

## Principles and Practices for Teaching and Learning in Secondary Schools (TCH 216)

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Sections:	4: R 4:00-6:50 WIH 112	Office Hours:	TR 2:00PM-3:50PM By Appointment

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TCH 216 is the second of three required courses in the Teaching and Learning Department. *The purpose of TCH 216 is to develop your ability to think like a professional educator.* In this course, you will build upon the understandings of what it means to become a professional educator through a focus on key components of teaching and learning, namely curriculum, instruction, and assessment. In addition, we will focus on elements of creating a positive classroom environment and teaching diverse learners.

### REQUIRED TEXT

Arends, R. (2015). *Learning to teach* (10th ed.). Dubuque, IA: McGraw-Hill.

### OTHER REQUIRED MATERIALS

LiveText – Purchased through ISU’s Tech Zone

Yes, you need LiveText. More information can also be found through the Lauby Center.

Notecards, Notebook, Pens & Pencils, Flash Drive, Printing Abilities, Microsoft Word

Other materials may be needed throughout the semester to support the teacher candidate’s lesson plans, etc.

### TOPICS COVERED

- I. What are you teaching? (Instructional Planning)
  - a. Standards
  - b. Unit and Lesson Plan Models
  - c. Instructional Objectives
- II. How are you teaching? (Instructional Methodology)
  - a. Instructional Methods
  - b. Professional Teaching Standards
- III. Who are you teaching? (Understanding Learners)
  - a. Working with Exceptional Populations
  - b. 21<sup>st</sup> Century Teachers and Learners
- IV. Where are you teaching? (Learning Environment)
  - a. Classroom Management
  - b. Teacher Professionalism
- V. When are you don teaching? (Assessment)
  - a. Formative
  - b. Summative/Authentic
  - c. Grading

## **TEACHING PHILOSOPHY**

As a teacher candidate you can expect to get the most out of class when you are present and paying attention. I try to make class as enjoyable as possible and try and make the content as applicable as I can for teacher candidates. I do my very best to not waste your time in this required pedagogy class. I have ten years teaching experience in a Title I school, so I bring much of that experience into this class in order to prepare you to enter the classroom as a teacher. In order to do well in my class, I appreciate teacher candidates who come to class each day, communicate respectfully and often, and teacher candidates who try their best on all their assignments. Because you are experienced college students, I expect college level work and attention to detail.

## **WHY TCH 216?**

My experience in teaching is in the secondary English and communication classroom. I understand that many of you are not English majors, and you may not think that what I have to say will apply to your content area. Though I ask that you keep an open mind through the course and understand that once you enter your “real” classroom, your principal may not have experience in your content area as well. TCH 216 is structured in a way for you to receive feedback from an experienced educator in a similar way you will receive feedback from a future principal. Additionally, you will be working with teacher candidates outside of your content areas. This will help you gain experience and then be able to apply that experience to your future classrooms and gain an understanding of your future students.

## **REALIZING THE DEMOCRATIC IDEAL: TEACHER EDUCATION AT ILLINOIS STATE UNIVERSITY**

Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a democratic society. To teach in a democracy is to consciously take up the challenge of improving the ethical and intellectual quality of our societal dialogue by including in it as many educated voices as possible. This course contributes to this mission by engaging pre-service teachers in cooperative experiences with practicing teachers with a focus on diverse learners, technology, and the planning of quality instruction.

## **ASSIGNMENTS (IN NO PARTICULAR ORDER)**

### **Syllabus Quiz – 10 Points**

To ensure that all teacher candidates read and understand the syllabus, there will be a syllabus quiz on ReggieNet. This quiz will be open the first and second weeks of class and can only be taken once.

### **Logging in Clinical Hours – 10 Points**

Teacher candidates will be engaged in a clinical experience at a local high school (more information below). At the end of the experience, teacher candidates must log in all their hours in ISU’s Blue Docs system. The process is the same as TCH 212, but more information can be found on the TCH website. Teacher candidates will earn 10 points if they log in their hours on time. Each teacher candidate should log in all hours at once and in one entry. Teacher candidates should log in 53-56 hours of experience, depending on the type of clinical experience.

### **Clinical Experience – 100 Points**

Teacher candidates will be engaged in 53-56 hours of a clinical experience at a local high school. The clinical field experience is a progressive experience in which teacher candidates will begin as observers in a classroom and will become progressively more involved in the classroom. The culminating work of the clinical experience is at least a three consecutive day teaching opportunity. Teacher candidates will develop and implement their own lesson plans while assessing the effectiveness of their work by assessing the students. Documentation of this experience will occur in cooperation with your cooperating teacher and be assessed through the Field Experience Evaluation. Your final grade for the clinical experience will be assessed by your cooperating teacher (CT) and that information will be communicated to me at the end of the semester to add to your final overall grade. Teacher candidates can refer to the Field Guide for all rubrics and explanations of the clinical experience, and of course teacher candidates can also ask their CTs.

### **Clinical Lesson Plan Rough Draft – 20 Points**

Before teacher candidates teach during their clinical experience, they are required to submit a rough draft of their three-day lesson plan to their TCH instructor. This lesson plan must be submitted through ReggieNet and it must be submitted at least 48 hours before they teach their first day at their clinical. Teacher candidates will then receive feedback about their lesson plan from their TCH instructor.

### **Pedagogy Portfolio – 100 Points**

This assignment focuses on the planning, teaching, and reflection that will occur in the clinical experience. This work is modeled after the edTPA framework to be completed as part of the teacher licensure process. This assignment will be submitted through LiveText, and broken down into three parts:

- Component 1: Lesson Planning Reflection – This is a reflection written while you are putting together your three-day lesson plan. Teacher candidates need to upload their complete three-day lesson plan and reflection to LiveText.
- Component 2: Teaching Reflection – This reflection is written during and in the days following your three-day lesson plan. Comment on your strengths and what you'd do differently if you were to teach the lesson again. Please also provide specific examples and recommendations. This reflection needs to be uploaded to LiveText.
- Component 3: Field Experience Reflection – This is a final reflection of the entire clinical experience. Teacher candidates will reflect on working with their CT, working with their students, and their overall teaching experience. Only the reflection needs to be uploaded to LiveText.

The complete portfolio is worth 100 points. All rubrics are located on LiveText and within the Pedagogy Portfolio packet that can be found on ReggieNet. The grade is determined by averaging the three components (based on the LiveText rubrics) for a final score out of 100. Teacher candidates are encouraged to work on the portfolio progressively and refer to the Pedagogy Portfolio packet often for a complete understanding of the assignment. Teacher candidates also need to be aware that the Pedagogy Portfolio is part of the requirements for entrance into student teaching, and if a teacher candidate does not complete this requirement, it could jeopardize their student teaching placement.

### **Microteaching – 100 Points**

To prepare teacher candidates for their teaching experience, teacher candidates will teach part of their lesson to the TCH 216 class. Teacher candidates will prepare a full lesson (usually one of their three-day lessons from their teaching experience) that should in theory fill a complete class period, usually 50 minutes. Though, because of time and resources, teacher candidates will only teach for 15 minutes. The teacher candidate can condense their lesson down to 15 minutes or they can teach for 15 minutes and stop once the time goes off. Microteaching is broken down into two parts:

- The Lesson Plan (50 Points) – Teacher candidates will hand in a complete 50-minute original lesson plan. The lesson plan must be complete and provide enough detail that “a sub could follow.” This includes lesson notes, directions for resources, and print offs of student handouts. Teacher candidates can choose any lesson plan format, though they must understand the chosen format must include all required elements. A sample will be provided on ReggieNet. The teacher candidate must provide a hard copy of the complete lesson plan at the time of their Microteaching.
- The Teaching Experience (50 Points) – Teacher candidates will teach the TCH 216 class for a full 15 minutes. As stated above, the teacher candidate can condense their lesson down to 15 minutes or just teach for 15 minutes. But, remember a full lesson plan must be provided. While teaching, the teacher candidate must provide any and all supplies or copies needed to successfully teach the lesson. Teacher candidates should treat this teaching experience as the “real deal” and act as if they are actually teaching a group of high school students.

All rubrics for Microteaching are available on ReggieNet and teacher candidates are encouraged to review those before they teach. Along with printing the complete lesson plan and student resources for Microteaching, teacher candidates also need to print the rubrics from ReggieNet and bring them to class on the day they are teaching.

### **Microteaching Lesson Plan Rough Draft – 20 Points**

Before teacher candidates teach their Microteaching lesson, they are required to submit a rough draft of their 50-minute lesson plan to their TCH instructor. This lesson plan must be submitted through ReggieNet and it must be submitted at least 48 hours before they teach. Teacher candidates will then receive feedback about their lesson plan from their TCH instructor.

### **PLT Work & Cross Curricular Experiences – 100 Points**

Over the course of the semester, teacher candidates will work in Professional Learning Teams (PLTs). These are groups of teacher candidates with the same or similar content areas. For these in class assignments, teacher candidates will have small discussions, create lesson plans, and unpack education standards. Additionally, later in the semester, teacher candidates will be split into pairs or groups with others who are from completely different content areas. In these groups, teacher candidates will have small discussions and plan school wide cross curricular experiences.

In both instances, teacher candidates will need to print out worksheets from ReggieNet prior to class. Then as groups, they will hand in these worksheets as proof of their work. Electronic copies will not be accepted (with the exception of the first one). Each meeting and group work are worth 10 points. If a teacher candidate is absent (unexcused) they will earn a zero for the work, they missed. This work is

usually completed at the end of the class period and teacher candidates can leave once their group is finished.

### **ReggieNet Chapter Quizzes – 110 Points**

To prepare for each class meeting, teacher candidates will need to read assigned chapters from the required text and come to class prepared to discuss the content of the chapters. To ensure that teacher candidates read the chapters prior to class, each chapter has a quiz on ReggieNet that must be completed before the start of class. Each quiz is worth 10 points. If a teacher candidate is absent from class (unexcused or excused) they may still complete the quiz for points.

### **Unit Plan – 80 Points**

Part of being a successful teacher is being able to put together a complete unit. Using the three-day lesson taught through your clinical experience, teacher candidates will create a full 10-day unit plan. The teacher candidate needs to be able to show connection through all 10 days of the unit and also provide evidence of summative assessment at the end of the unit. The unit plan is split into two parts:

- The Unit Plan (40 Points) – Teacher candidates will provide a printed copy of the complete unit plan. The teacher candidate can follow any format they choose but must keep in mind that the required elements must be present, and example will be on ReggieNet.
- The Presentation (40 Points) – On the last day of instruction, teacher candidates will present their unit plans to the TCH 216 class. Through the presentation, teacher candidates must use appropriate classroom technology. There will be an example on ReggieNet.

For the unit plan, along with the printed copy of the complete unit plan, teacher candidates must also print the unit plan rubric and bring it to class on the day of their presentation.

### **Final Exam & Reflection – 100 Points**

Yes, there is a final exam. This exam will cover the material we discussed and reviewed in class and include a section for teacher candidate reflection in the TCH 216 course. The format of the exam will be determined later, but teacher candidates should plan to be on campus during exam week and plan for an in-person exam.

### **Extra Credit**

If teacher candidates need extra credit, there is an extra credit folder on ReggieNet that teacher candidates can review. Extra credit can be completed at any time, but all extra credit is due by the last day of instruction and must be handed in as a hard copy, no electronic copies will be accepted. Extra credit will only be added to the final grade at the end of the semester.

### **Total Course Points (Subject to Change)**

750 Points

### **Grading Scale**

10-point percentage scale = 100-90(A), 89-80(B), 79-70(C), 69-60(D), 59 and below (F)

## COURSE POLICIES

### Excused Absences

Teacher candidates should come to class each day. **There are only three types of absences that will be considered excused.** Please review these absence types and plan ahead if needed.

1. An official ISU absence, this could include athletic events, band concerts, debate tournaments, and some field trips. In these cases, you will need to provide a signed letter from your advisor, instructor, or coach explaining the reason for your absences and also the dates you will be absent. This needs to be a true letter, not an e-mail. Additionally, teacher candidates must provide these letters prior to the scheduled absence. Please plan ahead and let me know as soon as you are aware of these absences.  
ISU's Official Excused Absence Policies: [policy.illinoisstate.edu/students/2-1-20.shtml](http://policy.illinoisstate.edu/students/2-1-20.shtml)
2. Personal illness, this would be where you are so sick, you cannot come to class. This may also include doctor's appointments. **In these cases, you will have to provide a valid doctor's note or a walk out note from University Health Services.** If documentation cannot be provided for the day of your absence, your absence will be unexcused. Additionally, dates on doctor's notes need to show consistency with dates you are absent.
3. Bereavement, in the event that a teacher candidate experiences a death of an immediate family member or relative as defined by the university, the teacher candidate will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. The teacher candidate will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below:

Upon notification of the absence and proper documentation, each faculty member shall excuse the teacher candidate from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work. Ultimately, the teacher candidate is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: <http://policy.illinoisstate.edu/students/2-1-27.shtml>

In all three situations, if you follow the proper guidelines and get documentation, late work will be accepted and/or excused. There may be a time limit in place for some assignments, so please make sure that you are organized and in communication with me.

### Unexcused Absences

Each teacher candidate is allowed one "freebie" unexcused absence. What this means is that if you are absent and it does not fall into one of the above categories, your first absence is free. In order to cash in on this "freebie" absence, you must e-mail me before class starts on the day of your absence. I will then respond with instructions on how to hand in your late work. **You only get one and it can only be used if you e-mail me before that class period. "Freebie" absences cannot be used on any Microteaching days.** All other unexcused absences will be counted as such and teacher candidates will not receive credit for the work missed.

There are instances where teacher candidates believe their absences will be excused because they feel the absence is more important than class. Please note that absences will only be excused if they follow any of the above three guidelines or a teacher candidate uses their “freebie” absence by contacting me before class. The following are not considered excused absences: RSO events or meetings, sorority or fraternity events, roommate/friend emergencies, fire alarm or power outages in the dorm or apartment, work, advisor meetings, group meetings for another class, clinical hours, and so on and so on. If there is a question about the nature of your absences, please let me know and keep open communication with me. Additionally, if you are concerned about making it to class on time, please contact me as these instances will be handled on a case by case basis.

### **Contacting Tina**

If at any point in the semester, you have a question or an issue, please let me know as soon as possible. The best way to get ahold of me is through e-mail (tmmcgui@ilstu.edu). In your message please identify yourself and be professional and courteous. Though I am usually pretty quick at responding, please allow for at least 24 hours before my response. In addition, please check the syllabus and ReggieNet for any basic questions. Both will provide detailed information about assignments and due dates. Due to university policies, I cannot discuss grades through e-mail. If a teacher candidate has a question about a grade, please come to my office hours or make an appointment.

Teacher candidates are also responsible for contacting their assigned CT if an issue comes up where they will miss their assigned class. Both the TCH 216 instructor and the assigned CT need to be kept in the loop as far as student issues and possible attendance issues.

Please also note that teacher candidates need to contact me and should not have information relayed back to me through another teacher candidate. For example, if you’re going to miss class, you need to e-mail me, do not tell your friend to tell me. Teacher candidates have all of my contact information and do not have an excuse to not contact me.

If I need to contact the entire class, I will send out an announcement through ReggieNet. Please check both your ilstu e-mail and ReggieNet announcements at least once a day to make sure you have all information from me. Teacher candidates should understand that all course information is available from me at any time and should also note that using the excuse, “I didn’t know” is not valid or acceptable.

### **Weather and Other Class Cancellations**

If the university cancels class because of weather concerns, please check ReggieNet for changes to the class schedule. I may also send out an e-mail or ReggieNet announcement with some assignment details. If I cancel class, I will do my best to send out an e-mail the night before with instructions.

### **Cell Phones/Electronic Devices**

Teacher candidates may use their lap tops in class, if they are being used for class purposes only. If a teacher candidate is using their lap top for any other reason, I may ask them to put their lap top away. Teacher candidates should also not be using their cell phones during class. If a call must be taken, please quietly excuse yourself from the room to take the call. If you think your phone or lap top will be a distraction to your success in this class, please do not use it in class.

### **Full Denial to Record**

Teacher candidates may not photograph or use audio or video devices to record classroom lectures or discussions or visual materials that accompany them (e.g., lecture slides, whiteboard notes). All lecture slides and notes are available via ReggieNet, and teacher candidates are encouraged to print those out or access them before or after class. Teacher candidates with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request, and be approved for an accommodation. Teacher candidates who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's Code of Student Conduct.

### **Late Work**

Late work will very rarely be accepted. Please see the above policy for work for when a teacher candidate has an excused absence or if a teacher candidate is using a "freebie" absence. When in doubt, please send me an e-mail with your questions and refer back to all course policies and ReggieNet.

### **Academic Integrity/Professionalism/Assignment Expectations – School of Teaching and Learning**

Academic integrity is a value promoted by Illinois State University. As future educators it is assumed that you, as well, feel strongly about the values associated with academic integrity. Your belief in these values should prohibit you from engaging in activities such as cheating on tests or quizzes, plagiarizing the work of others, falsifying grades or other documents, and other instances of academic dishonesty. The placement of your name on any work that is completed in this course will be regarded as an assurance that the work is yours and came as a result of your own thought and study.

It is assumed that by taking this course you are at least interested in pursuing teaching as a profession and as such, professionalism will be expected. Respect, responsibility, and the development of professional relationships are signs of a professional and will be expected of the students in this course. These areas of professionalism include, but are not limited to, the silencing of cell phones, engaging in respectful discussions with peers, limiting off-topic conversations, remembering not to leave waste behind, and completing any reading of assignments prior to class.

All assignments will have clear due dates, and all are expected to be turned in at the start of class on the day that it is due, whether it is to be physically turned in, e-mailed, or posted to ReggieNet. In the event of extended absences, we may have to work through the 'incomplete grade' process found at the following link: [http://registrar.illinoisstate.edu/faculty\\_staff/incomplete\\_form](http://registrar.illinoisstate.edu/faculty_staff/incomplete_form)

As a future professional the quality of work that is turned in is of great importance. Proofread and check papers for grammar. Teacher candidates will be assessed on the quality and constancy of their work.

### **Special Needs**

Any teacher candidate needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](http://StudentAccess.IllinoisState.edu).

### **Mental Health Resources**

Life at college can get very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression,



and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at [Counseling.IllinoisState.edu](http://Counseling.IllinoisState.edu) or by calling (309) 438-3655.

### **COURSE OBJECTIVES (with IPTS Linkages)**

Teacher Candidates Will:

1. Identify and respond to the needs of all adolescent learners using the principles of research-based instruction that are intended to serve diverse populations including, but not limited to English language learners and exceptional learners. (1A, 1B, 1C, 1D, 2E, 2H, 3F, 3H, 3O, 4C, 5A, 5M, 6R, 6S, 8I)
2. Design instruction using the Illinois Learning Standards, Common Core Standards, educational goals, instructional objectives, learning domains, and appropriate technological resources to teach all learners. (1G, 1I, 1L, 2C, 2I, 2J, 2O, 3A, 3B, 3C, 3E, 3G, 3I, 3Q, 4L, 5B, 5E, 5L, 6E)
3. Implement research-based models of effective teaching and select appropriate technological resources for the delivery of instruction to all learners. (1H, 1J, 2G, 2K, 2M, 2P, 4N, 5C, 5F, 5J, 5O, 5S, 8F, 9J)
4. Develop effective assessment instruments and interpret student performance data to inform instruction. (3D, 3J, 3M, 4E, 4H, 5G, 5H, 5P, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7M, 7Q, 7R)
5. Develop effective classroom management methods that include setting high expectations for academics and behavior in order to create and maintain a safe and positive learning environment. (1K, 4A, 4B, 4D, 4F, 4G, 4I, 4J, 4K, 4M, 4O, 4P, 4Q, 5R)
6. Implement reflective teaching processes, knowledge, skills, and dispositions of a professional educator to enhance student learning and teacher decision making that are in congruence with the Illinois Professional Teaching Standards and the Illinois State University conceptual framework, *Realizing the Democratic Ideal*. (1F, 3P, 5K, 5Q, 6N, 8K, 9E, 9H, 9I, 9K, 9P, 9R, 9S, 9T, 9U)

**Tentative Schedule – Fall 2019**

**\* Subject to Change**

<b>Week</b>	<b>Date</b>	<b>Material Covered/Assignments</b>
1	8/22	Syllabus/Introductions Discuss LiveText, U High, Clinicals, etc. Break into PLTs (PLT Work)
2	8/29	Chapter 1 Unpacking Standards (PLT Work) <b>** Syllabus Quiz Due by Midnight 8/30</b>
3 <b>Clinical Orientation 9/4</b>	9/5	Chapter 3 Assign Microteaching Writing Learning Objectives (PLT Work)
4	9/12	Chapter 2; Chapter 13 Differentiating Lessons (PLT Work)
5	9/19	Microteaching Example Chapter 7; Chapter 8 Lesson Presentation (PLT Work)
6	9/26	Chapter 12 Assign Unit Plan and Example
7	10/3	Microteaching
8	10/10	Microteaching
9	10/17	Microteaching
10 Clinical Teaching Window	10/24	Chapter 6 Writing Assessment (PLT Work)
11 Clinical Teaching Window	10/31	Class Does Not Meet (Work on Clinical Lesson Plan and Portfolio)
12 Clinical Teaching Window	11/7	Chapter 4 Cross Curricular School Planning Cross Curricular Team Teaching
13 Clinical Teaching Window	11/14	Chapter 5 Classroom Management (PLT Work)
14	11/21	Chapter 14 Open House Planning (PLT Work)
15 Thanksgiving Break	11/28	Class Does Not Meet <b>** Clinical Hours Due by Midnight 12/1</b>
16	12/5	Unit Plan Presentations Final Exam Review <b>** Pedagogy Portfolio Due by Midnight 12/3</b>

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Exam Week

Final Exam Dates and Times will be Announced Later in the Semester