will be in either a middle or high school.

### W300: Integrating Technology Standards into Teaching (1 credit)

This course will employ advanced multimedia authoring tools and distance delivery techniques to create and practice lessons plans that reflect thoughtful application and integration of content and technology standards.

### S303: Topics in Secondary Education: (3 credits)

The course will include legal issues and classroom management in middle and secondary schools. The Topics course will examine the legal framework of education in the United States and the legal rights and responsibilities of teachers and students. Participants will analyze school controversies as to applicable constitutional and statutory provisions and the rationale for judicial interpretations of legal mandates. The course will also take a systems-approach to student and teacher behavior, looking at the dynamic interplay of actors, teacher attribution, appropriate interventions, and the thinking and feeling processes that precede the use of any technique. The goal of the management part of the course is to help students both develop a foundation for responsive teaching and maintains flexibility to adapt to new situations. Conceptual divisions of the this part of the course include self-understanding, knowing the development and ecology of behavior problems, defining problems, preventing, intervening, and approaching the classroom behavior as a dynamic system.

### Major Course II (3 credits)

Major Course II will build on Major Course I and extend the student's understanding of curriculum, instruction, learning, and assessment in the student's major teaching area. The specifics of the course will vary, depending on the major. Major Courses I and II, with the related field experiences, the Professional Development Seminar, and Student Teaching will address the INTASC and IPSB standards related to the specific teaching field.

M302/M4WW Field Experience II (2 credits)

Each field experience is to be supervised in a secondary setting for a minimum of 30 hours over the course of the semester. In addition, considerable time will be spent preparing to teach lessons, grading student work, and conferencing with the mentor teacher. Clear expectations of the candidates' activities and performance in the classrooms are to be communicated to both the candidate and the classroom teachers.

The two field experiences will be planned collaboratively with classroom teachers and will:

- Provide candidates with experiences in both a middle school and high school
- Provide candidates opportunities to conduct classroom observations focused on the dynamics of the learning environment and teaching strategies utilized, with attention to ways in which teaching is individualized to meet students' developmental levels, personal learning needs, and interests
- Provide candidates with the opportunity to assume a collaborative role with the classroom teacher, assisting in the planning and delivery of lessons, working with individual students and small groups
- Provide candidates the opportunity to work with individual students and small groups (in M302) and to do whole class instruction (M4WW). Candidates will complete a minimum of four different lessons of whole classroom teaching for which the candidates have prepared thorough lesson plans and assessments, which integrate into the curriculum of the classroom.
- Provide time for planning and reflection with the classroom teacher

All the observations, reflections, teaching plans and materials developed as part of the field experience must be integrated with the activities and assignments of the associated courses. The

candidates' teaching and performance in the classroom are to be observed and evaluated by a university supervisor, along with formal evaluation by the classroom teacher. Evaluation of the field experience will be graded A-F with attention to the candidates' knowledge, skills, and dispositions as they relate to the students and the content area.

The content faculty will provide a recommendation of the candidates for student teaching based on a summative review of the candidates' performances in these two field experiences and Major Courses I and II. The responsible faculty member(s) will review written evaluations of each candidates' performance in the two field experiences (written by the mentor teachers and university supervisors) and will confer with the mentor teachers and university supervisors and Major Course I and II instructors as necessary in order to construct a fair assessment of the candidate's knowledge, skills, and dispositions.

K306: Teaching Students With Special Needs in Secondary Classrooms (3 credits)

The course will provide pre-service secondary education majors with the knowledge and skills needed for teaching students with exceptional needs. Topics will include lesson Plan development, discussion of IEPs, ITPs, and Multidisciplinary Teams; exceptionality and the family, inclusion of Students with Special Needs, transition from school, and the adult years.

W400: Building a Teaching ePortfolio (1 credit)

The primary focus of this course is learning technology procedures and techniques to build an ePortfolio. That is, students will learn to assemble a teaching portfolio for Web-based or CD delivery, using the students' own materials, that demonstrates all pertinent standards for their work and that creates simulations for artifacts not available.

Student Teaching (12 credits) in Middle or High School)

Students will be placed in either a middle school or high school for 12 weeks of student teaching. Every effort will be made to place the student with a mentor teacher whose practice is consistent with our teacher education programs principles.

M4VV Professional Development Seminar (1 credit)

The professional development seminar asks students to reflect on “Who am I?” and “What is my role as a teacher in a school?” as well as “What went well and didn’t go well with my student teaching?” Basically, three strands will be stressed: 1) to reflect on the student teaching experiences; 2) to complete their preparations as teachers; 3) to begin reconceiving themselves as education professionals with a good understanding of the policy issues that surround teaching. Contact with cohorts of students will begin before student teaching at which time students will be introduced to the course and assignments. The course will be conducted in multiple weekend seminars and via distance education throughout the student teaching.

SOE faculty in the content area in which the candidate is teaching (math, science, social studies, English, or foreign language) will be responsible for the student teaching seminar. Candidates in a seminar will meet on a regular basis during the student teaching semester. The type and schedule of seminar activities will vary from content area to content area. Minimally, each seminar group will meet face-to-face two times. The primary purpose of the seminar will be to encourage candidates to reflect on their experiences and to ground that reflection in the knowledge they have constructed. For example, candidates might use frameworks learned in previous classes to critically analyze lessons they have developed and taught. These analyses could be shared during the face-to-face meetings or electronically via the web. Additional topics might include the development of a vita, interviewing, development of a job search portfolio, and assistance with other aspects of student teaching.

Proposed Revised Anchor Secondary Program: 03/21/02

General Ed/Major	Professional Semester 1	Professional Semester 2	Professional Semester 3	Professional Semester 4
Gen Ed 33 hours as described in Gen Ed attachment (G203 recommended)		M302: Field Experience I (2) with Major Course I and Content Literacy Course	M4WW: Field Experience II (2) with Major Course II	
	Major courses as described in each major area checklist	Learning: Theory into Practice (3) (P312) Linked with P313	Major Course I (3) Link with Literacy (see attached table for course numbers)	Professional Development seminar (1) (M4VV)
		Adolescents in a Learning Community (3) (P313) Linked with P312	Content Area Literacy (2) (M469) Link with Major Course I	Special Education (3) (K306)
Note: Issues course semester 2 or 3; H340 before semester 4; M300 before semester 2	Note: Recommend M300 be taken here	Education in American Culture (3) (H340) could be taken here	Topics in Secondary Education (3) (S303) could be taken here (initially classroom management & legal issues)	
W200 (1)		W300 (1)	W400 (1)	
	9 credits total	11 credits total	12 credits total	13 credits total

**Total professional ed credits = 45**

**Total general ed credits = 33**

**Total credits in the teaching major = 36-52**

Note: P312, P313, S303 are new numbers. Some of the major courses, prof. dev. course and field experiences may need new numbers

Subject Area	Major Course I/Field Experience (Hours)	Major Course II/Field Experience (Hours)
Mathematics	M354/M302 (3/2)	M454/*M4WW (3/2)
English	*M412/M302 (3/2)	M4XX/M4WW (3/2)
Science	*M346 (includes field) (2)	M446/M411 (5/2)
Social Studies	*M341/M302 (3/2)	M421/*M4WW (3/2)
Foreign Language	M3YY/M302 (3/2)	M4ZZ/*M4WW (3/2)

- Indicates a course that is approved and on the books
- Numbers with XX, YY, ZZ, WW indicate that new numbers are needed but not yet assigned