ELED 345: Teaching Strategies for Elementary Teachers I
Winter 2008

Pre-requisites: ELED 250, PSY 310 with a grade of a C or better. Admission to teacher education pending.

Course Description: Integrates planning and evaluative techniques with the appropriate learning theories. Learning activities for the full range of ability/development levels of students are prescribed.

Rationale: This course provides a foundation for understanding the relationship between planning, implementing, and assessing student learning. Preservice teachers practice processes essential for success in content specific related methodology courses.

Course Objectives and Outcomes:

Teacher education students will demonstrate knowledge of planning, implementing and assessing of student learning by providing evidence for each of the Kentucky Teacher Standards:
I. Knowledge of content
II. Designs/plans instructions
III. Creates/maintains learning climates
IV. Implements/manages instruction
V. Assesses and communicates learning results
VI. Demonstrates Implementation of Technology
VII. Reflects/evaluates teaching/learning
VIII. Collaborates with colleagues/parents/others
IX. Evaluates Teaching and Implements Professional Development
X. Provides Leadership within School/Community/Profession

Students will conceptualize a defensible method of grading, analyzing and interpreting evaluation data for all types of learners found in a multicultural society.

Required Texts:

Kentucky Department of Education (2006). Combined Curriculum Document. Frankfort, KY: Author. (this can be obtained online at


Recommended Text:

ELED 345 syllabus, page 1
**Instructional Methods and Activities:**
Material for this course will be presented using multiple teaching approaches: lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

**Course Topics**
- Assessment
- Child development
- Effective teaching
- **Differentiation**
- Standards-based education
- **Planning, implementing, and assessing instruction**
- Communicating assessment results

**KERA Elements/Contexts Addressed:**
- Curriculum: Learning Goals and Academic Expectations
- Core Content for Assessment
- Program of Studies
- Student Assessment
- Kentucky Education Technology System
- Primary Program

**Specific Course Requirements:**

1. **Teaching and Learning Context** (50 points)
   In preparation for unit and lesson planning, you will gather contextual factors related to field that directly impact teaching and learning. An analysis of instructional implications will also be included.

2. **Goals and Objectives** (25 points)
   In preparation for unit and lesson planning, you will write one to three unit goals that align with the Core Content for Assessment. A total of four objectives that address the unit goal(s) areas will be required.

3. **Course Critical Performance: Lesson Plans** (150 points)
   You will be designing three lessons using the Kentucky Teacher Internship Program (K-TIP) lesson plan format. The three types of lessons are direct instruction, discovery, and cooperative learning. (Each lesson plan is worth 50 points.)

4. **Course Critical Performance: Lesson Reflection** (25 points)
   After teaching your lesson in the field setting, you will submit a reflective paper that analyzes the effectiveness of the lesson in terms of student learning (include both impact and refinement from K-TIP lesson format)

5. **Course Critical Performance: Open Response Tasks** (40 points)
   As an authentic assessment project, you will write two open response prompts with related scoring guides appropriate for elementary students. Two different types of open response types are required.

6. **BlackBoard Homepage** (10 points)
   You will complete a Homepage on Blackboard. This page should include personal information, a short philosophy of teaching, and a recent photo. Submit a hard copy of this on the due date.

7. **Me Box** (10 points)
   Using materials of your choice, you will construct a box (or bag, etc.) that houses artifacts that “tell” about you and your life. You will present this to your assigned class on the first day of field.
8. **Read Aloud** (15 points)
   With your cooperating teacher’s approval, select an appropriate children’s book and read it aloud to the students in your field placement using effective read-aloud strategies. You will submit a brief reflection of the experience.

9. **Analysis of Student Learning** (25 points)
   You will be presented with the results of student performance on an exam and be required to analyze the data and make instructional decisions based on your analysis. This will be a group project completed in class.

10. **Exams** (150 points)
    Exams and written assignments will be based upon assigned readings and classroom discussions.

11. **Online Quizzes** (50 points)
    You will use the online learning center companion to the Airasian text to complete online quizzes on specified chapters and submit a hard copy to the instructor on the due date.
    Online learning center link: http://highered.mcgraw-hill.com/sites/0072488697/information_center_view0/

10. **Field Log** (25 points)
    You must complete all field experience hours in your assigned classroom. You will maintain a field log in which you document the time in the school and the activities in which you participated. A brief reflection of each field assignment must be attached. The teacher(s)’ signature must be documented on this form. You must complete all required hours and all field assignments in order for a grade to be issued for this course.

11. **Attendance/Professionalism** (25 points)
    You are expected to actively participate in class activities and discussions as well as demonstrate professionalism in both university and field settings. Points will be deducted on a daily basis for students who are unable to complete group activities, assignments or pop quizzes. You are also expected to be on time and prepared for each session with your students in the field. All activities planned should engage your students in meaningful learning experiences. *It is imperative that you come each field day adequately prepared and appropriately dressed* Missing 20% of class time will result in a professionalism grade of "0" points for attendance and participation.

   In the event of extenuating circumstances, a 10-20 page paper (double-space, 12 point font) with a minimum of 10 references from refereed education journals on topics missed due to the inability to participate in class may be done to satisfy the participation requirement.

**Critical Performances**
Course critical performances (Direct Lesson Plan with Reflection and the 2 Open Response Questions) must be successfully uploaded to receive a course grade. Users must use Microsoft Word or WordPerfect (please note that McIntosh computers are not compatible with university software and should not be used for these assignments). If you have never registered on the Electronic Portfolio website, you must before you can upload your critical performances. To do so, go to http://edtech.tph.wku.edu/~eps/

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>85-92%</td>
</tr>
<tr>
<td>C</td>
<td>77-84%</td>
</tr>
<tr>
<td>D</td>
<td>70-76%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>
Field Experience
Since these field experiences may require participation in public schools, clearance for public school participation must be provided by the Teacher Admissions Office (on-campus) or Clinical Instructor (off-campus). Failure to gain this clearance may prohibit your participation in field experiences and will result in an "Incomplete" grade in the course until the clearance is obtained. A minimum of ten (10) hours of field experience is required in this course.

Course Schedule and Policies:

Attendance
Class attendance and active participation is expected of all students. Absences equating 20% of class meetings will result in automatic failure. Attendance will be taken and recorded promptly at the beginning of each class period. If you are tardy, it is your responsibility to see the instructor after class to ensure that the recorded absence is changed to tardy. Three tardy entries will be counted as one absence. Excessive tardies will result in lowering of the final grade. More than three absences will result in lowering of the final grade (2 points per additional absence).

Deadlines
It is the responsibility of the student to complete all work missed. Assignments must be turned in on time; late assignments will result in a 10% grade reduction for each class day an assignment is late. No late work will be accepted after one week of its due date.

Writing and Keyboarding
Work is expected to be typed, grammatically correct, and neat in appearance. In the unlikely event that an assignment is lost, the burden of proof that the assignment was completed is the students. It is suggested that a copy is made of all assignments. All course requirements must be completed to receive course credit.

Critical Performances
In order to matriculate to Elementary Education Block, satisfactory completion of the critical performances for the course must be evidenced by satisfactory up-loads in the teacher candidate's Electronic Portfolio. Final grades for individual teacher candidates will not be forwarded to the Registrar until this requirement has been met.

Incompletes
“A grade of ‘X’ (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor*. A grade of ‘X’ received by an undergraduate student will automatically become an ‘F’ unless removed within twelve (12) weeks of the next full term (summer term excluded).” * Incompletes must be pre-approved by your instructor. To expedite this process, submit a letter to your instructor detailing the reason for requesting an incomplete.

Accommodations
Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 VITDD.
Please DO NOT request accommodations directly from professors or instructors without a letter of accommodation from the Office for Student Disability Services.

Netiquette
Instructors often receive an average of 50 emails per day. In order to get timely responses to requests for help, students need to follow certain guidelines.

- check the syllabus to determine if the answer may already be there
- if your question is more than a few lines, you may want to schedule an appointment to talk about the answer
• be careful not to use all capital letters—this is equivalent to shouting
• use professionalism in your emails—address the instructor appropriately, use proper punctuation and grammar
• never write on an email anything you wouldn’t say to the instructor in person
• identify yourself by course and day the class meets
• include a subject heading that reflects the content of the message

Plagiarism Policy

To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class are also not acceptable. Assignments that have been plagiarized shall be assigned a grade of “F” and could result in a student failing the course. Student work may be checked using plagiarism detection software.

“Rather fail with honor than succeed by fraud.”

- Sophocles

Academic Dishonesty

“Students who commit any act of academic dishonesty shall receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”

Code of Conduct Review

The Curriculum & Instruction Department at WKU has a policy in place to deal with any problems that may occur with students. Problems can be related to matters from excessive absences/tardies to plagiarism. A review with faculty and an intervention plan will be conducted with the following levels:

Level III: Meet with instructor
• excessive absences and/or tardies
• consistent late work
• lack of professional attitude
• lack of professional behavior

Level II: Meet with two or more faculty members
• verbal outburst
• actions in the field (concern from assigned teacher)
• unprofessional emails

Level I: Meet with committee to determine suitability of student to continue in program
• cheating
• forging signature
• plagiarism
• physical outburst
WKU Catalog

For further information regarding absences and other university policies, you are referred to Academic Requirements and Regulations (beginning on page 26) in the 2003-2005 WKU Catalog.

Journals:

American Prospect, The
Comparative Education Review
Education Digest
Education Reports
Educational Horizons
Educational Leadership
Equity and Excellence in Education
Instructor
Kentucky Teacher
Phi Delta Kappan
Teacher Magazine

Web-site Addresses:

Kentucky Department of Education: http://www.kde.state.ky.us
Kids Web: http://www.npac.syr:80/textbook/kidsweb/
Wentworth Communications: http://www.classroom.net/

Course Correlation to Standards

The student can:

<table>
<thead>
<tr>
<th>Kentucky Teacher Standards:</th>
<th>Core Objectives:</th>
<th>Core Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV, VIII</td>
<td>Gather pertinent information and data from student records</td>
<td>Debriefing of sample data, Cognitive test</td>
</tr>
<tr>
<td>IV, VIII</td>
<td>Gather pertinent information and data from student information and data during instruction</td>
<td>Debriefing of sample data, Cognitive test; Field Experience</td>
</tr>
<tr>
<td>IV, VIII</td>
<td>Maintain accurate and information and data from student appropriate records of student progress</td>
<td>Debriefing of sample data, Cognitive test</td>
</tr>
<tr>
<td>IV, VIII</td>
<td>Interpret standardized test scores correctly</td>
<td>Debriefing of assessment instruments and test score interpretation, cognitive test</td>
</tr>
<tr>
<td>IV, VIII</td>
<td>Analyze assessment instruments and procedures based on obtained student data</td>
<td>Debriefing of assessment instruments and test score interpretation, cognitive test, cooperative group</td>
</tr>
<tr>
<td>IV, VI, VIII</td>
<td>Interpret test results relative to: 1. student achievement of objectives 2. quality of assessment</td>
<td>Debriefing of sample data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>instruments/procedures</td>
<td>3. quality of appropriateness of instruction</td>
<td></td>
</tr>
<tr>
<td><strong>IV, VIII</strong></td>
<td>Identify student attainment of objectives and instructional needs</td>
<td>Debriefing of modification of assessment instruction, cognitive test</td>
</tr>
<tr>
<td><strong>IV</strong></td>
<td>Modify assessment instruments/procedures appropriately</td>
<td>Class assignments, lesson plans; Field Experience</td>
</tr>
<tr>
<td><strong>I, IV, VI, VII, X</strong></td>
<td>Modify instruction appropriately to meet the needs of our culturally diverse population</td>
<td>Written lesson plans, self-reflection; Field Experience</td>
</tr>
<tr>
<td><strong>I, VIII, X</strong></td>
<td>Use systematic planning procedures that link long range yearly goals with short term objectives</td>
<td>Written objectives, written lesson plans, Field Experience, cognitive test</td>
</tr>
<tr>
<td><strong>I, VI, X</strong></td>
<td>Design lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be covered, materials to be used, and activities to be implemented</td>
<td>Written objectives, written lesson plans, KTIP training, Field Experience, cognitive test</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Design lessons that include materials and activities appropriate to the identified objectives</td>
<td>Written objectives, written lesson plans, KTIP training Field Experience, cognitive test</td>
</tr>
<tr>
<td><strong>III, VI, VIII, X</strong></td>
<td>Adjust/vary materials, activities, and/or objectives as necessary to meet pertinent individual student differences</td>
<td>Written objectives, written lesson plans, KTIP training Field Experience, cognitive test</td>
</tr>
<tr>
<td><strong>I, VIII</strong></td>
<td>Provide activities that stimulate higher order thinking</td>
<td>Written objectives, written lesson plans, KTIP training, Field Experience cognitive test</td>
</tr>
<tr>
<td><strong>III</strong></td>
<td>Initiate instruction appropriately</td>
<td></td>
</tr>
<tr>
<td>1. Secure student attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provide academic focus</td>
<td>Written lesson plans, KTIP training, Field Experience, cognitive test</td>
<td></td>
</tr>
<tr>
<td><strong>III</strong></td>
<td>Present content effectively</td>
<td></td>
</tr>
<tr>
<td>1. State/define lesson components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain lesson component(s) clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use appropriate grammar and vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate lesson component(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Check student comprehension</td>
<td>Written lesson plans, KTIP training, Field Experience, cognitive test</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>Utilize communication techniques supportive of instruction 1. Cue students 2. Use of emphasis techniques</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>Utilize effective question/questioning technique 1. Ask appropriate academic questions 2. Ask questions properly 3. Provide guidance for student responses when necessary</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>Maintain instructional involvement and enthusiasm</td>
</tr>
<tr>
<td></td>
<td>IV</td>
<td>Prepare valid assessment instruments and procedures to assess student learning/learning needs</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>Prepare students for tests</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>Administer tests effectively</td>
</tr>
<tr>
<td></td>
<td>V</td>
<td>Provide effective feedback to students</td>
</tr>
<tr>
<td></td>
<td>III, IV</td>
<td>Accurately report student progress</td>
</tr>
<tr>
<td></td>
<td>II, VI, VII, VIII, X</td>
<td>Arrange the instructional environment to promote instructional delivery and student assessment</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>Handle instructional materials efficiently</td>
</tr>
</tbody>
</table>

ELED 345 syllabus, page 8
The student will:

<table>
<thead>
<tr>
<th>Kentucky Teacher Standards:</th>
<th>Supporting Objectives:</th>
<th>Supporting Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV, VIII</td>
<td>Distinguish between assessment and evaluation</td>
<td>Cognitive test</td>
</tr>
<tr>
<td>III, IV, VII, VIII</td>
<td>Integrate learning theory with evaluation techniques</td>
<td>Lesson plans and writing of objectives</td>
</tr>
<tr>
<td>VI, VIII</td>
<td>Identify how personal and social factors influence learning</td>
<td>Lesson plans and writing of objectives</td>
</tr>
<tr>
<td>V, VIII</td>
<td>Analyze student characteristics as they affect teacher judgments and decisions</td>
<td>Cognitive test</td>
</tr>
<tr>
<td>V</td>
<td>Apply basic concepts of evaluation in the teaching process</td>
<td>KTIP training, written lesson plans</td>
</tr>
<tr>
<td>I, VIII, X</td>
<td>Synthesize behavioral objectives and methods of evaluation into a lesson plan</td>
<td>Written objectives and lesson plans</td>
</tr>
<tr>
<td>II</td>
<td>Integrate key management behaviors in classroom management</td>
<td>Cognitive test</td>
</tr>
</tbody>
</table>

**INTASC (Interstate New Teacher Assessment and Support Consortium) Disposition Statement:**

4.21: The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

7.22: The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

8.21: The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

8.22: The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.