

**Department of Teaching & Learning
College of Education & Human Development**

Fall 2007

**Exploring Teaching in Secondary Schools, TL 325, 3 credits, Ed.
Tuesday and Thursday 12:30-1:45**

Professor: Dr. Jodi Bergland Holen

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Office Hours: Tuesday/Thursday 10:30-12:00, 2-3:30

Required Texts:

Codell, E. (2001). *Educating Esme*. Chapel Hill: Algonquin Books.

McCourt, F., (2005). *Teacher Man*. New York: Scribner.

Goldblatt, P., Smith, D., (2005). *Case Studies for Teacher Development*. Thousand Oaks: Sage.

Course Description: This course is designed for students exploring the profession of teaching in secondary or middle school as a viable career choice for them. A classroom field experience is included in this course to provide the realities of the profession in making an informed decision. As an integral part of the Secondary Education Program Area, this course introduces students to the INTASC Principles (which guide our preparation of teachers) and the Portfolio Process (the program's assessment tool). This course is also taken by students preparing for K-12 or middle school licensure.

TL Conceptual Framework:

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Course Purpose:

This course provides the opportunity for the student to explore the many facets of the teaching profession and to consider its value as a personal career choice. Through reflection upon the teacher, the learner, the subject matter, and the context within one teaches, the student will begin to develop a personal philosophy of teaching and learning. As this course is an integral part of the Secondary Teacher Education Program, students are expected to approach it as professional development.

Course Objectives:

At the conclusion of this course, the student will be able to:

Demonstrate a rudimentary understanding of the INTASC Principles and assess individual progress in achieving them (INTASC#1-10)

Compose an initial personal belief statement about teaching and learning (#9)

Analyze how identity, social position, and social context impact the role of a teacher and make an informed decision whether teaching is a viable option (#9)

Understand that students from diverse backgrounds bring unique experiences to learning (#3)

Understand that individual characteristics of learners such as gender, religion, SES, and learning aptitudes influence instructional techniques (#3,4)

Understand the requirements for admission to the Teacher Education Program and the completion of the Secondary Education Program (#9, 10)

Prepare and present the initial phase of the Portfolio Process, the department's assessment tool, and be able to develop the portfolio as required throughout the program (#1-10)

Course Structure and Instructional Strategies:

This course is designed to help students move from reflecting on what they already know to be true about schools from a student's point of view, to consider teaching from a teacher's point of view. The class will explore ideas through the Socratic discussion model, film, case studies, peer teaching, relevant texts, guest speakers and field experience.

Course Requirements: (descriptions, due dates, details, rubrics on separate sheets)

Dispositions. Professional disposition are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, Professional Dispositions for UND Teacher Education.

UND policy for Incomplete grade:

The mark "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 38 of 2005-2007 UND Catalog for complete statement for undergraduates.)

Participation (15 points)

This course requires professionalism and active participation of all in the class, as to provide each student with teaching practice and reflective feedback. Your attendance is very important. If you are unable to attend a class, **PRIOR** notice is required. A call or e-mail is acceptable. Being prepared for taking a class is likened to being prepared for teaching a class. A professional is prepared and committed to their work and those dispositions need to be demonstrated. The grade attached to participation will include your active presence and contribution to class through discussions and activities. You **CANNOT** participate if you are **NOT PRESENT**.

Reflective Papers (20 points)

Four reflective papers will be submitted at 5 points/paper

Reflective teachers are inquiring, critical thinkers, who are always questioning. Reflective writing assignments in this course provide practice in considering educational experiences throughout the semester.

Journal Reflections (25 points)

A journal entry is expected every time you attend your field experience. This journal will be checked 5 times during the course of the semester. At times, Dr. Holen will give you specific ideas to write about, and other times you may write about anything you deem appropriate.

Case Study Presentations (10 points)

Small groups will each present one case study to the class as scheduled. Group members will submit a lesson plan to focus thorough discussion of the case. Individually, they will reflect on the planning and delivery of that lesson (paper 4 of the reflection papers)

Two Formal Papers (30 points)

Paper I –Interview with your cooperating teacher (15 points)

Paper II-Reflective Synthesis of class and field experience (15 points)

Belief Statement

Through the examination of your own experience and the experiences in this course and in the field, you will begin to develop a statement of your philosophy of teaching and learning. These statements are in process throughout your entire degree program.

Portfolio (25 points)

A portfolio process is part of assessment of your growth throughout the secondary education program. In this course, you will participate in an in-depth workshop to introduce you to the process and guidelines for your first portfolio conversation with faculty and/or peers at the end of the semester. Successful completion of this portfolio checkpoint is required to continue in the Teacher Education Program.

Field Experience (25 points)

Field experience is an integral part of this course and will be judged accordingly. The disposition you receive from your teacher indicates the quality of your work in the field. This document along with informal assessments by the professor will warrant your points. If an unfavorable field experience report is indicated, your class grade will be no higher than a C.

Assessment

Students will be assessed using established and presented criteria for each assignment, as well as *the Professional Disposition for Teacher Education* and the *Portfolio Review Process*.

Grading %

A 90-100

B 80-89

C 70-79

D 60-69

F BELOW 60

Grading Distribution

Participation 15

Reflections 20

Journal 25

Case Presentation 10

Paper I 15

Paper II 15

Field Experience 25

Portfolio	25
Total	150

Please note:

Unless prior arrangements have been made with the professor, no late assignments will be accepted. No extra credit will be given. There is no mid-term or final exam.

Students are responsible for checking for syllabus changes. Be flexible.....be flexible....be flexible.

Other Policies:

Exceptionalities: Students who feel they may need some instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this in a timely manner.

Grievance Procedures

Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, it is the Department of Teaching and Learning policy to proceed as follows:

- 1. Any student with an academic grievance should discuss the grievance with the professor, and request mediation with the person.*
- 2. If the grievance is not resolved as faculty level, the student may discuss it with the program coordinator, and request mediation.*
- 3. If the grievance is not resolved at the coordinator level, the student may discuss it with Dr. Glenn Olsen, chair of the Teaching and Learning Department and request mediation.*
- 4. If the grievance is not resolved at the Department level, the student may discuss it with the Associate Dean of Teaching and Learning Department and Dr. Barbara Combs, Director of Teacher Education and request mediation.*
- 5. If the grievance is not resolved at the Director level, the student may appeal it to the Department's Grievance and Appeals committee.*
- 6. If the grievance is not resolved at the Department level, the student should discuss it with Dr. Dan Rice, Dean of the College of Education and Human Development and request remediation. Further details regarding grievance policy of the college can be found on the EHD home page on the internet.*
- 7. If the grievance is not resolved at the college level, the student may request a review of the grievance by the Academic Standards Committee of the University. The ASC will consult with all parties involved in the grievance, will document its findings, and will make recommendations to the Vice President of Academic Affairs who will then render the disposition of the grievance within fifteen days following receipt of the ASC recommendations.*

It is the student's responsibility to initiate and advance the grievance.

All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, p. 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Associate Dean for Teaching and Learning

and suggest any accommodations that they think will enable them to perform as teacher candidates. The Associate Dean for Teaching and Learning will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

Plagiarism-see the UND Code of Student Life for established consequences.

Use of laptops, cell phones, and/or other electronic devices is prohibited unless authorized by Dr. Holen