

**SYLLABUS**  
**ED 360/361: Secondary Principles and Field Placement**

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**Office Hours:** Per sign up on the sheet on my office door.

**Required Texts**

Kellough, R.D., & Carjuzaa, J. (2009). Teaching in the Middle and Secondary Schools. Ninth Edition. Boston, MA: Pearson/Allyn Bacon.

Corresponding website: <http://www.pearsonhighered.com/kelloughsecondary9e>

Suskind, R. (2005). A Hope in the Unseen.

One additional novel to be selected in class. Do not purchase an additional novel until coming to class.

Articles on Moodle.

**Course Overview**

The focus of this course is on the developing secondary teacher. Since many of you will be student teaching soon, it is imperative that you think about your own growth and reflection in terms of several key ideas. We will do this by examining several key questions. Those include:

**What principles play out in secondary education?**

**What professional practices will inform my classroom teaching?**

**How does professionalism and moral education intersect with or influence these practices?**

**What kind of teacher do I want to be and how will I become this teacher?**

The goal of the class is for you to develop your professional practices. By participating in course readings, in-class activities, written assignments and a field placement you will examine, analyze and reflect on your own learning as well as your own evolving identity. Your final project will be a paper where you explore the professional practices you will take with you into your first teaching job.

Throughout this course you will be practicing the six professional abilities identified by the Education Department faculty at Hope College.

- Effective Communicator
- Professional Collaborator
- Problem Solver
- Curriculum Developer
- Decision Maker
- Scholarly Educator

The Teacher Education Program at Hope College is committed to the preparation of teacher candidates who successfully meet all Education Department course objectives and who make continuous progress toward meeting the Department's established goals for future educators, as outlined in the Department's Six Professional Abilities.

### **The Field Placement**

The field placement requires forty hours in a middle or high school classroom. You will receive your field placement on the first day of the semester and are expected to begin on September 11. Teachers have been contacted and are expecting you on this date. It is your responsibility to make contact with your mentor teacher immediately. During the first meeting you should conduct a face-to-face meeting to discuss the class syllabus, ask questions, and communicate expectations.

#### **The following expectations guide your field placement:**

1. Please be on time with your arrival at the school and be consistent in your attendance. Your mentor teacher will plan for you to be there at the agreed upon times and your tardiness or absence can complicate his/her instructional plans. If you miss hours because of school closing and/or illnesses; please make every attempt to make up the time.
2. Communication with your mentor teacher is crucial for the success of this experience. Be assertive and take initiative from the first time you contact your mentor teacher. You should prepare any questions or conversations you wish to have with your mentor teacher for your first face-to-face meeting. Because this is your last field experience before student teaching, you **MUST** be proactive and assertive.
3. When in the schools you must dress appropriately and professionally. This means no jeans (unless the school is having a special event and the mentor teacher has asked you to wear jeans), no visible piercings (other than single earrings in each ear), no visible midriffs, no hats or caps, no visible underwear, and if you wear cologne or perfume, please do so in moderation.
4. Any time you enter a school, you are a representative of Hope College. Your experience might influence future experiences in that school for Hope College students. Mentor teachers may decide not to work with our future students if they do not enjoy working with you. Having a positive attitude, a pleasing disposition, and taking initiative are good first steps to building and maintaining a positive image of yourself and Hope College.
6. You will teach one required lesson in the field. You should initiate a conversation immediately about the date and content for this lesson. However, the more lessons you teach, the more prepared you will be for student teaching – so please take advantage of teaching opportunities as much as possible. Ask or beg your mentor teachers for these opportunities.

### **Department Policies**

To achieve these ends, we believe that students must successfully complete all courses for which they are enrolled through the Education Department. They must also successfully complete the field placements that may be attached to these courses. Successful completion will be demonstrated when students earn a C+ grade or better in each course and field placement. Students who fail to earn a C+ grade or better in any Education Department course offering or field

placement after admission to the Teacher Education Program will not be allowed to continue in the program until they have successfully completed the course or field placement.

***Policy adopted January, 2001; amended August 19, 2003***

### **Field Placement Recommendation Policy**

1. A student receiving a “Recommended” or “Highly Recommended” rating from the field placement mentor teacher will continue in the program.
2. A student earning a “Recommended with Reservations” rating for a field placement:
  - a. Will be notified in writing that s/he will continue in the next placement on probationary status.
  - b. If a student earns a second “Recommended with Reservations” rating for a field placement s/he will not be allowed to continue in the education program.
3. A student earning a “Not Recommended” rating from the field placement mentor teacher:
  - a. Will be notified in writing that s/he will not be allowed to continue in the education program.
4. A student will retain the right to appeal any decision made by the Education Department through procedures outlined in the Education Department’s Handbook.

### **Dispositions Policy** (Teacher as Person)

1. A student receiving an Excellent, Proficient, or Developing Proficiency from his/her field placement mentor teacher will continue in the program.
2. The first time a student earns one or more unsatisfactory ratings on any disposition from the field placement mentor teacher the student will:
  - a. Be notified by the professor for that course.
  - b. Have a meeting with that professor.
  - c. Complete a form which includes action steps for rectifying the unsatisfactory rating.  
The professor will:
    - a. Copy the field placement form, attach it to the student’s goals/action plan form, and place in the student’s file in the Education Department.
    - b. Contact the Student Support Chair
3. The second time a student earns one or more unsatisfactory ratings on any disposition for a field placement the student will:
  - a. Be notified by the professor for that course.
  - b. Have a meeting with that professor.
  - c. Be given the option to take part in Student Support.
  - d. Be informed, by letter from the Education Department chair that a third unsatisfactory rating will result in dismissal from the Education Department.

4. The third time a student earns one or more unsatisfactory ratings on any disposition from the field placement mentor teacher the student will:
  - a. Be notified in writing, by the chair of the department that he/she will not be allowed to continue in the education program.
5. A student will retain the right to appeal any decision made by the Education Department through procedures outlined in the Education Department's Handbook.

### **College Policies**

**AMERICANS WITH DISABILITIES ACT:** Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

Hope College expects all students to assess each course in an effort to continuously improve student learning. At the end of the semester, you will be asked to assess how well this course met its stated goals. Your responses will be kept anonymous, but I will take the collective results seriously in thinking about how to provide Hope students the best possible education. Your responses matter. You are urged to participate in this important process.

### **Standards**

There are several sets of standards that guide our work in the course. The links for these standards are found on Moodle.

1. Professional Standards for Michigan Teachers (PSMTs) – these are the standards which guide our department in your preparation. They will also be used to evaluate you during your induction years.
2. State of Michigan's Grade Level Content Expectations (GLCEs) and High School Content Expectations. These standards dictate what children in Michigan should learn at each grade level and course.
3. NETS (National Education Technology Standards). These are the technology standards that you should be demonstrating progress in across your teacher preparation.

You should print each of these – they are found on Moodle – and keep them in your course notebook. We will be referring to them in class often and having them with you will deepen your understandings of your own growth towards becoming a teacher.

### **Course Policies**

- Attendance and participation are an integral part of this course. You are expected to attend all classes, to arrive on time and prepared, and to actively participate in all class activities. Part of being prepared includes completing all assigned readings prior to class. You may be asked to provide evidence of your critical reading of the texts through quickwrites, class activities, and discussions. There are 50 possible attendance points and they are determined in the following way:

0-1 absences	50 points
2 absences	35 points
3 absences	20 points
4 or more absences	0 points

- All work turned in for this course must be original, created solely for this course, and must be properly cited as needed. The plagiarism policy as outlined by Hope College will be strictly adhered to. If you borrow ideas from anyone else – whether in written or spoken form, you must cite them accurately.
- There will be many written assignments in this course. Please use a word processor for your written work, and follow the conventions of grammar, spelling and syntax. Use a *12 point font* with *one inch margins*. Assignments not reflecting careful editing or not indicative of a developing professional teacher will be returned without evaluation. If I find more than four grammatical and/or mechanical errors in the first four lines of text, I will not evaluate the work. I will return it to you and you will have 48 hours to resubmit the work. A 10% deduction will automatically occur, with an additional 10% deduction for every day beyond the 48 hours until the work is resubmitted in an acceptable form.
- All assignments are due on the dates provided in this syllabus, or as modified by me throughout the course. Late assignments will be marked down (10% per day). Please contact me prior to a due date if you foresee a problem with completing your work on time.
- Email communication is a vital part of this course and is a way for us to communicate often with each other. Please check your email daily. If you are not using your Hope Email account, make sure you supply me with an alternate email address.
- Because the direction this course takes depends somewhat on each student and the particular mix of students within each section, I reserve the right to make adjustments to the syllabus, assignments, due dates, and readings as needed.

### Course Requirements and Evaluation

Your final grade for the semester will be based on a series of written assignments including reflective pieces, lesson and unit plans, a multi-genre novel project, and a final paper. ***All assignments and requirements must be completed satisfactorily to receive a passing grade in the course.*** Specific guidelines and grading criteria for ED 360 are described below. Evaluation of the requirements will be assigned as follows:

50 points	Attendance and Participation
100 points	Written Work (Journals, Exercises, Quickwrites, Exit Notes, Responses)
100 points	Lesson Planning
300 points	Unit Plan
100 points	Multi-Genre Novel Project
200 points	Professional Practices Paper
50 points	Professional Portfolio
900 points	Total

The grading scale is as follows:

Percentage Points	Letter Grade	Course Totals ED 360
95 – 100	A	855-900
92 – 94	A -	828-854
90 – 91	B +	810-827
86 – 89	B	774-809
84 – 85	B -	756-773
82 – 83	C +	738-755
76 – 81	C	684-737
74 – 75	C -	666-683
72 – 73	D +	648-665
68 – 71	D	612-647
66 – 67	D -	594-611
Below 66	F	0-593

ED 361 work is evaluated separately. Because this course occurs mostly in the field, your mentor teacher's evaluation will be the basis of this grade.

- A Evaluation form turned in on time, hours totaled, form signed by you and your mentor teacher, a “highly recommend” or “recommend” and no unsatisfactory markings on the front of the form.
- C+ Any of the above criteria incomplete, OR a “recommend with reservations” OR any unsatisfactory markings on the front side of the form.
- F A “not recommended” evaluation.

### Assignment Descriptions

Brief descriptions for each assignment are below. Please note that additional descriptions and evaluation rubrics are found on Moodle. You will want to access this in advance of each assignment. Also note that assignment sheets are guidelines for completing work – the evaluation rubrics will be used exclusively for evaluating your work. When in doubt – use the criteria on the rubrics.

#### Assignment

Attendance and Participation  
50 points

Attendance: Attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the program. You are expected to attend all classes and to be prepared and ready to go at the beginning of each class. Class will begin promptly. There are 50 possible attendance points and they are determined in the following way:

0-1 absences	50 points
2 absences	35 points
3 absences	20 points
4 or more absences	0 points

Class Participation: As an inclusive learning community, your attendance and active participation in class are vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, analyzing cases, generating ideas, making presentations, participating in peer teaching activities, giving feedback on lesson plan drafts, sharing classroom observations and experiences, and so on. As our learning depends on each other and the unique perspectives we each bring to the discussion, all students are expected to participate in each class. *If you do not participate in class, the points you earned above, will be lowered accordingly.*

**Assignment**

Written Work

100 points

There will be many times throughout the semester that I will ask you to complete some work at home or in class. Written work serves several purposes. It provides you a chance to show me what you know and what you are thinking about, it allows me to monitor and assess your ongoing learning, and it alerts me to misconceptions and struggles that need to be addressed. The information I gain from your in and out of class work will help me in planning future instruction and in best meeting your collective needs. Please recall that all written work done outside of class **must be typed**. Your collective written work is worth 100 points. Specific point values for each are delineated on the *Record Keeping Sheet* found on Moodle.

There will also be additional written work during class – in the form of quickwrites, exit notes, and chart work. Some of this will be done in small groups or with a partner. While this work is not “graded”, it is important because it allows you to practice the concepts and methods you are learning about, and it provides me with evaluative information upon which I can base future instruction. Sometimes this work will be collected so that I can use the work to inform instruction.

**Assignment**

Lesson Planning

100 points

There are two major parts to this assignment; the first is the creation and teaching of a lesson for your field placement classroom and the second is an analytic reflection on the teaching experience. Each is described more fully below.

**Lesson Plan (60 points)**

The purpose of this assignment is to gain more practice with planning and teaching a lesson in your content for the students in your field placement classroom. The lesson will be written based on various frameworks as found in our core textbook. Unlike the secondary block, the format of this lesson will NOT be direct instruction. This is purposeful because we want you to be knowledgeable and competent to write lesson plans in a variety of formats.

If you would like feedback on the lesson plan as you are creating it, simple email me a copy and I will comment and make suggestions. You can also sign up for office hours and we can talk through the lesson plan. I want to support you in whatever way you need – but you must be proactive and seek out that help.

This lesson plan is worth 60 points. The lesson plan will be evaluated on Chalk & Wire. The grading rubric and guidelines for the presentation and lesson can be found on Moodle.

## **Lesson Reflection (40 points)**

After you teach the lesson in your field placement classroom you will write a reflection of your teaching. This reflection follows the format of the reflection from the secondary block. The reflection is worth 40 points and will be evaluated on Chalk and Wire. The reflection should address the following:

- Describe the context of the lesson.
- What went well in the lesson?
- What would you do differently another time?
- What did your students learn and how do you know?
- What did you learn about teaching from this lesson? Make explicit course connections.
- What progress did you make towards the Professional Standards for Michigan's Teachers (PSMTs)? Name at least two (type them out) and describe what you did in the lesson that helped you become more competent in these areas.
- What two Hope Education Abilities did you engage in during the planning and teaching of this lesson? (see the syllabus pg. 1 for a list of these abilities). Name them and discuss what in the lesson helped you become competent in these areas.

The grading rubrics, lesson plan and reflection expectations can be found on Moodle.

### **Assignment** Unit Planning 300 points

The purpose of this assignment is to practice planning a unit in your content. Drawing on the ideas from the core text and conversations with your mentor teacher, you will design a unit plan. Specific expectations can be found on Moodle. You may work with a partner on this assignment and the unit must integrate at least two different contents. The assignment is worth 300 points and is due on Chalk and Wire. The assignment sheet and rubric are found on Moodle.

### **Assignment** Multi-genre Novel Project 100 points

You will be selecting a contemporary novel to read. The novels span a range of school settings, topics and issues. This assignment is designed to engage you in examination of the book both aesthetically and critically and it also asks you demonstrate your thinking and reflection through a multi-genre project. I will model these strategies using the book "A Hope in the Unseen". Then you will read your book and meet with your classmates who have read the same book.

You will be asked to write an individual aesthetic response and then to discuss and analyze the book through a critical lens. You will prepare and present a multi-genre project to the class during one of the last six classes. Your classmates will evaluate you, you will evaluate yourselves, and I will evaluate you. The assignment sheet and rubric are found on Moodle. Your work is due on Chalk and Wire.

### **Assignment**

#### Professional Practices Paper 200 points

This is the culminating project for the course and addresses the main objective as the course as outlined earlier – what professional practices will you take with you into your first classroom? Your paper will be based on the entire semester and in particular, your journals and my feedback to your journals. Your goal is to move closer to establishing a teaching identity and your teaching philosophy (which you will write in ED 500). Additionally, your reflections on your own learning, your beliefs, and your goals will influence this piece.

You will bring your completed paper to the final exam time as well as submit it to Chalk and Wire. In class on the final exam time, we will engage in a grand conversation where you connect to the ideas and issues you examined in your paper. You will NOT present your paper.

The rubric and additional information about this assignment are available on Moodle.

### **Assignment**

#### Professional Portfolio 50 points

During student teaching you will be preparing a professional portfolio. You will have the option of creating a paper or electronic one, but there are a great number of benefits to having an online portfolio. An electronic portfolio:

- Is a convenient and compact storage place for assignments
- Can be copied on a CD for leaving with possible employers
- Demonstrates your proficiency with technology in interviews

For this class you will create a professional online portfolio. You will build a table of contents and add your assignments from the Secondary Block and Secondary Principles. You will then add to this portfolio in your Student Teaching Seminar during your student teaching semester. Possible items to include in your TOC are:

- Resume
- Philosophy of Education
- Credentials
- References
- Professional Development Activities
- Lesson and Unit Plans
- Other Course Assignments
- Publications, Leadership Positions, Honors
- Special Interests
- NETS

We will talk about this project in class on April 9 and it will be due on April 19.