CI465 – Advanced Teaching Methods Syllabus Update Page

Fall Semester 2014

Professor Kevin C. Wise, Curriculum and Instruction

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Note: This page is part of the course syllabus for the current semester. Please make sure it is attached to the syllabus document. As of 8/14/2014 information provided on this page is current.
CI465 Advanced Teaching Methods

Instructor: Professor Kevin C. Wise, 301C Pulliam Hall

Office Hours: 830 – 1000 am, when class meetings are held. Contact Information: kcwise@siu.edu, (618) 453-4212 (Office), 534 (Cell).

Course Goals and Objectives

These are drawn from and reflect portions of the Five Core Propositions of the NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS shown below.

In particular by the end of the course you should demonstrate:

• A mastery level of skill in designing and peer teaching an inductive type lesson in your content area that reflects how student learn in light of their developmental characteristics.

• A mastery level of skill in using published curriculum materials to engage students in effective learning environments aimed toward achievement of learning standards.

• An excellent ability to describe and/or use diverse instructional strategies to facilitate the development of student conceptual understanding and skill application in an academic content area.

• Significant leadership and collaboration skills by working with others to write an article for publication describing methods and means to promote student learning.

• A thoughtful and rational ability to synthesize the course
What Teachers Should Know and Be Able to Do
National Board for Professional Teaching Standards®

The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. Shortly after its release, NBPTS issued its first policy statement: What Teachers Should Know and Be Able to Do (PDF - 104kb).

This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

Proposition 1: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences
students bring to their classroom.
- They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

**Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

**Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.
The above material starting with “What Teachers Know and should be able to Do.” was retrieved and copied directly from the web-link: 
http://www.nbpts.org/the_standards/the_five_core_proposition, on July 7, 2010. The syllabus author makes no claim to authorship of this material as the National Board of Professional Teaching Standards copyrights it.

Course Assignments (see attached Daily Class Schedule)

- Engagement and Participation in Activities and Lessons
- Model Inquiry Activities by Professor Wise
- Teaching Model Presentations by Students
- Curriculum Presentations by Students
- Write Article for Publication
- Learning Cycle Lesson Plan

Means of Evaluation

Points are given based on observation, by the instructor, of a number processes, products, or performances of a student throughout the course. Points per assessed item range from 0 – 100. (Excellent, Good, Fair, Poor, Unacceptable or Missing). Some assignments generate multiples. Points are recorded on stickers kept in student file. 100 – 90% of total points possible is a requirement for an A, 89.99 – 80% is a requirements for a B, 79.99 -70% is a requirement for a C, 69.99 – 65% is a requirement for a D. 64.99% and lower is a requirement for an F.

In addition to earned points and percentage each student is to act in a professional manner as if on the job as a public school teacher. Being late, being disruptive or inattentive, being unprepared, disrespecting others and the like will result in a 10% penalty
against the earned percentage, thus lowering the final grade by one or more letters.

Students are required to observe pertinent codes and policies of the university relevant to them. Please study the university procedures for emergencies and follow them should a campus emergency arise. You instructor if in the room will guide you in to an emergency. In case of a fire alarm, please vacate the building by the stairs and the nearest door. If a hostile person is believed to be present shut the classroom door (which is set to automatically lock) move out of the line of sight from a window, turn off the lights and remain hidden until cleared to leave. In the event of any emergency use your cell phone or the office phone to call 911.

Additional Notes

No textbook is required for this course.

Some class sessions will meet electronically.

Extra class time, review time or tutoring time is provided the first week of the session between 1 and 4 pm.

Prof Kevin Wise
7/7/10
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CI465 Fall Semester 2014

Weekly Schedule – Version August 14, 2014

INQUIRY STRATEGIES

Aug. 20  Syllabus  Attend, Participate (Classroom)

Pre-test...ouch?
Draw One, Movie Time, Analyses
It's not a Candle!

Aug. 27  Inquiry  Attend, Participate (Classroom)

Mystery Boxes, FOSS Video, Analyses
What happens, what order, why?

Sep. 03  Inquiry  Attend, Participate (Classroom)

Batteries and Bulbs
Video A Mind of our Own

Sep. 10  Inquiry  Attend Participate

CONTENT AREA READINGS

Sep. 17  Readings  Article – Summary/Reflection (Online)*

Sep. 24  Discussion  Attend, Participate, Have questions

Oct. 01  Readings  Article – Summary/Reflection (Online)*

Oct. 09  Readings  Article – Summary/Reflection (Online)*
### GENERAL TEACHING STRATEGIES REPORTS

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### CONTENT AREA INQUIRY APPLICATIONS

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<td><strong>BREAKE</strong></td>
<td><strong>ENJOY (Home)</strong></td>
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<td>Dec. 03</td>
<td><strong>Revisions</strong></td>
<td><strong>Finalize Written Lessons (Online)</strong>*</td>
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<td>Dec. 11</td>
<td>Final</td>
<td>Post-test...yes! Lesson Plan ICE...be nice!</td>
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Schedule is subject to revision  
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