Secondary Education (SCED)

Courses

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, and learning opportunities for ESL students in grades 7-12. 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. Combined lecture/practicum. 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. 5. Demonstrates appropriate proficiency in practicum experience. 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. Combined lecture/practicum. 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 factor of the classroom. 3. Gain awareness of teachable test taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests. 4. Develop understanding of lesson plans based on the principles of SIOP. 5. Demonstrate appropriate proficiency in practicum experience. Prerequisite: SCED 3410 (Grade C or higher). FA, SP.

SCED 3720. Reading Writing Content Areas (ALPP). 3 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. 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. 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. Incorporate methods in the content areas to address the diverse backgrounds of students (ESL, gifted, special education, ADD, etc.). 4. Teach lessons in the content area which integrate or focus on text-based concept development. 5. Engage in service activity to promote leadership and demonstrate social competency. 6. Demonstrate appropriate planning in practicum experience. Course fee required. Prerequisite: Admission to DSU Secondary Education Teaching (SET) Licensure Program. FA.

SCED 4100. Curriculum, Instruction, and Assessment (ALPP). 3 Hours.
Required for all Secondary Education Teaching (SET) students. This course examines research-based curricular, instructional, and assessment issues, and national, state, and district standards. Prepares secondary education teacher candidates to unwrap state content standards and write objectives/enduring understandings, design formative and summative assessments, and align instruction with objectives and assessments. The primary models for this course will include Understanding by Design (UbD) and Professional Learning Communities (PLC). 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. Use standards of the appropriate subject authority to use/make objectives for student mastery in lessons. 2. Design standards-based assessments that are completely and authentically aligned with the lesson objective(s). 3. Read, understand, and use student assessment data. 4. Intentionally use research-based instructional strategies to increase student mastery of the content. 5. Design lesson and unit plans that incorporate best teaching and learning strategies. 6. Demonstrate appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU Secondary Education Teaching (SET) Licensure Program. FA.
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 ESL students in grades 7-12. Course content will include teaching oral language, literacy skills, and content areas through the integration of culture and language. Teacher candidates will have an opportunity to demonstrate their knowledge by developing instructional materials that reflects the needs of ESL Students through appropriate adaptation of techniques and strategies. Combined lecture / practicum. 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. 3. Develop knowledge in the implementation of technology to enhance student learning. 4. Increase knowledge of developing lesson plans based on the concept of Sheltered Instruction Observation Protocol (SIOP) in content areas. 5. Demonstrates appropriate proficiency in practicum experience. FA, SP.

SCED 4430. Family/Parent Involvement ESL (ALCI). 2 Hours.
This course partially fulfills the requirement for ESL Endorsement. This course provides candidates with information regarding the role of parents in the public schools and ways to involve parents more fully in their children’s learning. Particular emphasis is placed on the challenges and needs of parents of ESL children. Resources to support all parents are explored. Instructional activities may include such things as lecture, small group work, guest speakers, projects, etc. 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 children’s success in school. 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. FA, SP.

SCED 4440. Integrating Language & Content (ALCI). 3 Hours.
This course partially fulfills the requirement for ESL Endorsement. Teacher candidates will utilize previously developed methodologies to meet the needs of ESL students in their respective classrooms. The 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 (SIOP) to accommodate ESL and mainstream students according to the contextual factors of the classroom. 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 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). 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). Combined lecture/practicum course. 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 student disruption. Some of these techniques will include procedure/routines, rules/consequences, high expectations, clear expectations, and the student/teacher relationship. 3. Understand in-the-moment disruptions and what a teacher can do to address these disruptions. 4. Design a comprehensive Classroom Management Plan (CMP) that can be utilized in your future teaching career. 5. Reflect upon course content and its application to future career goals. 6. Demonstrate appropriate planning in practicum experience. Prerequisite: Admission to the DSU Secondary Education Teaching (SET) Licensure Program. FA.
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 DSU Secondary Education Teaching (SET) Licensure Program. FA.

SCED 4900. Secondary Student Teaching. 10 Hours.
Required for all Secondary Education Teaching (SET) students. Thirteen (13) weeks of full-time student teaching in a secondary school classroom (grades 7-12). Cooperating (mentor) teachers support teacher candidates as they are given responsibility of all aspects of teaching and learning in the classroom. DSU faculty members supervise and evaluate the teacher candidates using the department of education assessment tool. At the successful conclusion of the course, the teacher candidate will have completed the required content coursework and the student teaching requirement, and they will be eligible for the Utah Secondary Teaching License. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Teach small groups of students. 2. Understand behavior management and be able to handle a classroom of students successfully. 3. Teach correct concepts to a whole class of students. 4. Understand the content necessary to teach students in a classroom. Prerequisite: Admission to the Dixie State University Secondary Education Teaching (SET) program. Corequisite: SCED 4989. SP.

SCED 4989. Student Teaching Seminar. 2 Hours.
For secondary education licensure students during their student teaching experience. Teacher candidates debrief and collaborate about special topics such as classroom management, lesson and unit design, assessments, and instructional strategies. A special focus will be made in regards to the students’ experiences in the school classroom setting. The purpose of the capstone course is to solidify the pre-service experiences, present the professional e-portfolio and teacher work sample in its entirety and to develop the skills and knowledge necessary to find a teaching position. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss/reflect current issues in education and topics that arise during the student teaching experience. 2. Comply with the requirements of the Utah State Office of Education and Dixie State University in becoming a certified teacher. 3. Design and complete a Teacher Work Sample. This is a unit plan that demonstrates your ability and understanding of creating lesson plans, implementing differentiated instruction for diverse learners, using formative and summative assessments to assist in student learning, analyzing student learning, and reflecting upon your practice. 4. Develop a professional leadership plan, which includes investigating post-baccalaureate educational options and leadership opportunities in the school community and professional setting. 5. Implement writing skills that communicate your abilities and talents as an educational professional. 6. Engage parents and families in students’ educational progress and goals. Course fee required. Prerequisite: Admission to the DSU Secondary Education Program. SP.