Eastern Illinois University

New Course Proposal

EDU 4552, Alternative Certification: General Teaching Methods

1. Catalog description in the style of the University Catalog, showing
   a. Course number: EDU 4552
   b. Title: Alternative Certification: General Teaching Methods
   c. Meeting times and credit: Monday-Friday (8-3-8)
   d. Terms to be offered: SU
   e. Short title: ALT CERT GEN MET
   f. Course description: This course addresses Illinois Professional Teaching Standards General Methods, including student diversity, language arts/reading, and technology. The course is part of the academically rigorous, intensive Alternative Certification Program that includes EDU 4551 (Alternative Certification: Foundations of Teaching) and EDU 4553 (Alternative Certification: Methods of Teaching in the Discipline).
   g. Prerequisite(s): Must be admitted to the Alternative Certification Program and have received a “B” or better in EDU 4550 (Alternative Certification: Introduction to Teaching)

2. Objectives and Evaluation of the Course
   a. Objectives:
      1. The participant will understand instructional planning, designing instruction, and implementation of a variety of assessment measures appropriate for every student.
      2. The participant will demonstrate effective application of instructional strategies to meet the needs of a diverse student population.
      3. The participant will engage in daily reflection on theory and practice.
   b. General Education: not applicable
   c. Student Assessment: See course outline for details
   d. Graduate level: not applicable
   e. Writing course: not applicable

3. Outline of the Course
   This course will include 170 hours of instructional time and practicum hours over a six-week period. The course integrates four disciplinary areas: general methods, language arts/reading, special education, and technology. Time will be allotted for instructors in all disciplines to co-plan activities to include integrated learning projects and co-teaching. Seventy hours will be designated for general methods, 35 hours for special education, 15 hours for language arts/reading, and 50 hours will be allotted for the problem-based learning and practicum experience. For the purposes of this outline each disciplinary area will be divided into one unit.
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I. UNIT: GENERAL METHODS

DAYS 1-3: Questioning Strategies Module

**Goals:**
The participant will become familiar with effective questioning strategies.
The participant will design, present and reflect on a discussion lesson plan for his/her peers.

**Knowledge Objectives:**
- Demonstrate an understanding of creating effective questions including higher order questions.
Performance Objectives:
- Plan a discussion lesson that utilizes effective questioning techniques to stimulate discussion.
- Use technology to accomplish instructional objectives.
- Lead discussion lesson with peers.
- Critique one’s own performance through a video review and transcript.
- Write a self-reflection paper based on the video review, critiques and transcript analysis.

Activities:
- Reading
- Classroom instruction
- Technology activity (incorporation of technology in lesson planning)
- Peer teaching activity
- Peer critique

Assignments:
- Classroom participation
- Written responses
- Discussion lesson plan
- Transcript
- Self-reflection paper
- Portfolio artifact

Assessment:
- Rubrics
- Peer Evaluation

Standards: 4E, 4R, 6N, 7F

DAYS 4-5: Instructional Strategies Module

Goals:
The participant will become familiar with different instructional strategies.
The participant will identify appropriate instructional strategies for various situations.

Knowledge Objectives:
- Demonstrate an understanding of the types and uses of various instructional strategies.
- Compare and contrast direct and indirect instructional strategies.
- Identify advantages and limitations of various instructional strategies.

Activities:
- Reading
- Classroom instruction
- Cooperative learning project

Assignments:
- Classroom participation
- Group presentation
- Essay
- Quiz/Exam

Assessments:
- Quiz/Exam
- Rubrics

Standards: 6B, 6C


**DAYS 6-10: Planning Instruction Module**

**Goals:**
The participant will gain an understanding of long-term planning for instruction. The participant will become familiar with factors that influence instruction and instructional design.

**Knowledge Objectives:**
- Identify factors that influence instructional planning and curriculum decisions.
- Demonstrate an understanding of interdisciplinary approaches to instructional design.
- Identify ways of incorporating multicultural education components into instructional plans.

**Performance Objectives:**
- Develop a rationale and course plan with appropriate scope and sequence.
- Draft a unit plan that will be further developed in the methods block course.
- Incorporate interdisciplinary and multicultural components into a course plan.

**Activities:**
- Reading
- Classroom instruction
- Cooperative learning activity
- Peer feedback exercise

**Assignments:**
- Classroom participation
- Group report
- Course plan and rationale
- Unit plan (draft)

**Assessments:**
- Rubrics
- Peer Evaluation

**Standards: 4A, 4B, 4J, 4K, 6D**

**DAYS 11-13: Lesson Design Module**

**Goal:**
The participant will demonstrate the ability to design effective lessons addressing the needs of all learners.

**Knowledge Objectives**
- Demonstrate an understanding of writing effective objectives
- Identify and explain lesson design considerations (student life experiences, work/career issues, interdisciplinary content, incorporation of technology)

**Performance Objectives:**
- Create a lesson plan using direct instruction format that addresses individual learner characteristics and includes more than one teaching strategy
- Provide feedback to peers on lesson plan design
Activities:
  Reading
  Classroom instruction
  Written responses
  Peer feedback exercise
  Case study

Assignments:
  Classroom participation
  Written responses
  Lesson design outline
  Lesson plan
  Peer feedback form

Assessments:
  Rubric

Standards: 1L, 4C, 4I, 4N, 6F

DAYS 14-17: Lesson Presentation/Reflection Module

Goals:
The participant will teach lesson in subject specialty.
The participant will reflect on the teaching process.

Knowledge Objectives:
• Gain an understanding of the process of the writing objectives
• Gain an understanding of assessing whether objectives in a lesson have been met.

Performance Objectives:
• To teach a lesson in participant’s subject specialty
• To critique one’s performance in a self-reflection paper

Activities:
  Reading
  Classroom instruction
  Lesson presentation
  Videotaping of lesson
  Review videotape with instructor

Assignments:
  Lesson presentation
  Videotape review
  Self-reflection paper
  Portfolio artifact

Assessments:
  Rubric
  Instructor evaluation
  Paper

Standards: 2H, 4D, 5N, 6J
DAYS 18-20: Assessment Module

Goals:
The participant will demonstrate the knowledge and ability to design effective traditional and alternative assessments.

Knowledge Objectives:
- Demonstrate an understanding of the purposes, characteristics, and limitations of different types of assessments
- Gain an understanding of choosing appropriate assessments for lesson objectives
- Identify guidelines for writing traditional assessments

Performance Objectives:
- Critique traditional (paper-and-pencil) assessments based on appropriate guidelines
- Design a traditional and alternative assessment in one’s subject specialty

Activities:
  - Reading
  - Classroom instruction
  - Case study activity
  - Cooperative learning activity

Assignments:
  - Written responses
  - Traditional assessment
  - Alternative assessment
  - Portfolio artifact

Assessments:
  - Rubric
  - Portfolio artifact
  - Quiz/Exam

Standards: 8B, 8D, 8E

II. UNIT: SPECIAL EDUCATION

DAYS 1-2: Perspectives on Special Education Module

Goals:
The participants will become familiar with applicable laws, rules and regulations, procedural considerations regarding individuals with disabilities.
The participant will gain information about the identification and referral procedure for students with disabilities
The participant will be introduced to programs/services available to students with disabilities

Knowledge Objectives:
- To demonstrate knowledge of state and federal legislation relating to persons with disabilities.
- To identify various types of organizational structures providing service to individuals with disabilities.
- To understand the identification and referral procedure for student with special needs.

Activities:
  - Class instruction (workshop format)
  - K-W-L Chart
  - Reading (individual/jigsaw)
Assignments:
- Exam
- Interview general/special education teacher
- Classroom participation
- Written responses

Assessments:
- Rubric


DAYS 3-5: Types/Nature of Disabilities Module

Goals:
Participants will develop a broad overview of the field of special education that includes the characteristics and behaviors of individuals identified as disabled. Participants will gain an understanding of how a student’s disability affects learning. Participants will develop an awareness of cultural factors that may be mistaken for mild/moderate disabilities.

Knowledge Objectives:
- Participants will identify characteristics/behaviors of students with disabilities.
- Participants will identify various forms of assessment appropriate for individuals with special needs

Performance Objectives:
- Participants will describe how a student with disabilities might be impacted in their classroom.
- Participants will compare/contrast disabilities and their impact in the classroom.

Activities:
- Class instruction (workshop format)
- Role play (try on a disability)
- Readings
- Classroom participation

Assignments:
- Self reflection
- Abstract
- Quiz

Assessments:
- Rubric

Standards: 1E, 2F, 3B*, 3C, 10I

DAYS 6-7: Communication/Collaboration Module

Goals:
Participants will gain an understanding of effective listening, conflict resolution and group facilitation skills. Participants will understand roles of all stakeholders in planning programs for students with disabilities.

Performance Objectives:
- Demonstrate effective communication strategies for interacting with family members and other professionals
• To participate as a member of a team for developing, implementing, and evaluating IEPS.

**Activities:**

- Class instruction (workshop format)
- Role play IEP meeting (video)
- Role play Collaboration meeting (video)

**Assignments:**

- Self reflection
- Team reflection
- Classroom participation

**Assessments:**

- Rubric
- Video Review

**Standards:** 7J, 9F, 9G, 10D, 11T

**DAYS 8-10: Designing, Implementing Evaluation Instruction Module**

**Goals:**

The participant will gain an understanding how to develop a variety of curriculum/classroom modifications for students with disabilities.

**Knowledge Objectives:**

- To understand behavior management strategies
- To identify adaptive devices/technology available to students with disabilities.

**Performance Objectives:**

- To adapt various curriculum areas for diverse population groups.
- To demonstrate knowledge of various types of assessments to assess/program for students with disabilities.

**Activities:**

- Class instruction (workshop format)
- Case study (CD)
- Readings
- Course Plan

**Assignments:**

- Lesson plan (design/deliver)*
- IEP
- Behavior management plan
- Classroom participation

**Assessments:**

- Rubric
- Video review (self*/teacher reflection)

**Standards:** 1M, 2I*, 3D*, 3L, 4B*, 4S, 5G, 5H, 5R*, 5Q, 5E*, 6O*, 7I*
III. UNIT: LANGUAGE ARTS/READING

DAY 1: Language Arts/Reading Unit

Goal:
To arm beginning teachers with a broad range of literacy techniques and strategies to develop their students’ abilities to read, write, speak and listen

Knowledge Objectives:
• To learn means to enhance student learning through reading, writing, and oral communication

Performance Objectives:
• To practice effective literacy techniques to make reading purposeful and meaningful

Activities:
The reading process: deciphering, connecting to prior knowledge, reflecting, predicting
Significance of vocabulary awareness; strategies for teaching vocabulary,
organizational patterns of presentation of information
Chronological
Concept/Definition
Episode
Generalization
Comparison and Contrast
Description
Process

Assignments:
Begin developing a journal reflecting on the role of language arts/reading in their diverse subject areas

Assessment:
Class presentations
Journal responses

DAY 2: Language Arts/Reading Unit

Goal:
To use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Knowledge Objectives:
To learn means to enhance student learning through reading, writing, and oral communication

Performance Objectives:
To develop skills in conducting effective classroom discussions

Activities:
Strategic processing of effective readers
Determining readability levels/Relevance to textbook selection
Book tasting
Workshop format as reading enhancer
Implementation of literature circles to
• Increase investment in reading/learning
• Promote closer reading
• Rely on student-centered instruction
Assignments:
Maintain reflective journal
Read YA novel
Respond to novel in journal

Assessment:
Class presentations
Journal responses
Accuracy of readability measures

DAY 3: Language Arts/Reading Unit

Goals:
To develop strategies for teaching writing across the curriculum, offering quality formative feedback, and inviting revision before summative assessment

Knowledge Objectives:
• To understand response strategies toward aiding students, all with unique writing difficulties, to improve their written communication

Performance Objectives:
• To model correct usage of the English language in a manner that adapts to the individual needs of learners, to provide feedback to writing that sparks improvement

Activities:
The recursive writing process: pre-writing, drafting, seeking feedback, revising, editing
Prewriting experiences: mapping, freewriting, brainstorming, outlining, drawing
Use of technology in composing/responding
Formative and summative response

Assignments:
Choose one of prewrites to develop into a lengthier paper
Respond to works written by peers/secondary students
Continue reflective journal

Assessment:
Quality of response to peer and student writing
Journal responses

DAY 4: Language Arts/Reading Unit

Goals:
To develop skills in conducting effective classroom discussions; to develop skills on giving constructive instruction and feedback to students according to individual learner’s needs

Knowledge Objectives:
• To be aware of the plethora of research attesting to the effectiveness of workshop approaches to reading and writing in meeting the needs of special education, culturally diverse, and traditional students
• To understand the premises underlying portfolio use as a means of documenting students’ learning.

Performance Objectives:
• Participation in a workshop environment; integrating workshop experiences during the practicum
Activities:
- The reading/writing workshop
- Uses of portfolios in the learning classroom
- Error analysis
- Grammar vs. usage
- Assessment

Assignments:
- Journal responses to articles on workshopping
- Complete error analysis on a secondary level student’s portfolio

Assessment:
- Quality/Thoroughness of journal responses
- Accuracy of error analysis
- Contribution to class discussion

DAY 5: Language Arts/Reading Unit

Goals:
To be able to integrate media to enhance and supplement instruction
To develop strategies for multi-disciplinary instruction

Knowledge Objectives:

Performance Objectives:

Activities:
- Integrating speech/drama/media
- Variety of potential oral presentations of knowledge/research (i.e. readers theater, choral reading, roundtable discussions, formal debate)
- Enactment to ensure closer reading/understanding; mime
- Use of film
- Enhancing listening skills
- Interdisciplinary teaching

Assignments:
- Meet in small groups to create an interdisciplinary unit plan, integrating media and oral performance
- Journal on these precepts
- Culminating short essay on integrating language arts in their diverse fields

Assessment:
- Quality/Thoroughness of journal response
- Quality of collaboratively constructed unit
- Participation in oral performances

4. Rationale
   a. Purpose and need: The purpose of this course is to prepare students in general methods, including student diversity, language arts/reading and technology as a part of an Alternative Certification Program. This course is needed to address the Illinois Professional Teaching Standards as part of a rigorous, intensive course of study in education theory, instructional methods and practice teaching.
   b. Justification of the level: This course is listed at the 4500 level because those enrolled will have earned a bachelor’s degree, but will not receive graduate credit. All students in this course must first be admitted to the Alternative Certification Program and have received a “B” or better in EDU 4550 (Alternative Certification: Introduction to Teaching).
c. Similarity to existing courses and/or effect upon programs in other departments: While no current courses cover the same material, some aspects of this course contain content similar to that in sequences of courses in other existing programs. This course addresses the Illinois Professional Teaching Standards for general methods of instruction and does not match any existing course.

d. Impact on program: Although the course is not designed for our current students, some post-baccalaureate students may be eligible for this program and may choose it over enrolling in our current post baccalaureate sequence.

5. Implementation
   a. Faculty Member(s): Because the content spans multiple disciplines, faculty from more than one department may be assigned to teach it. Initially, this course may be assigned to Teresa Freking, Grace Nunn, Joy Russell, Jerie Weasmer, and/or other faculty upon consultation with the chairs of Secondary Education and Foundations, Special Education, and Early Childhood, Elementary and Middle Level Education.
   b. Costs: No additional costs to students.
   c. Texts: TBD
   d. Term to be first offered: Summer 2003

6. Community College Transfer: A community college course cannot be substituted for this course.

7. Date approved by the department: N/A

8. Date approved by the College of Education: 9/23/02

9. Date approved by the CAA: 12/5/02