Course of Study

1. Course Title and Credits: CISE 450: Reckoning with the Past and Preparing for the Future in Education. Two (2) Undergraduate credits

2. Course Description:
This seminar accompanies the student teaching internship and meets on a weekly basis for discussion and reflection of the students’ teaching experiences. Students will analyze their educational experience at WPU with a specific focus on the secondary certification program. Students will examine the student teaching experience, problem situations and how to effect change. Students will brainstorm solutions to classroom problems and whole school issues. The course will bring together content knowledge, disposition, instructional methods, assessment strategies, collaboration, diversity, classroom management, and technology. It is a senior capstone course focusing on the Teacher Work Sample. Beginning with CIED 203, students are expected to maintain in a portfolio examples of work that demonstrate their proficiency in the skills necessary to become a teacher. CISE 450 is a seminar in which students will reflect on teaching and their plans for future learning, finalize their performance portfolios, write and implement their Teacher Work Sample, and create employment portfolios.

3. Prerequisites/ Corequisites: For secondary subject field certification students the prerequisites are: CIED 203, CIRL 335, CISE/PSY 295, CISE 325, CISE 335, CISE 352 Plus ONE of the methods courses based on subject field major (CISE 411-419). Co-requisite: EDUC 419: Student Teaching Internship.

4. Course Objectives: The student will be able to:
1. Explore alternative solutions to classroom problems by identifying and discussing strategies for teaching all students in a diverse classroom.
2. Acquire information on materials selection and resources from organizations and on career development in content area.
3. Write and edit an effective resume and cover letter for employment
4. Complete the Teacher Work Sample

5. Student Learning Outcomes:
1. Students will explore alternative solutions to classroom problems via discussion and case study analysis.
2. Students will acquire information on materials selection and resources from organizations and on career development in content area via the professional development plan. Students will also reflect on their educational experience
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Students will acquire information on materials selection and resources from organizations and on career development in content area via the professional development plan. Students will also reflect on their educational experience with an emphasis on diversity and school change.

Students will demonstrate understanding of the role of the teacher, curriculum, and methods by revising their educational philosophy.

Students will demonstrate understanding of curriculum and pedagogy by designing, interpreting and reflecting upon their Teacher Work Sample*

Students will demonstrate knowledge, application, and understanding of the teaching profession by creating an employment portfolio that includes, at least, an educational philosophy statement, resume, substitute license(s), supervisory comments/evaluations, and a professional development plan for lifetime learning.

*NCATE Critical Assessment.

**Correlation of Student Learning Outcomes with National and State Standards**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>NJ Professional Standards for Teachers</th>
<th>WPUNJ Competencies</th>
<th>NCATE standards</th>
<th>NJCCCS</th>
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<tbody>
<tr>
<td>Students will explore alternative solutions to classroom problems via discussion and case study analysis.</td>
<td>6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18</td>
<td>1, 3, 4</td>
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<td>Students will acquire information on materials selection and resources from organizations and on career development in content area via the professional development plan. Students will also reflect on their educational experience with an emphasis on diversity and school change.</td>
<td>1, 2, 3, 6, 7, 9, 10, 11</td>
<td>1, 4</td>
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<td>Students will demonstrate understanding of the role of the teacher, curriculum, and methods by revising their educational philosophy.</td>
<td>1, 2, 3, 6, 10, 11</td>
<td>2, 3, 4, 5, 6, 10</td>
<td>1, 4</td>
<td>All</td>
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<tr>
<td>Students will demonstrate understanding of curriculum and pedagogy by designing, interpreting and reflecting upon their teacher Work Sample</td>
<td>1, 2, 4, 5, 6, 7, 10, 12</td>
<td>1, 3, 4</td>
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<td>Students will demonstrate knowledge, application, and understanding of the teaching profession by creating an employment portfolio</td>
<td>1, 2, 4, 11</td>
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6. Course Content
1. Teacher reflection and discussion: Analyzing one's own practice
   a. Are my goals and learning experience appropriate to the students’ level of development?
   b. How well is the student learning (guided observation)?
   c. Are my teaching methods and materials varied and effective?
   d. Do I take responsibility or the implementation of suggestions from my supervisor and cooperating teacher?
   e. Am I continuing to grow professionally?
   f. Do I address the needs of all students in my class, regardless of ethnicity, gender or socioeconomic status?
   g. How well do I deal with controversy?
   h. How do I address new media and technologies in the classroom?
2. Teacher Work Sample
   a. contextual factors
   b. learning goals
   c. assessment plan
   d. design for instruction
   e. instructional decision making
   f. analysis of student learning
   g. reflection and self-analysis
3. Professional Development
   a. In-school workshops
   b. College sponsored workshops/ symposia
   c. Read professional journals/ books
   d. Material selection: National organizations
   e. Join professional organizations
   f. Organizing integrated instruction, and grouping assessment
4. Career development
   1. Resume development
   2. Interviewing skills
   3. Credential file development
   4. Development of a Performance and Employment Portfolio

7. Teaching Methods
1. Case study presentation and discussion
2. Discussion of all presented topics and issues.
3. Role play
4. Brainstorming, reports to whole group

5. Portfolio presentations

8. Evaluation
1. Active class participation by discussing the assigned course readings
2. Active online participation and contributions to weekly discussions
5. Quality of revised educational philosophy
7. Quality of student teaching portfolio
8. Quality of components of Teacher Work Sample based on rubrics

9. Recommended Texts /Readings:

10. Preparers’ Names and Date: Professors: D. Hill & M. Yildiz (Fall 2004)
Updated by T. Fallace (Spring 2011)

11. Department Approval Date: Spring 2011

12. Bibliography:
Draper, S. (2000). *Teaching from the heart*. Portsmouth, NH: Heinemann: