EDTR 251
Methods of Teaching for Secondary Teachers
3 Credits

Community College of Baltimore County
Common Course Outline

Description

EDTR 251 – Methods of Teaching for Secondary Teachers: Methods of Teaching for Secondary Teachers introduces students to the methods, curriculum patterns, and trends in secondary school teaching and learning. Students learn to plan and design instruction consistent with competencies required of effective teachers in middle and high schools. The course addresses differentiation of instruction in order to meet the needs of diverse populations, including students with special needs. Emphasis is placed on following INTASC (Interstate New Teacher Assessment and Support Consortium) standards. Students participate in a 15-hour guided observation in a middle or high school. NOTE: This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in secondary education.

Pre-requisites: ACLT 052

Overall Course Objectives

Upon completion of this course, students will be able to:

1. Identify and discuss the central concepts and tools of inquiry of the discipline he/she teaches;
2. Explain the theory and research base associated with different teaching models;
3. Recognize the cultural aspects of the school and its community and how they influence on another;
4. Summarize the components of effective teaching a diverse student population;
5. Connect instructional goals, standards, and outcomes with lesson planning;
6. Explain the Maryland school performance program;
7. Construct effective questions on different levels of thinking within the context of the discipline he/she teaches;
8. Employ effective classroom management techniques in a lesson;
9. Evaluate instructional outcomes with different kinds of assessment tools; and
10. Critique himself/herself as a reflective practitioner.

Major Topics

I. Teaching models and learning styles
II. Lesson planning
III. Culture of the classroom, school, and community
IV. Classroom management
V. Assessment: MSDE Core Learning Goals
VI. Inclusion of special needs populations

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

VII.   Diversity

Course Requirements
Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Students will be required to maintain a reflective journal throughout the course
- quizzes
- exams
- performance-based project

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Date Revised: 12/15/2003