

# Secondary Education (SCED)

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## **SCED 3410. Language Acquisition Cognition ESL (ALCI). 3 Hours.**

This course partially fulfills the requirement for ESL Endorsement. This course is designed to prepare teacher candidates to become professional teachers who understand the theory of second language acquisition in order to provide linguistically and culturally appropriate instruction that incorporates tools of language development into planning, instruction, and intervention for students learning English in secondary schools (grades 6-12). Teacher candidates will also develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Gain knowledge of first and second language acquisition theory and research. 2. Develop skills to apply second language acquisition theory and research into practice. 3. Develop understanding of the historical and current positions of English and its learners. 4. Develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias for ESL students. Prerequisites: Instructor permission. FA, SP.

## **SCED 3420. Assessment for ESL Education (ALCI). 3 Hours.**

This course partially fulfills the requirement for ESL Endorsement. This course is designed to further develop competencies in current assessment practices in both ESL and mainstream education. Teacher candidates will learn about implementing assessments, and making them useful, meaningful and equitable. Teacher candidates will have the opportunity to explore and evaluate the relationship between teaching and assessment, with emphasis on reviewing multiple forms of assessment to provide feedback to learners and differentiate instruction. Teacher candidates will also implement lesson planning skills with the concept of Sheltered Instruction Observation Protocol (SIOP). This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop awareness of interdependent relationship between teaching and assessments. 2. Gain subject matter knowledge of authentic assessment through development of authentic instructional tasks and tests that reflect the contextual factors of the classroom. 3. Analyze and synthesize assessment results to modify instruction for student learning. 4. Gain awareness of teachable test taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests. 5. Develop understanding of lesson plans based on the principles of SIOP. Prerequisites: SCED 3410 (Grade C or higher); Instructor permission. FA, SP.

## **SCED 3720. Reading Writing Content Areas (ALPP). 2 Hours.**

Required for all Secondary Education Teaching (SET) students. This course prepares teacher candidates to facilitate reading, writing, and study skills in the content areas at the middle school and secondary school level. Extensive background in literacy and teaching strategies will be provided during the lecture portion of the course. Teacher candidates will practice and apply pedagogical skills during a field experience in the public schools. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Use a variety of strategies to promote student independence in content area reading and writing. 2. Use a variety of texts and to assist students who have difficulty reading content area texts. 3. Demonstrate methods in the content areas to address the diverse literacy backgrounds and needs of students (ELL, gifted, special education, behavior/emotional needs, etc.). 4. Design and teach lessons in the content area which integrate or focus on text-based concept development. 5. Integrate technology to support and meaningfully supplement the learning of students. 6. Utilize formative and summative reading and writing assessments to analyze student reading and writing data to inform and modify instruction. 7. Use school, community, district, and state content area resources to enhance student learning. Prerequisites: Admission to Utah Tech Secondary Education Teaching (SET) Licensure Program. FA, SP.

## **SCED 4100. Curriculum and Instruction (ALPP). 3 Hours.**

Required for all Secondary Education Teaching (SET) students. This course examines research-based curricular and instructional issues, and national, state, and district standards. Prepares secondary education teacher candidates to unwrap state content standards and write objectives/enduring understandings, and align instruction with objectives and assessments. The primary models for this course will include Understanding by Design (UbD) and Professional Learning Communities (PLC). This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Use standards of the appropriate subject authority to use/make objectives for student mastery in lessons. 2. Interpret and use student assessment data to inform planning and instruction. 3. Use research-based instructional strategies to impact student mastery of the content. 4. Design lesson and unit plans that incorporate effective teaching and learning strategies. Prerequisites: Admission to the Utah Tech Secondary Education Teaching (SET) Licensure Program. FA.

## **SCED 4200. Secondary Assessment. 2 Hours.**

Required for all Secondary Education program students. Prepares secondary education teacher candidates to design, align, administer, and analyze formative and summative assessments in secondary classroom settings. Students explore current assessment issues in secondary school settings, and determine when and how to use different types of classroom assessments and resultant student learning data. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify and select appropriate testing and assessment practices and procedures. 2. Evaluate assessments that are used. 3. Distinguish the differences between formal and informal assessments. 4. Differentiate when it is appropriate to use informal, formal, and alternative assessments, and identify information that can be collected using assessments. 5. Interpret test scores and assessment data and plan appropriate instruction. 6. Design informal and formal assessments with differentiation/accommodations/modifications for students' needs. Prerequisites: Admission to the Utah Tech Secondary Education licensure program. FA, SP.

**SCED 4300. Practicum Seminar. 3 Hours.**

Required for all Secondary Education Teaching (SET) students. The practicum experience is an integral part of the field-based Education Program, and provides students the opportunity to apply concepts learned in coursework to real-life teaching in the classroom. Students will spend one full day per week, and one full week during the semester, in their assigned classroom. Students will complete all programmatic requirements for this semester, including field-based assignments from coursework, in this classroom. This course emphasizes delivery of lesson plans that are appropriate to the contextual factors of the classroom and align to local and state curriculum and standards; implementation of classroom routines, procedures, and instructional strategies; collaboration with families of students; and development of professional dispositions of the practice. Students will work closely with cooperating (mentor) teachers and university supervisors via frequent conferences and observations using Utah Tech Department of Education assessment tools. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss and reflect on successes and challenges that arise during the practicum teaching experience. 2. Discuss and reflect on facilitating classroom activities and helping with behavior management as directed by the cooperating/mentor teacher. 3. Create and teach two observed lessons that utilize effective instructional strategies and teach accurate content concepts and skills to whole classes and small groups of students. 4. Collaborate with grade-level teams to analyze student learning data, inform and adapt instruction, and build understanding of district policies and procedures. 5. Engage counselors, school administration, and related personnel and community resources to understand and support students' educational progress and goals. 6. Discuss and reflect upon ways to engage parents/families in students' educational progress under the guidance of cooperating/mentor teacher. 7. Discuss and reflect on development of professional dispositions, and develop action steps for continued growth. Prerequisites: Admission to the Secondary Education Licensure program. FA SP.

**SCED 4410. Methods, Strategies & Materials for Language Arts ESL (ALCI). 3 Hours.**

This course partially fulfills the requirement for ESL Endorsement. This course will focus on the instructional strategies and methodologies for English learners in secondary schools, with an emphasis on meeting the needs of the whole child. Course content will include teaching oral language, literacy skills, academic content, and social and personal development through the integration of language, culture, and content. Teacher candidates will apply their knowledge through identifying research-based practices, strategies, and materials that meet the needs of diverse learners in secondary classrooms, with emphasis on ELLs. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop pedagogical knowledge of applications of major methodologies and approaches in relation to the various needs of English language learners (e.g. language proficiency, age, cultural backgrounds, and learning styles) and contextual factors of mainstream students. 2. Develop skills to implement and apply research into practice to support students' holistic development within and across content areas. 3. Develop and modify lesson plans aligned to TESOL's Six Principles and other ESL-centric frameworks in the content areas. Prerequisites: Instructor permission. FA, SP.

**SCED 4430. Family/Parent Involvement ESL (ALCI). 2 Hours.**

This course partially fulfills the requirement for ESL Endorsement. This course provides teacher candidates with information regarding the role of parents in the public schools and ways to involve parents more fully in their children's learning. This course explores culturally responsive teaching and working with linguistically diverse families with ESL children. In addition to supporting language acquisition, this course will provide students with educational tools and strategies to support family involvement in the academic and emotional development of secondary students. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Understand the changing context of schooling in the United States, and how these changes are affecting educators' interactions with students, their families, and communities. 2. Demonstrate knowledge of policies that have influenced the education of English Language Learners (ELL) and parents' rights and responsibilities. 3. Engage in discussions to explore ways culture and language influence home-school relationships. Identify barriers to effective parent/school relationships and describe strategies to overcome these barriers. 4. Explore recent research to learn how families' beliefs, values, and interactions contribute to secondary students' success in school in the areas of language acquisition and academics. 5. Understand the role of educators in connecting the home and school community in order to help all students (with focus upon ELLs) achieve academically. 6. Demonstrate knowledge of leadership strategies that help forge a sense of co-ownership and connection with ELL and all students, their parents, and the larger community. Prerequisites: Instructor permission. FA, SP.

**SCED 4440. Integrating Language & Content (ALCI). 3 Hours.**

This course partially fulfills the requirement for ESL Endorsement. This course is designed to integrate the concepts and skills learned in previous ESL endorsement coursework into the student teaching experience. This course will provide techniques and strategies to accommodate both ELLs and mainstream students according to the contextual factors of the classroom. Particular emphasis areas include modifying lessons, instructional materials, and assessments to accommodate ELLs in the mainstream classroom, and identifying resources that support the development of learners' cultural and linguistic identities in mainstream classrooms. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop a pedagogical knowledge to alter subject matter curriculum, resources, and assessment strategies to include L2-modified experiences that address both the language and conceptual needs of English language learners, and the overall contextual factors of the classroom. 2. Demonstrate understanding of Sheltered Instruction Observation Protocol (SIOP) model and WIDA Proficiency Benchmarks in organization and presentation of lesson plans that reflect the contextual factors of the classroom. 3. Apply theories of second language acquisition and development, and use proficiency-oriented assessment strategies, to plan for support of ELLs' English language growth, literacy learning, and content area achievement. Prerequisites: SCED 3410 and SCED 3420 and SCED 4410 and SCED 4430 (All grade C or higher); Instructor permission. FA, SP.

**SCED 4600. Classroom Management (ALPP). 3 Hours.**

Required for all Secondary Education Teaching (SET) students. This course is designed for the management and leadership of the middle and high school classrooms. Areas include: discipline, procedures and routines, interpersonal relationships, classroom environment, learner motivation, and parental involvement. Students will design a comprehensive Classroom Management Plan (CMP). This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe characteristics of typical student misbehavior and what generally causes this misbehavior. 2. Identify the various techniques that can be used to prevent and address student disruption. 3. Establish and maintain classroom procedures and routines that maintain a positive learning climate and reflect consistent expectations. 4. Design a comprehensive Classroom Management Plan (CMP) that can be utilized in teaching career. 5. Explain when student behavior merits intervention by school counselors, administrators, and/or mental health professionals. Prerequisites: Admission to the Utah Tech Secondary Education Teaching (SET) Licensure Program. FA, SP.

**SCED 4700. Content Methods Course (ALPP). 3 Hours.**

Required for all Secondary Education Teaching (SET) students. Education and academic content faculty will work together to ensure content knowledge and effective pedagogy are appropriate for secondary (grades 6-12) learning environments. Lecture, seminar discussion, and practicum experiences in local secondary schools are the modes of instruction for this course. Teacher candidates will develop lesson plans based on national and state standards that include subject matter, instructional methods, assessments, and analysis of student learning from their practicum experience. Can be substituted with an equivalent methods course in a specific content area. Combined lecture/practicum. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Plan and teach lessons based on differences in cognitive, linguistic, social, emotional and physical areas of student development. 2. Create content instruction according to individual learner differences and cultural and linguistic diversity. 3. Develop and practice pedagogical knowledge of how literary genres and technology can build students' content knowledge. 4. Use varied assessments to promote student achievement of content standards. 5. Articulate a rationale for the place of controversial topics or themes in the secondary schools. 6. Develop awareness of the role of content as a means for participation of youth as contributing members of a social and political democracy. 7. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the Utah Tech Secondary Education Teaching (SET) Licensure Program. FA.

**SCED 4900. Secondary Student Teaching. 10 Hours.**

Required for all Secondary Education licensure students. Thirteen (13) weeks of full-time student teaching in a secondary school classroom (grades 6-12). Cooperating (mentor) teachers provide the necessary support students need as they are given responsibility of all aspects of student learning in classrooms. University supervisors, in conjunction with mentor teachers, scaffold and evaluate teacher candidates via frequent conferences and observations using Utah Tech Department of Education assessment tools. At the successful conclusion of the course, teacher candidates will have demonstrated their abilities to successfully manage their own classrooms and are eligible for state licensure. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Teach appropriate and accurate content concepts and skills to whole class and small groups of students. 2. Create an effective learning environment through establishing and implementing beginning-of-semester routines and procedures with consistent expectations. 3. Collaborate with grade-level teams to analyze student data, and inform and adapt instruction. 4. Engage parents, families, counselors, and school administration in students' educational progress and goals. Prerequisite: Admission to the Utah Tech University Secondary Education licensure program. Corequisite: SCED 4989. FA, SP.

**SCED 4989. Student Teaching Capstone. 3 Hours.**

For secondary education licensure students during their student teaching experience. Teacher candidates debrief and collaborate on special topics such as classroom management, lesson design, assessment, instructional strategies, and current issues and topics in education. The purpose of the Capstone course is to solidify the pre-service experiences, prepare and submit the PPAT in its entirety, and develop the skills and knowledge necessary to secure a teaching position. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss and reflect on current issues in education and topics that arise during the student teaching experience. 2. Demonstrate understanding of Utah Educator Professional Standards. 3. Comply with the requirement of the Utah State Board of Education and Utah Tech University in becoming a certified teacher. 4. Complete and submit all required components of the ETS PPAT examination following the designated PPAT schedule. 5. Develop a professional leadership plan, which includes investigating post-baccalaureate educational options and leadership opportunities in the school community and professional setting. 6. Develop and communicate abilities and talents as an educational professional orally and in writing. Course fee required. Prerequisites: Admission to the Utah Tech Secondary Education licensure program. FA, SP.