Saint Joseph's College of Maine
Education Department
Interim Program Approval Report
October 2009

SAINT JOSEPH'S COLLEGE
of Maine

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207-892-6766

October 19, 2009

Harry Osgood
Department of Education
23 State House Station
Augusta, ME 04333-0023

Dear Mr. Osgood:

Upon the recommendation of the Review Team Report of the Program Approval visit to Saint Joseph's College of Maine in February 2007, the State Board of Education granted program approval for the Elementary, Physical Education, and Secondary Education programs for two years through December 31, 2009. They required an interim report addressing the recommendations stated in Standards 2 and 3 be submitted by December 31, 2009. This document represents the interim report.

The report is divided into two sections: a narrative that illustrates the changes in our programs that speak to the recommendations and the appendices that support the narrative.

The interim report has been reviewed by the faculty in the Education Department and the Vice President for Academic Affairs. We send it with confidence that we have met the recommendations set forth by the Review Team.

Sue Kelly, Ed.D.
Program Director, Physical Education

Randall Krieg, Ph.D.
Vice President for Academic Affairs

Kathleen Clements, Ed.D.
Chair, Education Department

INTERIM REPORT TO THE STATE BOARD OF EDUCATION

Saint Joseph's College was granted conditional program approval by the State Board of Education for their Elementary, Physical Education and Secondary Education programs in June 2007 for two years through December 31, 2009. This paper represents the interim report that addresses the recommendations stated in Standards 2 and 3 by the Review Team.

Standard Two: This standard was conditionally met by all three programs.

Recommendation a: The unit should clearly communicate to students in writing the implications of taking and not passing the Praxis II exam.

Response a:

- Each education student in their first required education course (ED 100) is informed of the importance of taking and passing both Praxis I and Praxis II (see appendices) relative to Maine State Certification. They sign an informed consent document acknowledging the implications which is filed in their personal folder that is housed in the education office.
- Since we are a private college and many of our students are from other states, we do not require passage of Praxis II for completion of the approved program. However, passage of Praxis I, using Maine State Standards, is required for student teaching and completion of the State approved program.

Recommendations b and c: The unit needs to develop a system for collecting, analyzing and disseminating data at the departmental and institutional levels. Data about student performance on key assessments such as retention, Praxis I and II, gateway points, intern and practicum evaluations and portfolios as well as more comprehensive evaluation data should be centrally located, recorded, and available to all relevant personnel.

Response b and c:

- The finding of the team stated that "while an extensive collection of data is collected, during the site visit little evidence was found of a coordinated system in place for assembling, analyzing and disseminating the data at either the departmental or institutional level" At the time of the site visit, a coordinated system for assembling, analyzing and disseminating the data existed at the departmental level. Every student in the Education department had all of their academic information in files housed in the Education office. Transcripts, advising forms, all mid term and final evaluations for internships, practicum and student teaching, Praxis I and II passage as well as recommendations were included. In addition, the education department maintained an electronic data base through the academic office that included the Praxis I and II passage scores and the student teaching placements with the cooperating teachers identified (see appendices).

- At the institutional level, the registrar's office in conjunction with the Vice President for Academic Affairs (VPAA) Office has expanded the ability of on-line support to enable all academic advisors easy access to student transcripts. In addition, with the new system, faculty and students can easily access student records and compare them with the hard copies on file in the department. The Registrar's office is in the process of developing degree audits for all majors and minors in the college. The degree audits are based upon the current degree requirements as published in the most recent college catalog. Degree audits are updated as the students progress through programs and are accessible to faculty and students on-line.

- The review team raised the question about inconsistencies between the document submitted by the Education department and the College catalog. At the time of the visit, the College catalog was in transition from print to a web based format. The catalog submitted with the report was out of date and very inaccurate. The Associate Academic Dean has since up dated the catalog for Elementary, Physical Education majors and the Secondary Education minors. In addition, all units agreed that students must pass Praxis I before they can student teach and ordinarily will need at least a 2.7 overall GPA.

- In 2008, the College embarked upon an institution wide assessment program. Dr. Nina Eduljee and Dr. Greg Gull were appointed as the Directors of Assessment for the College. In their roles, they worked with different constituencies to develop an assessment plan for the College at the institutional level. They are currently coordinating the interface of the departmental goals with the institutional goals.

- The VPAA in conjunction with department chairs has set forth the task of developing departmental assessment plans in which the departments will define their educational objectives and define ways to measure these outcomes. A plan for departmental reviews was also announced. The Elementary Education program submitted its review last year. Physical Education, due to its position within the Sport and Exercise Science Department, will submit their review at a later date. The Secondary Education program provides a minor for students majoring in English, History, Math, Latin, Biology, and Chemistry. The minors will be reviewed at a date determined by the VPAA.

Recommendation d: the unit needs to establish a clear, recordable, summative assessment of student mastery of the Maine's Initial Teaching Certification Standards in all certification programs.

Response to d:

- As indicated in the review team report, both Elementary and Physical Education majors are required to prepare a portfolio which is clearly linked to the standards. Portfolio development begins with ED 100 for all programs. A rubric (see

appendix) was developed to ascertain the extent to which each student had demonstrated competence in each of the standards. However, the nature of the portfolios becomes discipline specific as students progress.

- The Elementary Education portfolio has a defined set of artifacts that must be included in the portfolio to demonstrate competence (see appendix). Following student teaching, students create a final portfolio that includes the required artifacts plus additional evidence to demonstrate their competency in the Maine Initial Teaching Certification Standards. The portfolios are submitted and assessed using the rubric by the Elementary Education faculty.

- In Physical Education, the portfolio is viewed as a professional portfolio that can be used to support an interview for employment. Therefore, the artifacts that are to be included are not prescribed, but are chosen by the candidate to best demonstrate their abilities. The candidate in Physical Education must also complete a student teaching notebook which clearly defines artifacts that must be included. In the submission of both the portfolio and the notebook, the candidate must address which artifacts demonstrate their competency in Maine's Initial Teaching Certification Standards. The Director of the Physical Education program uses the Education department rubric to ascertain the extent to which the student has demonstrated competence.

- In the Secondary Education minor, students are required to submit a student teaching portfolio that contains evidence of the student's ability to meet the Maine's Initial Teaching Certification Standards. The process of development of the portfolio is embedded in the Secondary Methods Course and guided by the professor in that course. The Chair of the Education department in consultation with the Secondary Methods instructor, the student teaching supervisor, and the cooperating teacher assess the portfolios using the Education department rubric.

Standard Three: The Elementary and Physical Education programs met this standard. It was conditionally met by the Secondary Education minor.

Recommendation a: the unit must include early and ongoing field experiences in all programs to include secondary education.

Response a: Students who have declared a minor in Secondary Education complete a field experience through the ED 100 –Educational Foundations course.
(see appendix). In addition, in the third year, the course work in ED 440 - Curriculum and Design and ED 445 - Secondary Teaching Methods requires a full semester internship in a secondary level classroom in either a public or private school. During these experiences, the student is expected to spend a minimum of 14 hours observing, assisting and teaching under the supervision of a certified teacher. Student teaching is optional for the minor, but required for certification. The student seeking certification will complete a

Recommendation b: A consistent system for the supervision of student teachers across all three levels must be in place.

Response b: Each program has its own distinct characteristics that define the nature of student teaching supervision. In the review team's assessment of this standard, it commended the unit by stating "the unit's commitment to maintaining strong working relationships with the local schools through the expectation of its faculty supervising all students in field placements is a true strength of this program." The faculty in the Elementary and Secondary Education programs works as a team in the supervision of student teachers. Since the number of student teachers in both programs is relatively small, all supervision is conducted by members of the Saint Joseph's faculty. Supervisors within each program use the same rubric to guide their observations in the field, their post observation conferences and their final evaluations for student teaching.

Recommendation c: A more cohesive system for the placement of all education interns and student teachers in order to facilitate the placement process in the schools may be enhanced by the addition of a field services coordinator/director.

Response c: Teacher Education faculty work with principals, assistant principals, curriculum supervisors, and mentor teachers to effectively match interns/student teachers with cooperating teachers who can offer rich and meaningful experiences. While having a placement coordinator would reduce the work load of the program directors, it is not a viable alternative in this difficult economic time.

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STUDENT TEACHING APPLICATION

- Elementary and Secondary Education
- Physical Education

Education Guidelines for
the Passage of Praxis 1

The Education Department at Saint Joseph's College of Maine met on September 12, 2007 and made the decision to require the passage of Praxis I, for all education majors, prior to student teaching.

This would require passage of Praxis I, with documentation on file with the department Chair, prior to applying for student teaching in April of the junior year.

Please sign below that you have read and understand the criteria for senior student teaching.

I understand that I must pass Praxis I prior to student teaching. I must pass all three sections and have the scores on file in time to apply for student teaching in the spring of junior year. I am also aware that I must have a minimum Grade Point Average of 2.7 and be recommended by faculty in order to apply for senior student teaching.

Name:_____ **Date:**_____

PRAXIS II

As of **August 1, 2005** all graduates seeking certification are required to pass the PRAXIS II exam designated by the Maine State Department of Education. Passing scores on PRAXIS II exams may also be used to demonstrate that a candidate is "highly qualified" under the No Child Left Behind legislation. **Students choosing not to take Praxis II will not be certified in the State of Maine.**

In order to be certified in the State of Maine you must submit the following materials to the Certification Office at the State Department of Education:

1. Your application
2. Related fees
3. Evidence of fingerprinting
4. PRAXIS I scores
5. **PRAXIS II scores**
6. Final official college transcript

Copies of the study guides for PRAXIS II are on reserve in the Wellehan Library and are also available for purchase at the SJC bookstore. In addition, you can review the "Study Guides" for each exam at:
http://www.ets.org/praxis/prxtest.html

Elementary Exam	PRAXIS II	0014
English	PRAXIS II	0021
Life Sciences	PRAXIS II	0235
Math	PRAXIS II	0061
Physical Sciences	PRAXIS II	0481
Social Studies	PRAXIS II	0081
Physical Education	PRAXIS II	0091

Passing scores: Elementary Exam **145**
Physical Education **149**

Please see the website for the secondary scores.
Most students choose to take PRAXIS II during the fall semester of senior year. If you have any questions about PRAXIS II please contact your advisor or the Chair of your Department.

Your signature below indicates that you have read and are aware that PRAXIS II must be passed in order to be certified in the State of Maine.

NAME:_____ DATE:_____

Print Name_____

March 2009

Elementary Education Course Checklist

Freshman Year

Student Name:_____

Fall	Sem./Year	Spring	Sem./Year
EH101 College Writing/or	_____	NS100 Science for Elementary Ed/or	_____
NS100 Science for Elementary Ed	_____	EH101 College Writing	_____
ED100 Educational Foundations	_____	EH113 Children's Literature	_____
MA100 Foundations of Math	_____	TH100 Intro to Judeo-Christian Tradition	_____
HY101 Western Civilization I	_____	HY102 Western Civilization II	_____

Advisor: _____
Advisee: _____

Sophomore Year

PY212Human Growth &Development	_____	AT202 Elem Art and Tech Methods	_____
EH 220Language Arts and Writing Methods	_____	ED Teaching and Curriculum w/ practicum	_____
ED205 Science and Technology Methods	_____	MA Math Elective	
EH English Core Elective I	_____	Concentration Elective	_____
Concentration Elective	_____	PH200 Human Nature and Ethics	_____

Advisor: _____
Advisee: _____

Advisor: _____
Advisee: _____

Transcript Analysis ☐

Junior Year

ES300 Ecology & Environmental Challenge	_____	MA325 Math Methods	_____
ED315 Reading Methods	_____	ED330 Junior Internship	_____
ED320 Junior Internship	_____	ED335 Social Studies Methods	_____
ED325Educational Psychology	_____	EH English Core Elective II	_____
HY201 US History I	_____	HY 202 US History	_____

Advisor: _____
Advisee: _____

Advisor: _____
Advisee: _____

Senior Year

ED415 Elementary Student Teaching	_____	PH Philosophy Core	_____
Concentration Elective(If needed)	_____	TH Theology Core	_____
ED 435 Measurement and Eval	_____	ED430 Research Methods	_____
		ED 340 Exceptionality w/optional internship	_____
		Concentration Elective (if needed)	_____

Advisor: _____
Advisee: _____

Transcript Analysis ☐

Praxis I: _____ Praxis II: _____ Portfolio check_____

Saint Joseph's College
Elementary Education Department

Concentration Approval Form

(To be completed prior to the end of the freshman year)

Student Name: _____
Date: _____
Academic Advisor: _____
Year of Graduation: _____

Students must choose a 24 hour concentration (6 courses) from one of the following three tracks declared by second semester of the freshman year:

Check one:

Science	History/Social Studies	Math	English
_____	_____	_____	_____
(9 hours of life science and 9 hours of physical science) (requires 4 concentration courses)	(requires 2 concentration courses)	(requires 4 concentration courses)	(requires 3 concentration courses)

Approval Required:

Chair Signature: _____ Date: _____

Elementary Education Policy Requirements

Freshman students meeting the minimum SAT requirements of 450 verbal and 400 math, may declare Elementary Education upon entering Saint Joseph's College.

Freshman students entering without the minimum SAT must pass Praxis I before they are eligible to declare Elementary Education as the major.

Students entering under Liberal Studies may take the freshman elementary education courses: Foundations of Learning and Children's Literature. They are required to pass Praxis I before declaring Elementary Education as the major.

All students are required to pass Praxis I and declare Elementary Education as the major prior to senior Student Teaching.

***Adopted April 2005**
Updated April 2008

Elementary Education Portfolio

The Education department of Saint Joseph's College requires each student to develop a portfolio covering their four years of undergraduate study. This portfolio will provide a body of evidence, which will validate your knowledge, skills, and ability to teach. The portfolio will be based on Maine's 10 Initial Teaching Certification Standards (see attached documentation): "The standards were carefully developed to define the essential skills, understandings, and knowledge which beginning teachers possess in order to be successful in the classroom" (State Assessment Guide for the Professional Portfolio 2002/03).

Creating a portfolio can help a beginning educator think about and clearly define him/herself as a teacher and life-long learner. The portfolio centers on demonstrating your developing proficiency in all ten of the Teaching Standards. Each year of study, freshman through senior, you will be required through your education courses to develop and place artifacts into your portfolio. The format and style of portfolios will be somewhat individual, but logical organization is key. Portfolios should be divided into sections, and within each section materials or artifacts should be clearly presented. The idea is to use these artifacts as vehicles to show how you've used your knowledge about students, pedagogy, learning, and subject matter to work effectively in the classroom.

The required portfolio components are:

1. Instructional Practice
2. Assessment
3. Classroom Climate
4. Unique Learner Needs
5. Professional Development & Responsibility (see attached documentation)

These components are also required for the Standards Based Portfolio for professional certification completed during the first two years under a teaching contract. Therefore, the portfolio completed by the end of your four years of undergraduate study should also serve as a foundational model when you sign your first contract and begin to teach in your own classroom.

A four-year portfolio will include all of the elements listed below. The year of study you begin the portfolio will determine which elements may be included.

Portfolio Elements:

Part I:

- Table of Contents
- Introduction
- Resume
- Transcript
- Fingerprinting
- Educational Philosophy
- Formal Evaluations (Practicums, Internships, Student Teaching)
- Letters of Recommendation

Part II:

- Evidence of Content Knowledge (projects, samples of writing, college papers, research) with reflections
- Lesson Plan (s) with reflections
- Unit Outline and Plan with reflections
- Copies of Student Work
- Reflective Practice (project/paper reflections, observation/teaching reflections)

Optional Elements:

- Photographs of students and their work
- Explanations of professional activities/memberships
- Edited videotape of teaching

A good portfolio takes time. The idea is to highlight strengths in reference to Maine's Standards for Initial Teacher Certification. As you work through the semesters, stockpile artifacts and ideas from which you might later select items. Think about your portfolio as a selection of illuminative artifacts rather than as a collection of "things". It is important to start building the portfolio early and periodically review the collected items.

In order to assist you in beginning this journey, the Education Department requires the following items. These artifacts will be developed as a part of your current education classes. Students in their third or fourth year may wish to use the freshman and sophomore items as possible artifacts to include.

ED 100 Educational Foundations

Establishment of a portfolio collection system (3-ring binder with appropriate tabs)

Development of a philosophy of education (revised/reviewed in later courses)

EH 113 Children's Literature

Students will include the Table of Contents from their Book File. Students will select and include five entries each reflecting a different genre of literature.

EH 220 Language Arts and Writing Methods

Students will submit a completed "Learning Center" from the development through implementation. The Learning Center is comprised of five sections: Introduce Practice, Reinforce, Apply, and Extend. Students will present the project orally.

ED 205 Science Methods

Research paper
Service Learning Artifacts: Two lesson plans with pre and post reflections plus a final summary reflection.

ED 210 Teaching and Learning

Compare and Contrast Paper
Practicum Artifact: Develop a one-page reflection over the semester experience in the practicum classroom.

PY 212 Human Growth & Development

Research and present a teratogenic effect on human development and its educational implications by student major

ED 315 Reading Methods

Develop six classroom activities, one on each of the six essential elements of reading instruction

ED 320 Reading and Content Teaching Internship

Develop a one page reflection over the semester experience in the classroom.

ED 330 Math and Content Teaching Internship

Develop a one page reflection over the semester experience in the classroom.

ED 335 Social Studies Methods

Develop the unit grid demonstrating alignment with the NCSS standards, an interactive format, and ability to meet a range of learners' needs.

MA 325 Math Methods

Develop a K-8 Activity File that is based on NCTM process and content standards.
Service Learning Artifacts: One lesson plan with pre and post reflections.

ED 445 Teaching Methods in the Secondary School.

Students will include a lesson plan from their major field of study.

Portfolio Checkpoints

The process portfolio provides a systematic framework for preservice teacher candidates to demonstrate their competency as they move toward becoming a professional teacher. The combination of prescribed and self-selected artifacts assures that each candidate's skills and dispositions are accurately documented.

Established checkpoints insure that students receive appropriate feedback in a timely fashion.

The process portfolio will document the following:

- Evidence of the ten State of Maine Teaching Standards
- Artifacts required from coursework and self-selected criteria
- Evidence of portfolio checkpoint reviews

Name: _____
Date: _____
Advisor: _____

Sophomore:
Checkpoint I

Deficiencies Noted: None Yes

Resubmission date if deficiencies noted:_____
Candidate Signature:_____

Junior: ***Reflection Required***
Checkpoint II (Fall Internship)

Deficiencies Noted: None Yes

Resubmission date if deficiencies noted:_____
Candidate Signature:_____

Junior: ***Reflection Required***
Checkpoint III (Spring Internship)

Deficiencies Noted: None Yes

Resubmission date if deficiencies noted:_____
Candidate Signature:_____

Student Name:_____

Maine's 10 Initial Teacher Certification Standards

Portfolio Rubric: Documentation

Senior Portfolio Checkpoint IV

	YES	NO
1. Philosophy of Education	☐	☐
2. Cover Letter	☐	☐
3. Resume	☐	☐
4. Transcript	☐	☐
5. Fingerprinting	☐	☐
6. Letters of Recommendation	1☐ 2☐	3☐

7. Internship Evaluations

Math Internship Evaluations

Cooperating Teacher

_____ Midterm _____ Final

Supervisor

_____ Midterm _____ Final

Reading Internship Evaluations

Cooperating Teacher

_____ Midterm _____ Final

Supervisor

_____ Midterm _____ Final

8. Student Teaching Evaluations

Cooperating Teacher

_____ Midterm _____ Final

Supervisor

_____ Midterm _____ Final

Maine's 10 Initial Teacher Certification Standards

Portfolio Rubric

	YES	YES/NO	NO
I. Appropriately applies knowledge of disciplines' central concepts, tools of inquiry, and structures to create meaningful learning experiences.	☐	☐	☐
II. Integrates concepts, tools of inquiry, and structures among the disciplines.	☐	☐	☐
III. Knows the diverse ways in which students learn and develop and provides learning opportunities that support their intellectual, physical, emotional, and social development.	☐	☐	☐
IV. Plans, instruction based upon knowledge of subject matter, students, theories of learning and development, and curriculum goals.	☐	☐	☐
V. Understands and uses a variety of instructional strategies and appropriate technologies which meet students' needs.	☐	☐	☐
VI. Creates and maintains a classroom environment which supports and encourages learning.	☐	☐	☐
VII. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.	☐	☐	☐
VIII. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.	☐	☐	☐
IX. Demonstrates an awareness of a commitment to ethical and legal responsibilities of a teacher.	☐	☐	☐
X. Demonstrates a strong professional ethic and desire to contribute to the education profession.	☐	☐	☐

Physical Education Course Checklist

First Year

Fall		Sem./Year	Spring		Sem./Year
SE 100	Foundations of PE & Sport	_____	PE 102	Instructional Skills and Tech 2	_____
PE 101	Instructional Skills & Tech1	_____	SE 111	Introduction to Wellness	_____
BI 110	Concepts in Biology	_____	TH 100	Intro to Judeo Christian Trad.	_____
EH101	College Writing	_____	ED 100	Educational Foundations	_____
HY101	Western Civilization I	_____	HY102	Western Civilization II	_____

Second Year

SE 205	Training for Fitness & Sport	_____	SE 203	Basic Athletic Training	_____
PE 104	Instructional Skills & Tech 4	_____	PE 105	Instructional Skills & Tech 5	_____
BI 204	Antomy & Physiology	_____	Elective		_____
EH	English Literature or Writing	_____	PH200	Philosophy and Ethics	_____
PY 101	Intro to Physchology	_____	MA 205	Elementary Statistics	_____

Third Year

SE 301/2	Biomechanics/Kineseology	_____	SE 304	Physiology of Exercise	_____
PE 106	Instructional Skills & Tech 6	_____	PE 316	Motor Learning	_____
PE 303	Methods in Elem & Sec PE	_____	PE 320	Tests & Measurements	_____
PE 315	Adapted PE & Mainstreaming	_____	ES300	Ecology & Environmental Challenge	_____
PY 212	Human Growth & Development	_____			

Senior Year

ED415	Elementary Student Teaching	_____	PE 407	Seminar: Curriculum Design	_____
TH	Theology Core Elective	_____	PE 408	Student Teaching in PE	_____
PH	Philosophy Core Elective	_____			
PY 307	Educational Psychology	_____			

Praxis I: _____ (Date Passed) **Praxis II:** _____ (Date Passed) **Portfolio Check:** _____

Advisor: _____ **Advisee:** _____

Course Substitutions:

SAINT JOSEPH'S COLLEGE
SPORT AND EXERCISE SCIENCE DEPARTMENT

PORTFOLIO PROJECT TEACHER PREPARATION
FIRST YEAR

The goal of the Portfolio Project is to enable you to develop a professional portfolio that will document the knowledge and skills in physical education you have gained in your undergraduate preparation. A professional portfolio consists of examples of your work that demonstrate your ability in your chosen field. The Portfolio Project begins with the first semester freshman year with the initiation of the working portfolio and ends with the submission of an acceptable professional portfolio prior to graduation. Each student major, regardless of concentration, will be required to complete the Portfolio Project.

A working portfolio is a running collection of selected samples of your achievements in given areas. Throughout your undergraduate career, you will be collecting evidence that documents your achievements in eight specific areas. It is very important that you find a system of collection and storage that you can use consistently so that you can begin to collect your evidence and to store it by category. Many students use a three ring binder with tabs to separate the categories. Others may use a system of file folders. Whichever system of collection you choose to use, you should use it consistently.

FRESHMAN ASSIGNMENT:

1. Choose a method of collection: notebook, binder, files folder and set it up in a way that you can collect samples for each of the six standards.

2. To receive credit for this assignment, include in your portfolio at least your goal paper and two papers from SE 110. To receive an A in this assignment, include additional samples in at least two of the components.

3. Provide a brief description of why you chose each sample to be included in your working portfolio.

4. This is due on 12/4/09

SAINT JOSEPH'S COLLEGE
SPORT AND EXERCISE SCIENCE DEPARTMENT

PORTFOLIO STANDARDS – TEACHER PREPARATION

An effective professional portfolio will include evidence to support your ability in each of the following components:

1. Instructional Practice: Demonstrates that the teacher understands the content of physical education, how individuals learn, and how to plan instruction based on the knowledge of the students, the subject matter and curriculum goals as well as the use of appropriate instructional strategies and technology.
    - Samples include: lesson and unit plans, presentations, portfolio pieces, journals, evaluations of lessons, peer evaluations.

2. Assessment: demonstrates and understanding and usage of assessment to foster the growth of students in physical education.
    - Samples include: unit and lesson plans, assessment instruments used, assessments of the learning results, tests created, evaluations.

3. Classroom Climate: demonstrates the ability to create and maintain a classroom environment which supports and encourages learning.
    - Samples include: lesson and unit plans, peer and supervisors evaluations, routines used in classes.

4. Unique Learner Needs: demonstrates knowledge of the diverse ways in which students learn and develop.
    - Samples include: lesson plans, unit plans, adapted lesson plans, presentations, and peer evaluations.

5. Professional Development and Responsibility: demonstrate an awareness of and commitment to ethical and legal responsibilities of a teacher, demonstrate a strong professional ethic and are reflective practitioners who evaluate the effects of their actions on others and seek opportunities to grow professionally.
    - Samples include: membership in AAHPERD, MAHPERD, and other professional organizations, attendance at conferences, reflective journals, and service to the community.

SAINT JOSEPH'S COLLEGE
SPORT AND EXERCISE SCIENCE DEPARTMENT

SENIOR YEAR
PORTFOLIO PROJECT

The goal of the Portfolio Project is to enable you to develop a professional portfolio that will document the knowledge and skills in physical education you have gained in your undergraduate preparation. A professional portfolio consists of examples of your work that best demonstrate your ability in your chosen field. Throughout your undergraduate career, you have been collecting evidence that document your achievements in seven areas

SENIOR YEAR ASSIGNMENT:

1. **Required:** must include the following not necessarily in the order presented:
   - Cover letter: introduces the nature and purpose of the portfolio.
   - Up to date resume
   - Table of contents
   - Documents
     - Transcript
     - Test results (Praxis, GRE, other)
     - Certifications (teacher, ACE, other)
   - Philosophy statement (professional goals and direction)
   - Letters of recommendation (at least three recent)
2. **Process:**
   - Use a container that works for you. Could be a notebook, expanding file folder, or binder.
   - Select samples from your experiences as a student that will best reflect your achievements, individuality and creativity as a future professional.
   - Provide a caption/statement of significance for each of the samples that explains:
     - Why it was chosen
     - How it relates to Maine's Standards for Initial Teacher Certification.
   - Choose a scheme to organize samples. Could be by:
     - Function (standard)
     - Chronological: growth and development as a professions
     - Theme (topical)
     - Impact (highlights)
   - Label sections
3. **Considerations - impact on reader**
   - Creativity/ individuality expressed
   - Layout/appeal to the reader
   - Presentation: spelling, grammar, punctuation

4. **Due Date: April 28, 2009– portfolio presentations will be scheduled for 4/30.**

SAINT JOSEPH'S COLLEGE
SPORT AND EXERCISE SCIENCE DEPARTMENT

PHYSICAL EDUCATION PORTFOLIO EVALUATION

NAME _____

1. Required
   - Cover letter introducing portfolio –
   - Up to date resume –
   - Table of contents –
   - Documents –
   - Philosophy statement –
   - Letters of recommendation –
   - Evidence of meeting the Maine Standards for Initial Teaching Certification
2. Process:
   - Samples –
   - Caption of significance –
   - Organizational scheme –
   - Sections labeled –

3. Impact on reader
- Creativity –
- Lay-out –
- Presentation –

4. Final assessment: from the rubric score sheet

SAINT JOSEPH'S COLLEGE
SPORT AND EXERCISE SCIENCE DEPARTMENT

SCORE SHEET FOR SENIOR PORTFOLIO

	1 Unsatisfactory	2 In Progress	3 Meets Standard	4 Exceeds Standard
Portfolio	Missing major elements. Information sequenced ineffectively, meaning of the materials and/or the portfolio project was unclear. Portfolio lacked Focus. Uncreative presentation. Not ready for submission for a grade.	A majority of the major elements were present, Information sequence awkward but demonstrated understanding of the purpose of the project. Somewhat creative presentation. Needs major revision.	All of the major elements were present, Information sequenced in a meaningful way, Meaning and significance of the portfolio clear to the reader. Creative. Ready for submission.	All of the major elements were present and selected with care; Information was sequenced to clearly reflect the character of the presenter and the meaning and significance of the portfolio to the individual. Extremely creative in its presentation. Ready for the interview.
Presentation	Did not present to the class. Not ready for the interview	Barely organized presentation of the portfolio. Meaning and significance of the project barely clear to the listener. Language used to convey message unclear. Poise barely evident. Needs revision	Well-organized presentation of the portfolio. Meaning and significance of the project clear to the listener. Language used to convey message clear. Poise in presentation evident. Ready for the interview.	Extremely well organized presentation of the portfolio. Meaning and significance of the project very clear to the listener. Language used to convey message academic in quality, poise and confidence in the presentation evident. Very ready for the interview process.

STUDENT TEACHING CHECKLIST

NAME_____

DIRECTIONS: place a check mark for each completed item. All items must completed , included in your student teaching notebook and submitted to Dr. Kelly before a grade will be registered for the course. Your notebook will be checked at the end of the first experience and at the end of the second experience.

ASSIGNMENT:	FIRST EXPERIENCE	SECOND EXPERIENCE
Resume	_____	_____
Cooperating School Information Sheet	_____	_____
Signed Visitation Form	_____	_____
Lesson Plans For All Classes Taught	_____	_____
Unit Plans	_____	_____
Student Teaching Schedule	_____	_____
Cooperating Teacher Midterm Evaluation of Student Teacher	_____	_____
Supervising Teacher Observation Forms	_____	_____
Cooperating Teacher Final Evaluation of Student Teacher	_____	_____
Student Teacher Final Evaluation of Self	__na__	_____
Supervising Teacher Final Evaluation of Student Teacher	___na___	_____
Student Teacher Evaluation of Cooperating Teacher	_____	_____
Evaluation of Student Teaching Experience	_____	_____
Cooperating teacher Reference	_____	_____
Thank you letter to Principal and Cooperating Teacher	_____	_____
Completes required time (no more than five Absences)	Total Experience	_____
Notebook completed and submitted	_____	_____

SAINT JOSEPH'S COLLEGE
SPORT AND EXERCISE SCIENCE DEPARTMENT

STUDENT TEACHING FINAL EVALUATION CHECK LIST

NAME:_____

CATEGORY	4	3	2	1	0
Required artifacts for notebook					
Professional Portfolio (results from the score sheet)					
Journals					
Co-op evaluation					
Co-op Evaluation					
Supervisor Evaluation					
Self evaluation					
Unit plans					
Lesson plans					
Evidence of meeting Maine's Standard for Initial Teacher Certification. (see rubric)					
Other work					

Total_____

Grade _____

Maine's Standards for Initial Teacher Certification

Portfolio Rubric

c

	YES	YES/NO	NO
I. Appropriately applies knowledge of disciplines' central concepts, tools of inquiry, and structures to create meaningful learning experiences.	☐	☐	☐
II. Integrates concepts, tools of inquiry, and structures among the disciplines.	☐	☐	☐
III. Knows the diverse ways in which students learn and develop and provides learning opportunities that support their intellectual, physical, emotional, and social development.	☐	☐	☐
IV. Plans, instruction based upon knowledge of subject matter, students, theories of learning and development, and curriculum goals.	☐	☐	☐
V. Understands and uses a variety of instructional strategies and appropriate technologies which meet students' needs.	☐	☐	☐
VI. Creates and maintains a classroom environment which supports and encourages learning.	☐	☐	☐
VII. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.	☐	☐	☐
VIII. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.	☐	☐	☐
IX. Demonstrates an awareness of a commitment to ethical and legal responsibilities of a teacher.	☐	☐	☐
X. Demonstrates a strong professional ethic and desire to contribute to the education profession.	☐	☐	☐

Secondary Education '08-09

1. One advisor has been assigned from each dept. from the major.
2. The secondary education minor program of study follows the actual semester in which classes are taught.
3. The course numbers have been changed through the registrar to reflect the major course of study.
4. A scope and sequence has been written.
5. Application procedures for student teaching have been aligned with elementary education.
6. An earlier placement has been added to the Foundations (ED100) course for secondary minors.
7. A portfolio component has been added to Secondary Teaching Methods.
8. Students in Secondary Methods do a full semester placement.

Secondary Education Minor
Sequence of Required Courses

ED 100 Educational Foundations	Fall	Spring
ED 325 Educational Psychology	Fall	
ED 440 Curriculum Design	Fall	
ED 445 Secondary Teaching Methods		Spring
ED 425 Measurement and Evaluation	Fall	
ED 450 Secondary Student Teaching (Optional)	Fall	
ED 340 Exceptionality		Spring

Secondary Education Minor – Program of Study

Freshman

Fall

Foundations (El Ed)

Spring

Foundations (Sec)

(includes practicum)

Sophomore

Fall

Educational Psychology

Spring

Foundations

(If needed)

Junior

Fall

Curriculum Design
(Includes practicum)

Spring

Secondary Teaching Methods
(Includes practicum with Master Teacher)

Senior

Fall

Student Teaching

Measurement and Evaluation

Spring

Exceptionality

Secondary Education Minor
Required Education Course Checklist
(Does not include courses required for the major)

Student Name: _____
Major: _____
Advisor: _____

Freshman	Year/Semester Completed
ED 100 Foundations	_____
Sophomore	
ED325 Educational Psychology	_____
Junior	
ED440 Curriculum Design	_____
ED 445 Secondary Teaching Methods	_____
Senior	
ED450 Secondary Student Teaching	_____
ED340 Exceptionality	_____

Praxis I	Passage date_____
Praxis II	Passage date_____

SAINT JOSEPH'S COLLEGE
of Maine

Education Department
278 Whites Bridge Road
Standish, Maine 04084-5236

207-893-7926

Small steps; Great strides; Living respect-*fully;*

"BEING COMMUNITY"

ED 100 EDUCATIONAL FOUNDATIONS

Faculty: Peter E. Connolly FALL SEMESTER 2009 (3 credits)
Tuesday/Thursday - Section A - 8:00 A.M. - 9:15 A.M. / Section B - 10:00 A.M.-11:15 A.M.
Alfond Hall Room 217 Alfond Hall Room 216

e-mail pconnolly@sjcme.edu Office 893- 7944

Office Hours: 412 Alfond Hall T/TH 1:00–2:00 P.M. or by appointment

Textbook: Ornstein/Levine *Foundations of Education (tenth edition)* REQUIRED
Boston: Houghton Mifflin. 2008
Handbook: Strunk and White *The Elements of Style (4th edition or newer)* REQUIRED
New York: The Penguin Press.

Possibly one of the most important, most interesting, and eminently readable new books on the effect of education on children, *Three Cups of Tea* by Greg Mortenson and David Oliver Relin must be read by each of you. You do not have to buy the book, but you are required to read it for class discussion and written assessment on 12/03/09.

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- **foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason;**
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to live ethical and meaningful lives;

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Instructors reserve the right to modify syllabi in the case of an emergency and to keep in touch with students through the instructors' media of choice.

EDUCATION DEPARTMENT PROGRAMS OUTCOMES: Graduates of Saint Joseph's College of Maine Teacher Education Programs will be able to demonstrate their abilities in three areas:

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  - * **Content Literacy** related to appropriate general and professional knowledge specific to individual disciplines.
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to achieve.

- **PEDAGOGY**
  * **Instructional Strategies** related to teaching effectiveness, learning outcomes, and assessments. This includes skillful and varied methodology with diverse learners incorporating problem solving, critical thinking, and reflection.
  * **Management Strategies** related to curriculum and the orchestration of the learning environment. This includes facilitating classroom dynamics that model fairness and respect.

- **DISPOSITIONS**
  * **Leadership Strategies** related to personal and professional development and a demonstrated commitment to continuous personal advancement.
  * **Affective Strategies** related to modeling acceptance and collaboration. This includes recognition of self and student worth, and the importance of fostering social, emotional, moral, and spiritual growth.

COURSE DESCRIPTION

This course will orient you to the historical, philosophical, social, and educational nature of teaching and learning . You will study and gain knowledge about the following:

- **the profession of teaching in the United States today;**
- **how the relationship between school and society directly affects the teaching and learning process;**
- **current educational trends in teaching and learning modalities, technology, and the changing role of the teacher;**
- **School law and political influence in education.**

Group discussions and cooperative ventures are encouraged to meet the learning styles of this class.

COURSE OBJECTIVES FOR ED 100 *EDUCATIONAL FOUNDATIONS*

1. **Be able to explain whether teaching is a true profession. Who decides? List criteria.**
2. **Be able to discuss articulately several of the major periods in the history of education. Pay particular attention to the influences of modern education.**
3. **Be able to define the special terminology that deals with the philosophy of education. (philosophy, theory, metaphysics, axiology, aesthetics, deductive logic, inductive logic, ethics, epistemology, and others.)**

4. **Be able to discuss the different philosophies of education. (Idealism, Realism, Pragmatism, Existentialism, Postmodernism, and others)**
5. **Be able to discuss the different theories of education. (Progressivism, Critical Theory, Perennialism, Essentialism and others)**
6. **Begin to construct your own philosophy of education.**
7. **Become familiar with the pioneers of education and what makes a pioneer.**
8. **Become familiar with the governing and administering of public education.**
9. **Know how education is financed in Maine and your home state.**
10. **Know how the 1st, 4th, 10th, and 14th Amendments to the Constitution relate to education.**

As we progress in the course, we will deal with other aspects of education, such as teachers' and students' rights, responsibilities, the courts, etc. We will discuss the certification process, preschools, and religion, evolution v. intelligent design among others. We will discuss important U.S. Supreme Court cases. One type of example is a case from Raymond, ME that the Court would not hear; another is an important integration-segregation case from Louisville, KY and Seattle, WA. This was decided in July of 2007. Early childhood needs, bilingual education, establishing goals, objectives, assessments of all types, and professionalism, and professional development will be discussed. Some of these topics and others will be dealt with in *your* oral presentations which will be assigned during the first week of classes.

ATTENDANCE POLICY

Attendance at all classes is required. Arriving on time is considered to be professional and appropriate behavior. Students are expected to be in class on time and prepared for work. Attendance is taken immediately at 8:00A.M. and 11:00 A.M. Students are considered late if they are not present when attendance is taken. If you are tardy, you must see the instructor before you leave class. Failure to do so will result in an absence.

Absences are excused for family emergency, personal illness, or required participation in a college function. Excused absences must be submitted in writing with the date and the reason for the absence accompanied by appropriate documentation. A written warning will be issued after three absences or tardies. More than three may result in grade reduction.

Cell phones and similar devices must be turned off at the beginning of class.

MISSED ASSIGNMENTS

If a class is missed because of an emergency, it is the student's responsibility to ascertain what was missed and to follow up in a complete and expedient manner. An assignment due on the day of an excused absence must be submitted *before* the next class meeting. All assignments are due *when they are collected.*

SECONDARY PRACTICUM

This involves only declared secondary education minors.

A very important part of this course is a practicum in your area where you will be in an appropriate nearby school. You will observe classes, and at the discretion of your host teacher, teach certain area of the subject matter. This will be for approximately one hour per week

TEN INITIAL TEACHER OUTCOMES

During the first week of class, I will give you a copy of *Maine's Standards for Initial Teacher Certification*. As you progress in your program with the Education Department, you will cover all ten (10) of these standards. In ED 100, you are responsible for numbers IX and X.

IX. Demonstrates an awareness of and a commitment to the ethical and legal responsibilities of a teacher.

X. Demonstrates a strong professional ethic and desire to contribute to the educational profession.

TESTS, QUIZZES, AND WRITING ASSIGNMENTS

Short quizzes over reading and/or assignments may be given at any time after the assignments are due.

Writing responses/reactions to current articles will be given *at least once* every week. *"Writing is rewriting." – Donald Murray (UNH; Boston Globe columnist)*

Tests will be given on 10/06/09 and 11/17/09. Quizzes on assigned chapter readings and other class readings may be given without notice.

EXAMINATIONS

Midterm: October 21, 2009 at 8:00 A.M. and 10:00 A.M.
Final: December 17, 2009 at 8:00 A.M. and 10:00 A.M.

IMPORTANT NOTE: **ALL ASSIGNMENTS MUST BE WORD PROCESSED AND DOUBLE SPACED. SPELLING, GRAMMAR, PROPER WORD CHOICE, AND USAGE WILL BE GRADED.**

GRADE COMPONENTS

Formal Tests	20%
Oral Presentation / Quizzes	20%
Writings / Portfolio	20%
Midterm Examination	20%
Final Examination	20%

Please review the attendance policy on page four of this syllabus.

GRADING SCALE

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
C+	78-79	F	below 60

SERVICES FOR STUDENTS WITH DISABILITIES

Any student with a documented disability, (physical, learning, or psychological) needing academic accommodations should contact Holly Sanborn in The Academic Center (328 Alfond Hall, ext. 7561) as early in the semester as possible. Please visit http://www.sjcme.edu/academics/ **for more information on disability services.**

A PORTFOLIO, WHICH WILL BE ENCLOSED IN A LARGE, STURDY THREE RING BINDER, WILL BE KEPT DURING THE SEMESTER. ITEMS TO BE INCLUDED WILL BE DISCUSSED DURING THE FIRST WEEK OF CLASSES AND WILL BE UPDATED FREQUENTLY. THIS PORTFOLIO WILL BE HANDED IN FOR A GRADE ON DECEMBER 4, 2008.

CLASS ASSIGNMENTS: Chapter Assignments (Topics for oral presentations will be assigned on September 2nd and/or 4th.)

September 8, 10	**CH. 1 Teaching as a Career / SYLLABUS** **CH. 2 The Teaching Profession**
September 15, 17	**CH. 3 World Roots of American Education (2 Classes)** **CH. 3 World Roots of American Education (Cont.)** ***(1) Oral Presentation – Special Education***
September 22, 24	**CH. 4 Pioneers of Modern Teaching (2 Classes)** ***(2)Oral Presentation – Public vs. Private Schools*** **CH. 4 Pioneers of Modern Teaching (Cont.)** ***(3) Oral Presentation – Jean-Jacques Rousseau***
September 29 **October 1**	**TEST Chapters 1-4** **CH. 5 Historical Development of American Education** ***(4) Oral Presentation - Corporal Punishment***
October 6, 8	**CH. 6 Philosophical Roots of Education (2 Classes)** ***(5)Oral Presentation – Single Sex Classes*** **CH. 6 Philosophical Roots of Education (Cont.)** ***(6) Oral Presentation - School Vouchers***
October 15, 20	**CH. 7 Governing and Administering Public Education** ***(7) Oral Presentation – School Uniforms*** **CH. 8 Financing Public Education** ***(8) Oral Presentation – Pay- to- Play***

October 22	**MIDTERM EXAM**
October 27, 29	**CH. 9 Legal Aspects of Education** *(9)Oral Presentation - Hazing* **CH. 10 Culture, Socialization, and Education** *(10) Oral Presentation- Crisis Plans*
November 3, 5	**CH. 11 Social Class, Race, and School Achievement** *(11) Oral Presentation – Bullying* *(12)Oral Presentation – Socrates, Plato, Aristotle* **CH. 12 Providing Equal Educational Opportunity** *(13) Oral Presentation – Grouping* (14) *Oral Presentation – Block Scheduling*
November 10, 12	**CH. 13 The Purposes of Education** *(15)Oral Presentation- Maria Montessori* **Review for Chapters 1-13 Test**
November 17, 19	**CH. 14 Curriculum and Instruction (2 Classes)** *(16) Oral Presentation - Interscholastic Sports in Middle School* *(17) Oral Presentation –Education in Islamic Countries* **CH. 14Curriculum and Instruction (Cont.)** *(18) Oral Presentation - Home Schooling* *(19) Oral Presentation - Thomas Aquinas*
November 24 **December 1**	**CH. 15 International Education** *(20) Oral Presentation – John Dewey* **CH. 16 School Effectiveness and Reform in the U.S.** *(21) Oral Presentation - Teacher Tenure* *(22) Oral Presentation - Herbert Spencer*
December 3	**Discussion and Assessment of** *Three Cups of Tea* *(23) Oral Presentation – Jean Piaget* *(24) Oral Presentation - Martin Luther*
December 8, 10	**REVIEW for Final Exam (12/4 Portfolio Due)** *(25)Oral Presentation - Immigration and Education*

December 15	**READING DAY – NO CLASS**
December 17	**FINAL EXAM**

N.B. *ALL* ASSIGNMENTS AND/OR EXAMS ARE SUBJECT TO CHANGE WITH PROPER NOTICE AS NECESSITY DICTATES.

SAINT JOSEPH'S COLLEGE of Maine

278 Whites Bridge Road
Standish, Maine 04084-5263

207-892-6766

INSTRUCTOR: Dr. Cynthia Mowles

COURSE: ED 440 Curriculum Design/Practicum
Secondary Education

SEMESTER: Fall 2009

TEXTS:
My First Year as a Teacher, Pearl Kane, Editor (PB 1991)
My First Year as a High School Teacher, Rominger, Laughrea, Elkin (PB 2001)
The Girls in the Back of the Class, Lou Anne Johnson (PB 1995)
Additional text and/or articles to be assigned

OFFICE HOURS: Tues. and Thur., 9:30-11:00 a.m.
By Appointment, Alfond Hall, Room 419, x7559

CONCEPTUAL FRAMEWORK:

In accordance with the mission of Saint Joseph's College and adhering to the guiding principles of the Maine Learning Results the education department supports the following conceptual framework:

"The mission of the Teacher Education Program is to take entering students with varying backgrounds and skill levels through a planned sequence of cognitive, psychomotor, and affective experiences designed to develop cultural awareness, knowledge of content, decision-making abilities, confidence, and self-esteem. These qualities provide the framework for continued personal and professional development over a lifetime as an evolving professional teacher."

ATTENDANCE:

- Per College policy
- The expectation is that you attend *all* scheduled classes. All appointments are to be scheduled outside of class time.
- Chronic tardiness is unacceptable and considered an absence.

WRITTEN REQUIREMENTS:

- Quality work on all assignments
- Papers word processed and double spaced
- Work graded on content and mechanics
- Bibliography provided if appropriate

Your success in this course is based on your participation: attitude, attendance, and involvement. If you need help or have questions, see me!

MAKE-UP POLICY:

Specific arrangements are to be made with the instructor for all work to be made up including examinations. Students who are absent on the day of the examination will not automatically be allowed to make it up. The instructor will decide the issue based on consultation with the student.

COURSE OVERVIEW:

This course introduces the secondary education student to an overview of the design and development of a secondary education curriculum in grades 7-12. Topics studied will be:

- The format of a curriculum guide
- Historical and content perspective of the 7-12 curriculum
- Federal and Maine educational standards
- Curricular issues of multiculturalism, gender and exceptionality

STUDENT OBJECTIVES:

- To be able to critique curriculum materials for their effectiveness in working with students, 7-12
- To write measurable objectives for a teaching unit
- To develop a lesson plan in the student's field of study and present it in their practicum class
- To be able to compare and contrast various curricular models
- To become familiar with the differences in curricular issues based on setting, i.e., urban vs. rural
- To understand the relationship between classroom practices and the effectiveness of a curriculum, classroom management, time schedules, etc.

COURSE REQUIREMENTS:

Quizzes/Tests	20%
Final Exam	15%
Field Practicum (Internship)	25%
Notebook/Journal	20%
Participation	20%
Attendance	
Attitude	
Involvement	

GRADING SYSTEM:	Per College policy
COURSE OUTLINE:	See following pages.
MAJOR REQUIREMENT:	All students will complete a half day (3 hour) internship per week in a local school, grades 7-12. Absenteeism may result in the termination of the student from the internship. Students are responsible for their own transportation to the internship site.
CONTACT WITH INSTRUCTOR:	Voice Mail: 7559 Home Phone: 282-3657 E-Mail: cmowles@sjcme.edu

ASSIGNMENTS

A. NOTEBOOK

Section I

Classroom observations

Date/Time/Place

Setting

Activities

Summary/Critique

Focus papers

Section II

Lesson Plan and Critique

Section III

Artifacts

Class Notes

Handouts

Topics for focus papers:

Learning Standards

Classroom management

Individual child

Student assessment

Gender equity

Student participation

Time usage

Closure

Methodology

Homework

B. INTERVIEWS (5)

C. READINGS

Week of 9/7 - Kane: Chapters 1-9

Week of 9/14 - Kane: Chapters 10-25

Written questions due 10/1

Week of 9/21 - Rominger: Parts 1 and 2 Setting Up a Classroom

Week of 9/28 - Rominger: Part 3 Lesson Planning

Week of 10/5 - Rominger: Part 4 Classroom Management

Week of 10/12 - Rominger: Part 5 Communication

10/13 NO CLASS – INTERVIEWS DUE

Week of 10/19 – Rominger: Part 6 Grading, Assessing

Week of 10/26 - Rominger: Part 7

Week of 11/2 - Writing measurable objectives (class activities)

Week of 11/9 - Girls in the Back of the Class

Week of 11/16 -

Week of 11/23 -

Week of 11/30 - Notebooks due!

Week of 12/7 -

NOTE: Progress on notebook compilation will be checked during the week of November 2, 2009. A minimum of five (5) Focus Papers should be completed by that time.

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"Small Steps, Great Strides: *Living* RESPECT-*fully*"

ED 445 Teaching Methods in the Secondary School

Faculty: Peter E. Connolly **SPRING SEMESTER 2009 (4 credits)**

Tuesday/Thursday 1:00 P.M. – 2:45 P.M. **Alfond Hall Room 114**

e-mail: pconnolly@sjcme.edu **Office phone 893-7944**

Office Hours: T/TH 412 Alfond Hall 10:00 A.M. - 11:00 A.M or by appt.

Textbook: *Secondary School Teaching: A Guide to Methods and Resources* (third edition)R.D Kellough /N.G. Kellough: Upper Saddle River, NJ: Pearson Prentice Hall. 2007 REQUIRED

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- **Affective Strategies** related to modeling acceptance and collaboration. This includes recognition of self and student worth, and the importance of fostering social, emotional, moral, and spiritual growth.

SERVICES FOR STUDENTS WITH DISABILITIES

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact Holly Sanborn in The Academic Center (328 Alfond Hall ext. 7561) as early in the semester as possible. Please visit www.sjcme.edu/academics/ for more information on disability services.

COURSE DESCRIPTION

Many of the Education Department Program Outcomes listed above under Knowledge, Pedagogy, and Dispositions will be incorporated into class discussion and class assignments. Our text, *Secondary School Teaching, A Guide to Methods and Resources,* was chosen after the searching for and the reviewing of many texts. I am confident that this text will be an important and reliable resource for you in the coming years.

Lesson planning and unit planning will be an important part of the experience. We will work with Maine Learning Results as we learn to plan these lessons. Diversity, grouping, the No Child Left Behind Act of 2001, teaching styles, student behaviors, reporting student achievement, parent conferences, assessment, standardized testing, student-led conferences, ensuring equality in the classroom, and classroom management are but a few of the important issues we will study.

We will become knowledgeable in the area of Best Practice, Tools of Inquiry, Domains of Learning, Socratic Seminar, Bloom's Taxonomy, among others. We will evaluate their uses in the various subject areas.

COURSE OBJECTIVES

To continue the journey to become the best possible teachers we can be by learning how to best use the tools of inquiry that best fit our particular subject areas; by learning how best to use Bloom's Taxonomy in our daily planning; by learning Socratic Seminar methods and learning where and when they can be effective; by learning Best Practice methods and how to use them effectively; by learning vocabulary and special terminology that will help us to write and ask essential questions; by reading the textbook, by asking questions, and by participating fully in class discussions.

Notes that you have taken as you read each chapter will be handed in weekly.

ATTENDANCE POLICY

Attendance in all classes is required. Arriving on time is considered to be professional and appropriate behavior. You should be in class and prepared to work at 1:00 P.M. Attendance will be taken at 1:00 P.M. If you are tardy, you must see me before you leave class. Excused absences are documented family emergencies; documented illness; and required participation in a college function. Excused absences must be submitted in writing and include the date and reason for the absence. Appointments should not be scheduled during class time. After three absences, a notice will be sent to the Dean of Academic Affairs.

MISSED ASSIGNMENTS

If you miss a class because of an emergency, it is your responsibility to ascertain what was missed and to follow up in a complete and expedient manner. An assignment due on the day of an excused absence must be submitted *before* the next class meeting. All assignments are due *when they are collected.*

EXAMINATIONS

MIDTERM MARCH 5, 2009 FINAL MAY 5, 2009
Other tests may be given with proper notice. Quizzes may be given at any time.
CHAPTER ASSIGNMENTS: other assignments will be given

January 13 Syllabus Overview; Class Discussion

January 15	**Chapter 1**	**Secondary School Teaching Today: Recognizing and Understanding the Challenge**
January 20/22	**Chapter 2**	**Teacher Professional Responsibilities**
January 27/29	**Chapter 3**	**Thinking and Questioning: Skills for Meaningful Learning**
February 3/5	**Chapter 4**	**The Classroom Learning Environment**
February 10/12	**Chapter 5**	**The Curriculum: Selecting and Setting Learning Expectations**
February 19	**Chapter 6**	**Planning the Instruction**
February 24/26	**Chapter 7**	**Assessing and Reporting Student Achievement**
March 3	**Review for Midterm Exam**	
March 5	**Midterm Exam**	
March 9/13	**SPRING BREAK**	
March 17/19	**Chapter 8**	**The Thinking Curriculum: Using Teacher Talk, Demonstrations, Inquiry, Games**
March 24/26	**Chapter 9**	**Organizing and Guiding Student Learning: Alone and in Groups**
March 31	**Chapter 10**	**Professional Development: A Continuing Process**
April2		
April 7	**Lesson Presentations**	
April 9-13	**Easter Break**	
April 14	**Lesson Presentations**	

April 17/21/24	**Course Review Chapters 1-5**
April 28/30	**Course Review Chapters 6-10**
May 5	**Final Exam**

ALL ASSIGNMENTS AND/OR EXAMS ARE SUBJECT TO CHANGE WITH PROPER NOTICE AS NECESSITY DICTATES

MAINE'S INITIAL CERTIFICATION STANDARDS THAT WILL BE MET UPON SUCCESSFUL COMPLETION OF ED 445 - TEACHING METHODS IN THE SECONDARY SCHOOL

Standard One – **Demonstrates knowledge of the central concepts, tools of inquiry, and structure of the discipline(s) s/he teaches and can create learning experiences that make these aspects subject matter meaningful to students.**

Standard Two - **Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.**

Standard Three - **Demonstrates knowledge of the diverse ways in which students develop by providing learning opportunities that support students' intellectual, physical, emotional, and social development.**

Standard Four - **Plans instruction based upon knowledge of subject matter, students, and curriculum goals.**

INTERNSHIP

A very important part of this course is an internship in your subject area where you will be placed in a nearby high school. You will observe classes, and at the discretion of your host teacher, teach certain aspects of the subject matter. This will be for approximately one hour of student content per week.

GRADING SCALE

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
C+	78-79	F	below 60

GRADE COMPONENTS

20% FORMAL TESTS
20% LESSON PRESENTATION
20% FORMAL WRITING/QUIZZES
20% MIDTERM
20% FINAL

Please keep all course materials in a three ring binder that is not used for any other class until the semester is over.

Student Name: _____

Maine's 10 Initial Teacher Certification Standards

Portfolio Rubric: Documentation

Senior Portfolio Checkpoint IV

	YES	NO
1. Philosophy of Education	☐	☐
2. Cover Letter	☐	☐
3. Resume	☐	☐
4. Transcript	☐	☐
5. Fingerprinting	☐	☐

6. Letters of Recommendation 1☐ 2☐ 3☐

7. Internship Evaluations

Math Internship Evaluations

Cooperating Teacher

_____ Midterm _____ Final

Supervisor

_____ Midterm _____ Final

Reading Internship Evaluations

Cooperating Teacher

_____ Midterm _____ Final

Supervisor

_____ Midterm _____ Final

8. Student Teaching Evaluations

Cooperating Teacher

_____ Midterm _____ Final

Supervisor

_____ Midterm _____ Final

Maine's 10 Initial Teacher Certification Standards

Portfolio Rubric - Secondary Education Minor

	YES	YES/NO	NO
I. Appropriately applies knowledge of disciplines' central concepts, tools of inquiry, and structures to create meaningful learning experiences.	☐	☐	☐
II. Integrates concepts, tools of inquiry, and structures among the disciplines.	☐	☐	☐
III. Knows the diverse ways in which students learn and develop and provides learning opportunities that support their intellectual, physical, emotional, and social development.	☐	☐	☐
IV. Plans, instruction based upon knowledge of subject matter, students, theories of learning and development, and curriculum goals.	☐	☐	☐
V. Understands and uses a variety of instructional strategies and appropriate technologies which meet students' needs.	☐	☐	☐
VI. Creates and maintains a classroom environment which supports and encourages learning.	☐	☐	☐
VII. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.	☐	☐	☐
VIII. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.	☐	☐	☐
IX. Demonstrates an awareness of a commitment to ethical and legal responsibilities of a teacher.	☐	☐	☐
X. Demonstrates a strong professional ethic and desire to contribute to the education profession.	☐	☐	☐

Student Teaching Application
Saint Joseph's College of Maine

Student Teaching Requirements:
2.75 GPA Department Recommendation Appropriate paperwork filed on time
Documented passage of Praxis I

Directions for Completion:

The form is to be filled in completely. The form is to be submitted to the Chair of the Education Department upon completion. Please do not speak directly with any teacher until you have been given permission to do so. The school you choose must be on the approved list unless you receive special permission from the Chair. Upon approval, this form will be returned to you. You may contact the teacher at that time. If the teacher you requested is not able to be your Cooperating Teacher you must resubmit an application prior to selecting another teacher.

Date: _____
Student Name: _____
Home Address: _____
City: _____
State: _____ Zip Code: _____
Summer Telephone: _____
Summer E-mail: _____

Current GPA: _____
Phone: _____
Passed Praxis I_____
Passed Praxis II_____
Secondary Major_____
El. Ed. Concentration_____

Practicum and Internships:

Practicum: School: _____ Grade : _____
Teacher: _____

Internship:
School: _____
Grade: _____
Teacher: _____

Internship:
_____
_____
_____

Student Teaching Request:

1st choice:
School: _____
Grade: _____
Teacher: _____ (Please do not contact prior to approval)

2nd choice:
School: _____
Grade: _____
Teacher: _____ (Please do not contact prior to approval)

Approved Schools: (subject to change) Windham Primary (K-3), Windham Middle (6-8), Edna Libby (SAD 6) (K-3), George E. Jack (SAD 6) (4-5), Raymond Elementary (K-4), Jordan Small (Raymond) (5-8), Village School (Gorham) (3-5), Russell School (Gray). Windham High School, Westbrook High School, (others upon request).

Student Teaching Final Approval

The following Saint Joseph's College student has selected you to be his/her Cooperating Teacher for their Senior Student Teaching experience.
Your signature indicates that you are in agreement. We thank you for your commitment and dedication to Saint Joseph's College and our preservice students.

Date: _____

Student Name: _____

School: _____

Teacher: _____

Grade Level _____

Teacher Signature: _____

Principal Signature: _____

Chair of Education
Signature: _____

Updated 11-08 KKC

SAINT JOSEPH'S COLLEGE
SPORT AND EXERCISE SCIENCE DEPARTMENT
STUDENT TEACHING APPLICATION

Date_____

Student Teacher_____

College Address_____

College Phone No_____

Home Address_____

Home Phone No_____

Car available_____

Where will you be living during student teaching?_____

Will you be working?_____If yes, where and how many hours_____
_____

Where do you prefer to do your student teaching (must be two different levels either a high school , elementary school or a middle school)

	1st Half	2nd Half	Reason for Choice
1st Choice			
2nd Choice			
3rd Choice			

(for faculty use only)
First assignment_____
Second Assignment_____

(First Experience)

SAINT JOSEPH'S COLLEGE
SPORT AND EXERCISE SCIENCE DEPARTMENT
STUDENT TEACHING VISITATION FORM

NAME_____ is tentatively assigned to your school system as

a student teacher from_____ to _____.
(Date) (Date)

Cooperating Teacher: _____

School District: _____

Principal: _____

* *

_____ visited my office on _____.

The assignment to our school system has been tentatively approved.

Signed_____ School_____
(Principal)

* *

_____ observed physical education activities

from_____ to_____ on _____.
(hour) (hour) (date)

Signed:_____
(Cooperating Teacher)

INSTRUCTIONS:

1. The student will arrange to meet with the principal to gain approval for student teaching at the school.
2. The student will arrange to meet the cooperating teacher and to observe physical education activities for at least two hours.
3. Return the completed form to Dr. Kelly by the end of the first week of student teaching.

SAMPLE COOPERATING TEACHER LETTER

September 1, 2009

Cooperating teacher
Wescott Junior High School
426 Bridge Street
Westbrook, ME 04092

Dear Cooperating teacher,

I want to thank you for agreeing to work with Seth this semester. I really appreciate your willingness to share your knowledge and expertise so freely with our students. I delighted that you are interested in working with us again this winter.

Seth will be working with you daily from September 2 – October 23 2009. As usual, Seth will be expected to observe the rules and policies required of regular teachers in the school. He will contact you before starting to make the necessary arrangements. I know that he will assist you while he puts theoretical knowledge into practice under your guidance.

I am looking forward to working with you again this spring. If your plans have changed and you are unable to work with us, please contact me by e-mail at skelly@sjcme.edu or by phone at 893-79041 as soon as possible.

Warmest regards,

Sue N. Kelly, Ed.D.
Chair, Sport and Exercise Department