

**Meetings:**

Mondays and Wednesdays 11:30-1:20, BRNG room 1255, plus one full day per week at the school where you are placed for student teaching. Attendance is mandatory.

This is a six-week course. (Jan. 19 there will be no class due to the Martin Luther King Day holiday.)

Following this course, you will begin your ten weeks of student teaching on February 23, and end on May 8. (Note: this is an eleven-week span; you will take your spring break with your school.)

There will be two Tuesday evening seminars during the student teaching period: March 31 and May 5, from 6:00 P.M. to 8:00 P.M., in BRNG 2291.

**Office Hours:** 10:30-11:15 A.M., Mon. & Wed. Jan. 12-Feb. 18, and by appointment, BRNG room 4160.

**Instructor: Mrs. Meredith Richmond**

Address: P.O. Box 59, Battle Ground, IN 47920

Phones: [**Home and FAX (765) 567-2478**] [Office 494-9749 (during office hours)] [Cell (765) 714-5426]

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**Course Description:** This class and your weekly field experience will be aimed at preparing you for the student teaching experience: making you aware of professionalism and its importance, and exploring/practicing a variety of teaching strategies and activities, with special attention to skills of planning, questioning, and assessment.

**Grades:** Attendance is mandatory; 5% will be deducted from the final grade for each unexcused absence. Quizzes over readings are worth 30% of the grade. Assignments are worth 40% of the grade. The final project, 10 lesson plans posted on TaskStream, is worth 30% of the grade. Late work will not be accepted except in case of documented illness or other extreme circumstances, as approved by the instructor.

**Required Materials:**

*How To Be An Effective Teacher: The First Days of School*, H.K. Wong & R.T. Wong; Harry K. Wong Publications.

*Manual for Student Teaching in Secondary Social Studies, Purdue University, Spring Semester 2009.*

Resources for EDCI 43300 Spring 2009 On-line reading selections:

1. Licensing rules, Indiana social studies teachers

<http://www.doe.state.in.us/dps/standards/SocialStudiesContStds.html>

2. Indiana Mentoring and Assessment Program (IMAP) for Beginning Teachers

[http://doe.state.in.us/dps/beginningteachers/GuidetoBTAPforBT\\_II-2006.pdf](http://doe.state.in.us/dps/beginningteachers/GuidetoBTAPforBT_II-2006.pdf)

3. Indiana Standards and Resources

<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

4. Curriculum Standards for Social Studies: II. Thematic Strands- National Council for the Social Studies  
<http://www.socialstudies.org/standards/strands>
  
5. National Middle School Association  
<http://www.nmsa.org/>
  
6. Social Studies in the Middle School- National Council for the Social Studies  
<http://www.socialstudies.org/positions/middleschool>
  
7. Characteristics of Middle Grade Students  
<http://pubs.cde.ca.gov/tcsii/documentlibrary/characteristicsmg.aspx>
  
8. Adolescent Characteristics  
<http://pubs.cde.ca.gov/tcsii/ch4/adlescntcharactr.aspx>
  
9. Key Characteristics of Middle Level Schools  
<http://ceep.crc.uiuc.edu/eeearchive/digests/1996/louns96.html>
  
10. Cognitive questioning in education (Types of Questions)  
[http://everything2.com/index.pl?node\\_id=1279091](http://everything2.com/index.pl?node_id=1279091)
  
11. 12 Questioning Strategies that Minimize Classroom Management Problems  
[http://findarticles.com/p/articles/mi\\_qa4009/is\\_200710/ai\\_n21033479/pg\\_1?tag=artBody;col1](http://findarticles.com/p/articles/mi_qa4009/is_200710/ai_n21033479/pg_1?tag=artBody;col1)
  
12. The Role of Socratic Questioning in Thinking, Teaching and Learning  
<http://www.criticalthinking.org/articles/the-role-socratic-questioning-ttl.cfm>
  
13. The Role of Questions in Teaching, Thinking and Learning  
<http://www.criticalthinking.org/articles/thinking-some-purpose.cfm>
  
14. Using the Internet to Promote Inquiry-based Learning  
<http://www.biopoint.com/inquiry/ibr.html>

Date	Topics	Assignments	Due Dates
Monday 1/12/09	*introductions  *student teaching supervision  *student teaching <i>Manual</i>  *concept maps	*read <i>Manual</i> .....  * meet with CT this week  *Focus report #1.....	...Manual quiz 1/14  ... 1/21
Wednesday 1/14/09	* <i>Manual</i> quiz  *DVD <i>The Effective Teacher</i>  *lesson plans  *Master Teacher topics	*read Wong & Wong part A....  *download and read 3&4; print and keep in binder  *Focus report #2.....  *lesson plan for 5 min. MT presentation.....	...quiz 1/21  ...1/26  ...1/21
Wednesday 1/21/09	*W&W part A quiz  *5 min. presentations	*read W&W part D.....	...quiz 1/26
Monday 1/26/09	*W&W part D quiz  *5 min. presentations  *Primary documents	*read W&W part B.....  *Focus report #3.....  *lesson plan, Teaching with Documents.....	...quiz 1/28 ...2/2 ...1/28
Wednesday 1/28/09	*W&W part B quiz  *DVD <i>Discipline &amp; Procedures</i>	*read W&W part C.....	.quiz 2/2
Monday 2/2/09	*W&W part C quiz  *assessment  *DVD <i>Lesson Mastery</i>	*Focus Report #4.....	...2/9
Wednesday 2/4/09	*quiz, writing measurable objectives  *DVD <i>Procedures and routines</i>	*10 lesson plans on TaskStream..... *download and read 14..... *find a useful website to present to class; write procedures section of plan (5 min.).....	...2/16 ...2/9 ...2/9
Monday 2/9/09	*Quiz, Internet usage  *Website presentations	*Focus Report #5.....  *Download and read 10,11,12,13.....	...2/16  ...2/11

Wednesday 2/11/09	<ul style="list-style-type: none"> <li>*Quiz, readings 10,11,12,13</li> <li>*Questioning strategies/skills</li> </ul>	<ul style="list-style-type: none"> <li>*Focus report #6.....</li> <li>*Find 3 possible days/times for first week visit with your CT(s).....</li> <li>*Download and read 5,6,7,8,9.....</li> </ul>	<ul style="list-style-type: none"> <li>...2/18</li> <li>...2/18</li> <li>...2/16</li> </ul>
Monday 2/16/09	<ul style="list-style-type: none"> <li>*Quiz, characteristics of middle schools and adolescents</li> <li>*Middle School Concept</li> <li>*DVD <i>Cooperative learning and culture</i></li> </ul>	<ul style="list-style-type: none"> <li>*Download and read 1&amp;2.....</li> </ul>	<ul style="list-style-type: none"> <li>...2/18</li> </ul>
Wednesday 2/18/09	<ul style="list-style-type: none"> <li>*Quiz, readings 1&amp;2</li> <li>*Speed write lesson plans</li> <li>*DVD <i>The Professional Educator</i></li> </ul>	<ul style="list-style-type: none"> <li>*Lesson plan, 8th grade.....</li> <li>*Lesson plan for exchange.....</li> <li>*Unit plan.....</li> </ul>	<ul style="list-style-type: none"> <li>...2/18</li> <li>...3/31</li> <li>...5/5</li> </ul>

## **Purdue University Teacher Education – Model for Professional Preparation**

### **Undergraduate Competencies**

**Focus on the Learner and Assess Growth and Outcomes:** This element captures the philosophical perspective of focusing upon each child and his or her learning, rather than focusing upon teaching or simply acts of the teacher. It also stresses the importance of acquiring skills to assess cognitive, social, and personal development, as well as outcomes, for those children.

**Understand Individual Development of Students:** Focus on individual learners must include an understanding of their individual development. Consistent with IPSB developmental level standards, Purdue's programs foster the development of skills and knowledge regarding learners' development.

**Adapt Instruction to Diverse Learners:** In setting high standards for all children and believing that all children can learn, it is essential that teachers be able to adapt instruction to a wide variety of such things as learners' abilities and achievement, previous experiences, learning styles, and motivation, as well as sociocultural contexts.

**Practice Inclusive Education:** Not only is inclusive education best practice, it is mandated by law. Teachers must be able to adapt curriculum to learners' needs in a general education classroom in order to engage effectively in inclusive education.

**Teach Effectively by Integrating Content and Pedagogy:** In addition to the balance sought at Purdue in utilizing research and best practice, there also is valuing of the duality of content and pedagogy in effective teaching. Thus, emphasis is given to pedagogical content knowledge as a key to facilitating student learning.

**Use Current and Emerging Technologies:** The Information Age is inextricably linked to the Internet and the access it provides for communication, acquisition of knowledge, and problem solving. As facilitators of their students' learning in this new age, teachers must be able to utilize a wide array of tools such as computers. They also must be skilled in assisting their students to acquire skills in using the new technology for their own responsible, independent learning.

**Collaborate with Teachers, Parents and Community:** Educators are members of a learning team that also includes colleagues, parents, and agencies in the community. Such collaboration is focused upon meeting the needs of students.

## EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in *this* course: BlackBoard web page, my email address: <[mrichmon@purdue.edu](mailto:mrichmon@purdue.edu)>, my home phone: (765) 567-2478, and my office phone: 494-9749.

## BEERING HALL EMERGENCY STATEMENT

Students are required to visit <http://www.education.purdue.edu/ODFD/resources.html> to review the response procedures for emergencies in Beering Hall. It is necessary that you review these directions within the first week of your Beering classes. If you have any questions see your instructor.

## DISABILITIES STATEMENT

Students with disabilities must be registered with Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

## ACADEMIC DISHONESTY STATEMENT

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

## CLASS ATTENDANCE STATEMENT

Purdue University policy states that all students are expected to be present for every meeting of classes in which they are enrolled. All matters relative to attendance, including the make-up of missed work, are to be arranged between you and the instructor. Only the instructor can excuse you from classes or course responsibilities. In the case of an illness, accident, or an emergency, you should make direct contact with your instructor as soon as possible, preferably before the class. If the instructor cannot be reached directly a message should be left in the instructor's department mailbox or with the instructor's secretary. If you will be absent for more than five days, have not been able to reach the instructor in person or by telephone or through leaving notification of your circumstances with the instructor's secretary, you or your representative should notify the Office of the Dean of Students (765-494-1254) as soon as possible after becoming aware that the absence is necessary. Be advised, you may be asked to provide documentation from an authorized professional or agency which supports an explanation for your absence.