

EDU 382

SENIOR HIGH/JUNIOR HIGH/MIDDLE SCHOOL

SPECIAL METHODS HANDBOOK

REVISED

September 2008

**SENIOR HIGH/JUNIOR HIGH/MIDDLE SCHOOL
SPECIAL METHODS HANDBOOK**

EDU 382

A Guideline for Students and Teachers
Participating in the Special Methods Program

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PURPOSE OF THIS PUBLICATION

The intent of this handbook is to define the roles of the student, cooperating teachers, and university personnel participating in EDU 382, Methods of Teaching Senior High/Junior High/Middle School Subjects. The handbook will address specific tasks and responsibilities of the Methods students during this clinical experience in the schools.

It is our expectation that this handbook information will assist participating personnel in identifying their mentoring responsibilities to the pre-service teacher.

As for our students, this handbook will serve as a guide during their clinical experience. It will address such areas as procedures to be followed when reporting to the schools, dress and behavior expectations, required activities, requirements for attendance and participation, and evaluations by the cooperating teachers.

We thank you, in advance, for your cooperation. Many individuals will benefit – both now as students and in the future as teachers – because of the experiences gathered during this phase of their education.

**GENERAL INFORMATION CONCERNING THE
SPECIAL METHODS PROGRAM
AND PARTICULARLY THE CLINICAL EXPERIENCE OF THE PROGRAM**

According to the 2007 Indiana Wesleyan University Catalog, the separate divisions of this course are given by the instructors in the various departments. The course addresses general methods of teaching for SH/JH/MS majors. The methods include the following areas: planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special needs learners as applied to teaching. Clinical experience will also be offered in appropriate subject areas and grade levels. This methods course will be taken two semesters preceding student teaching.

Students enrolled in EDU 382 will be required to spend four to six hours per week for ten-twelve weeks, or the equivalent with the approval of the participating teacher. The clinical experience will begin approximately the first week of the second month of the semester. During this experience, students will learn to be effective decision-makers in all of the eight domains of the Indiana Wesleyan University knowledge base model.

Before reporting to the schools, students will attempt to find a common time which is compatible with the principals' schedules and set a meeting time with the building principal. This will give the students the opportunity to introduce themselves to the principals, receive any instructions which the principals wish to impart, and to possibly, complete an assignment which involves learning some of the professional attitudes of the principals.

The students' initial visit should accomplish three things: (1) establish a visitation schedule that meets the 45 - 60 hour requirement; (2) answer questions that the cooperating teacher might have about the course expectations and requirements; and (3) discuss the cooperating teacher's expectations for the practicum experience.

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MODEL - THE TEACHER AS DECISION MAKER

The model for the undergraduate Teacher Education Program at Indiana Wesleyan University is The Teacher As Decision Maker. This model, which emphasizes a strong knowledge base supported by extensive opportunities to apply and examine theory within instructional settings, is composed of eight interdependent domains: content/subject matter expertise, personal development (morals and ethics), professional development, rights and responsibilities, methodology, manager of time/classroom/behaviors, communication, and global/multicultural perspectives. The entire program is encompassed by the university mission: the integration of faith and learning.

If the world of education is to be improved, it is essential that educators know how to make effective decisions within all eight domains. Indiana Wesleyan University, as a Christian liberal arts institution, is committed to providing preservice and inservice programs that prepare teachers to be effective decision makers. It is anticipated that Teacher Education Program graduates will become change agents in an ever-evolving academic world.

RESPONSIBILITIES

I. RESPONSIBILITIES OF THE COOPERATING TEACHER

1. Provide the student with information on school policies, classroom management and pupils.
2. Provide the student with opportunities of partial responsibility in such areas as checking attendance, preparing materials, evaluating student's work, helping individuals or groups of students, and demonstrating skills.
3. Gradually move the student from observer to participant.
4. Inform the Director of Placement or University Special Methods Professor of problems before they become serious. These calls may be directed to the Office of Teacher Education and Certification - 677-2221.
5. Complete the student's Evaluation form (sample found in Appendix A). Your form will be included in your teacher pack. Please send the form to the Director of Placement, Indiana Wesleyan University.

II. RESPONSIBILITIES OF THE UNIVERSITY METHODS PROFESSOR

1. Monitor the activities and the number of hours completed for the clinical experience (Appendix C).
2. Receive the Class Schedule Form (sample found in Appendix B).
3. Suggest ways of applying course work to the clinical experience.
4. Communicate with the cooperating teacher formally a minimum of one time.
5. Arrange with student and cooperating teacher a time when you can formally observe your student teaching (Use form in Appendix D).

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III. RESPONSIBILITIES OF THE STUDENT

1. Immediately establish a rapport with the cooperating teacher.
2. Act like a teacher - maintain a poise and dignity appropriate to the profession.
3. Dress like a professional teacher. Be an example of cleanliness and good grooming. **(JEANS ARE NEVER ACCEPTABLE IN-SCHOOL ATTIRE, NOR ARE CLOTHING OR HAIRSTYLES WHICH MAY DISTRACT FROM THE LEARNING ENVIRONMENT.)** (Physical education teachers must dress appropriately for their department.)
4. Be courteous to students. Learn their names as quickly as possible. Request a list of the names of the students.
5. Become informed on matters of school policy as they relate to school organization, management, and administration.
6. Discuss the classroom rules with your teacher and learn what your responsibilities are in this area.
7. Find things to do. Show initiative. Offer to contribute or bring in activities. Get involved immediately.
8. Take an interest in the total educational program and become as familiar with it as possible.
9. If an illness or unavoidable circumstance should make it necessary for you to be absent from school, notify the school, specifically the principal and the teacher, as well as your university professor at Indiana Wesleyan University. Any missed time must be made up when compatible with the cooperating teacher's schedule.
10. Complete the student's schedule portion of the placement form at the end of the handbook and give it to your college professor (Appendix B).
11. Complete weekly attendance form (see Appendix C).

SH/JH/MS SPECIAL METHODS HANDBOOK

INDIANA WESLEYAN UNIVERSITY
Course Syllabus
Senior High/Junior High/Middle School
Special Methods
EDU 382

PROFESSOR:
OFFICE:
PHONE:
OFFICE HOURS:

DATE:
LOCATION:
TIME:

Textbook:

I. Course Description

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors includes planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special needs learners as applied to teaching. Field experiences will be offered in appropriate subject areas and grade levels. Prerequisite: Admission to the Teacher Education Program, successful completion of EDU 240 and 250.

II. Course Objectives

Upon completion of the course, the student should be able to do the following:

1. Construct unit and daily lesson plans. (v)
2. Identify curriculum goals. (i, iii, v, vi, viii)
3. Identify and demonstrate teaching techniques. (i, v)
4. Understand model(s) of teaching, especially the IWU Instruction Lesson Model. (iii, v, vi)
5. Describe how to apply learning theories to classroom teaching. (iv, vi, vii)
6. Prepare and identify authentic assessment technique. (i, ii, iv, vi, viii)
7. Explain the importance of motivation in the classroom and devise motivational techniques for learning. (vi, viii)

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8. Describe classroom management skills. (iv, vi)
9. Identify and plan for the needs of the culturally diverse. (i, ii, v, vi, viii)
10. Identify and plan for the needs of special learners. (i, ii, v, vi, viii)
11. Complete additional objectives appropriate to specific discipline area. (ii, iii, iv)

III. Course Requirements:

1. Critique current, related professional journal articles -- assigned by the instructor or chosen by the student.
2. Complete textbook reading(s).
3. Evaluate textbooks/curriculum guides as directed by instructor.
4. Develop unit(s) and lesson plans following instructor's guidelines.
5. Join a professional organization related to specific discipline.
6. Create a file of instructional resources.
7. Prepare and teach a lesson to peers.
8. Complete reflective observation reports/journal during clinical experience, using IWU journal format (Appendix E).
9. Complete additional assignments as required by instructor.
10. Submit weekly attendance forms to University Professor. (Appendix C)
11. Submit to University Professor a class schedule form within the first week of clinical experience. (Appendix B)
12. Complete a portfolio following instructor's guidelines.
13. Utilize technology where appropriate for lessons, grade keeping, etc.

IV. Suggested List Of Activities For Student During Clinical Experience

1. Observe classroom teacher(s).
2. Take attendance.
3. Manage equipment.
4. Help evaluate student work.
5. Assist in small group and/or individual instruction.
6. Assist in record keeping.
7. Put up bulletin board(s).
8. Review curriculum guide and school policies.
9. Discuss philosophical basis of curriculum with teacher(s) and/or administrator(s).
10. Prepare and teach a lesson.

APPENDICES

**The following are samples of documents found in the
Teacher, Student, and University Supervisor
packets.**

APPENDIX E

JOURNAL FORMAT (Utilizing the 8 Domains)

Whether we call it a log or a journal does not matter. What does matter is to have an opportunity to think about field experiences. It is difficult to think deeply about all our experiences. Therefore, a format that helps to focus thoughts on particularly significant events is suggested. Focusing on one or two events does not mean ignoring all others. Instead, it means keeping a record of all events while selecting, elaborating, and analyzing one or two that represent an important development in perspective, goals, or plans. Thus, the following format is designed to help you grow as a teacher by enabling you to benefit from your field experiences.

One of the Eight Domains of the Indiana Wesleyan University Teacher Education Model:

A. Heading

Name: (This is unnecessary if you keep your log in a bound notebook.)

Date of field experiences reported: (A log entry should cover only one day and should be written the day of the experience. Otherwise, memories tend to fade.)

Time spent: (e.g., 1:30 - 3:00 p.m.)

B. Sequence of Events

Make a brief list describing what happened. By making a list, you keep a record of what happened. This record may be useful for future reference. It allows you to mention all events, even those that seemed insignificant to you at the time.

C. Elaboration of one or two significant episodes

Select one or two episodes that are significant to you. An episode may be significant because what happened bothers you, excites you, causes you to re-think your initial ideas (i.e., your perspective, goals, or plans), or convinces you that your initial ideas were valid. Therefore, whether the episodes reflect your success or your failures, they are significant if you learned something important from them.

Once you have selected one or two significant episodes, you should describe them in detail. When you describe the episodes, try to relive them. Reliving the experiences will enable you to think about what you felt during the episode, how you perceived the responses of learners and other people (e.g., the cooperating teacher) to your actions and words, and who or what contributed significantly to shaping the events.

D. Analysis of Episode(s)

An analysis of episodes includes a description of why they were significant to you and how you interpret them. Try to figure out what you accomplished, identify problems that emerge and how you plan to follow up, and distill from the episodes what you learned. This last point is the most important. You may have learned what works in this situation and what does not.

If so, describe what you conclude. But you may also have learned something about your philosophy of teaching (your perspective). Does the episode confirm your ideas or force you to reconsider them? Maybe some initial ideas you held rather dogmatically depend, to a large extent, on the situation in which you apply them. If so, what was it about the situation in which you apply them? If so, what was it about the situation that affected the applicability of the ideas? Many experiences raise more questions than they answer. You might use your log as an opportunity to note questions that arise during your field experiences which you want to discuss with your university supervisor.

