

ELED 365 Teaching Strategies for Elementary Teachers II

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Prerequisites:

Admission to Teacher Education, Junior standing with completion of PSY 310, LTCY 320, and ELED 345 with grades of "C" or better. A criminal check, TB test, and a health screening are required prior to any work in the schools. Additional information is available in TPH 408.

Course Description:

The second course in a two course series dedicated to teaching strategies. Focuses on strategies unique to teaching in an integrated elementary classroom. This course is field-based at an elementary school site on selected dates according to the course schedule. Before entering the field site, students must have the following documentation on file with Teacher Services Office: (a) a clear criminal report from the Kentucky State Police Records Section in Frankfort, Kentucky; (b) proof that a physical examination has been completed and that the student is free of communicable diseases and any physical or mental disabilities that would interfere with the performance of duties expected in field placement, and (c) a negative report from a test for tuberculosis.

Rationale:

ELED 365 is a child development and generic methods class. It is organized to help students learn how to prepare to teach elementary children. Topics include classroom environment, diversity, management, planning and assessment as well as a review of child development. This course is the link that binds the subject specific methods classes together and provides an opportunity to plan integrated studies.

Course Objectives and Assessment:

This course provides a variety of activities and information for students regarding the elementary classroom. It is also intended that students will experience and be a familiar with the changes brought about by KERA and the Kentucky Teacher Standards.

Policy Statements:

Special Needs Accommodation: In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Block Handbook: An Elementary Education Block I handbook is uploaded on the course Blackboard site and the student is to follow handbook guidelines along with the guidelines outlined in the syllabus. Print the handbook and review all student guidelines, expectations, and procedures required of you throughout the Block experience.

Non Smoking Policy: For Field-Based Placement: Kentucky Administrative Regulations prohibit smoking on school property other than in designated areas and only by faculty and staff. Parking lots are school property. Violation of this policy may result in termination of the field-based teaching experience. See Block I Handbook for additional expectations and guidelines.

Academic Offenses: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. Any student found cheating or copying from another student's work, or found to have plagiarized from other material will receive a grade of 0 for the assignment in question, and may face further disciplinary action according to university policy. Student work may be checked using plagiarism detection software.

Required Texts:

1. Cruickshank, D., Jenkins, D. & Metcalf, K. (2006). *The act of teaching* (5th ed.). McGraw Hill. New York.

2. Kentucky Department of Education. (1996). *Kentucky Elementary Learning Descriptors*. Frankfort, KY: Author.
3. Kentucky Department Of Education. (2006). Combined Curriculum Documents, Social Studies Elem.
4. Silver, H., Strong, R., Perini, M. (2001). *Tools for promoting active, in-depth learning* (2nd ed). Ho-Ho-Kus, NJ: Thoughtful Education Press.
5. Quick Flip Questions For Bloom's Taxonomy, EdupressBinding PaperISBN 1-56472-729-7

Recommended Text:

1. Marzano, R. , Pickering, D., & Pollock J. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
2. Wood, C. (2004). *Yardsticks: Children in the classroom ages 4-14* (12th ed.). Turner Falls, MA. Northeast Foundation for Children.

Communication:

The student is required to check his/her university e-mail account and also Blackboard between class meetings. The instructor will periodically use Blackboard and e-mail communication to post announcements, assignments, and class information.

Evaluation and Grade Assignment:

- ◆ Assignments submitted after the due date will be subject to a 5 point per day penalty unless there are great extenuating circumstances.
- ◆ After three days, late assignments will not be accepted.
- ◆ Assignments will not be accepted by email without prior approval of instructor.
- ◆ Students will be required to check Blackboard for posting of grades throughout the semester.
- ◆ Grades will NOT be discussed by email. Please make an appointment with the instructor.
- ◆ If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for papers handed back to students will not be changed after three days.
- ◆ Keep a copy of all assignments. In the event that an assignment is misplaced or lost, the burden of proof that the assignment was completed rests with the candidate.
- Unless otherwise stated, all assignments must be typed or prepared on a word processor and follow APA guidelines.
- Neatness, use of correct grammar, spelling, and punctuation will be considered in the assessment of submitted assignments.
- ◆ 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).

Electronic Portfolio and Critical Performances:

If you are not registered on the electronic portfolio website, you must do so to upload the critical performances. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>. The assignments must be typed in Microsoft Word or Word Perfect to be uploaded. Microsoft Works will **not** upload to the university's electronic portfolio. If possible, please word process the assignments so each may be uploaded as one document. Student work does not have to be uploaded; however, all other parts must be uploaded.

An X will be assigned as a final grade until both critical performance uploads are completed. Once the uploads are completed by students receiving the X, the student is then required to complete an official *Change of Grade* form. This form can be obtained from the Department of Curriculum and Instruction. The student will complete the *Change of Grade* form and then submit it to the Instructor who will sign it and forward it to the Department Head for final approval. At that point the form will be sent to the Office of Registrar. To avoid this

complicated and time consuming process, take care of your critical performance uploads promptly and efficiently!

| Grade | Points |
|-------|---------------|
| A | 370-400 |
| B | 338-369 |
| C | 306-337 |
| D | 278-305 |
| F | 277 and below |

| Tentative Point Values | |
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| May be adapted by the instructor as needed | |
| Standards Based Unit | 30 points |
| KTIP Lesson | 50 points |
| KTIP Reflection | 50 points |
| KTIP Teaching Presentation | 25 points |
| Authentic Assessment | 40 points |
| Online Quizzes | 20 points |
| Reflective Field Blog | 35 points |
| Unit Organizer Assignment | 20 points |
| Mini Teaching Opportunities | 40 points |
| Literature Bowl Lesson | 25 points |
| Final Exam | 40 points |
| Professionalism Points | 25 points |
| TOTAL POINTS POSSIBLE | 400 |

ASSIGNMENT SYNOPSES:

Critical Performances

1. Standards Based Unit and KTIP Lesson

The student will develop a standards based unit based on the curriculum of the field based classroom. The unit plan will meet the requirements of ELED 407 as well as incorporate the development and teaching strategies of ELED 365. The entire unit will be uploaded as a Critical Performance for ELED 365. One of the lessons (i.e., the KTIP Lesson) will be taught in the assigned field classroom.

2. KTIP Lesson Reflection

The student will reflect upon the lesson taught in the field-based classroom and identify future actions to improve teacher performance and student learning.

Other Course Assignments

3. Mini Teaching Opportunities

The student will teach four lessons in the field-based classroom considered "mini teaching opportunities. Three lessons will include read alouds and one of the lessons will include collaboration with the classroom teacher.

4. Reflective Field Blog

The student will maintain a Field Blog via the course Blackboard site. This blog will include reflective journaling focused on experiences in the field-based classroom assignment.

5. Unit Organizer Assignment

The student will complete organizers connected with the Standards Based Unit. These organizers will assist the student with focus, direction, and the overall planning of the unit.

6. Literature Bowl Assignment

The student will plan and teach a Literature/Social Studies lesson in a small group setting in the classroom on campus. The student will use a recent (2004-2008) notable Social Studies trade book from the list posted at www.ncss.org to develop a lesson plan focused on a Social Studies concept. The lesson plan will be graded by the instructor. The student will receive peer feedback about

his/her lesson presentation. The student will write a reflection that focuses on that feedback as a means to improve the lesson.

7. KTIP Presentation Assignment

The student will present one of the lessons of the KTIP unit in the field based classroom. The student will be evaluated using a scoring guide outlining the expectations of the presentation.

8. Online Quizzes

The student will use the Blackboard Assignment feature to access and complete the online quizzes. See the course schedule for due dates.

9. Authentic Assessment

The student will interview and observe one student in the field-based placement and use the Kentucky Elementary Learning Descriptions to determine the child's developmental learning level in reading, writing, and social studies. This assignment is part of an ongoing research project. Specific guidelines will be given that the student must follow when interviewing the student and gathering data.

10. Final Exam

The student will complete a final exam over content from the Cruikshank text.

Professionalism

The amount of professionalism points earned will depend upon the following standards being met:

- (1) Since the development of professional behavior is one of the course goals, attendance is stressed. Absences and late arrivals, for whatever reasons, count as time taken from the course. If you are tardy, it is your responsibility to see the instructor after class to ensure that the recorded absence is changed to tardy. Missing 20% of class time will result in a professionalism grade of 0 points. Arriving on time, remaining on task, being prepared, and class participation are part of your responsibilities.
- (2) Students are expected to be in the classroom on time and ready to work.
- (3) Responses or activities completed in class may not be made up. It is expected that any student who will miss the final exam will notify the instructor in advance. Special arrangements will be made for the exam to be taken at a time determined by the instructor.
- (4) Respect for the view of each member of the learning community and the use of professional standards of behavior are expected.
- (5) Cell phones, pagers, and other electronic equipment are to be turned off during class time. In case of emergency, set your phone on silent/vibrate, sit by the door, and exit the classroom to answer your call. Messages are not to be taken or replied to in the classroom.
- (6) See Block handbook for additional student expectations, guidelines, and procedures.

Professional Publications:

Educational Leadership
 Instructor
 Kentucky Teacher
 Phi Delta Kappan
 Teacher Magazine
 Teaching K-8
 National Forum: The Phi Kappa Journal
 Kaleidoscope

Supplemental Resources:

Armstrong, T. (2000). *Multiple intelligences in the classroom* (2nd ed.). Alexandria, VA: Association for Curriculum and Development.

Bickart, T., Jablon, J., & Dodge, D. (1999). *Building the primary classroom: A complete*

- guide to teaching and learning*. Portsmouth, NH: Heinemann.
- Gurian, M. (2001). *Boys and girls learn differently: A guide for teachers and parents*. San Francisco, CA: Jossey-Bass.
- Marzano, R., Norford, J., Paynter, D., Pickering, D., & Gaddy, B., (2001). *A handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Silver, H., & Hanson, R. (1998). *Learning styles and strategies* (3rd ed.). Trenton, NJ: Thoughtful Education Press.
- Silver, H., Strong, R., Perini, M. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA; Association for Supervision and Curriculum Development.
- Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Winebrenner, S., (2000). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and*
- Winebrenner, S., (2000). *Teaching kids with learning difficulties in the regular classroom: strategies and techniques every teacher can use to challenge and motivate struggling students* (revised ed.). Minneapolis, MN: Free Spirit Publishing.

Web site Addresses:

- ◆ Kentucky Education Association: <http://www.kea.org/lessons>
- ◆ ERIC Clearinghouse on Elem. & Early Childhood Educ: <http://www.ericcece.org/>
- ◆ Wentworth Communications: <http://www.classroom.net/>
- ◆ Kentucky Department of Education: <http://www.kde.state.ky.us> <<http://www.kde.state.ky.us/>>
- ◆ U.S. Dept. Of Education: <http://www.ed.gov/>
- ◆ Kids Web: <http://www.npac.syr.80/textbook/kidsweb/>
- ◆ Federal Resources for Educational Excellence: <http://www.ericae.net/testcol.htm>

KENTUCKY TEACHER STANDARDS

Kentucky Teacher Standard I

- ◆ Demonstrates Applied Content Knowledge

Kentucky Teacher Standard II

- ◆ Designs and Plans Instruction

Kentucky Teacher Standard III

- ◆ Creates and Maintains Learning Climate

Kentucky Teacher Standard IV

- ◆ Implements and Manages Instruction

Kentucky Teacher Standard V

- ◆ Assesses and Communicates Learning Results

Kentucky Teacher Standard VI

- ◆ Demonstrates the Implementation of Technology

Kentucky Teacher Standard VII

- ◆ Reflects on and Evaluates Teaching and Learning

Kentucky Teacher Standard VIII

- ◆ Collaborates with Colleagues/Parents/Others

Kentucky Teacher Standard IX

- ◆ Evaluates Teaching and Implements Professional Development

Kentucky Teacher Standard X

- ◆ Provides Leadership within School/Community/Profession

Integration of Kentucky New Teacher Standards into Course Content

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| Standard I | <ul style="list-style-type: none"> ◆ Present content effectively Assessment: classroom experience, instructional sequence |
| Standard II | <ul style="list-style-type: none"> ◆ Design lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be covered, materials/technologies to be use activities to be implemented Assessment: lesson plans, instructional |
| Standard III | <ul style="list-style-type: none"> ◆ Utilize effective questions/ questioning technique Assessment: cognitive assessment, classroom assessment ◆ Utilize communication techniques supportive of instruction Assessment: classroom experience, reflective journals, writing assignments |
| Standard IV | <ul style="list-style-type: none"> ◆ Implements lessons in a field based classroom Assessment: Observation, student work |
| Standard V | <ul style="list-style-type: none"> ◆ Gather relevant instructional data and information ◆ Maintain accurate and appropriate records of student progress ◆ Accurately report student progress Assessment: instructional sequence ◆ Prepare valid assessment instruments procedures to assess student learning/learning needs Assessment: instructional sequence, classroom experience |
| Standard VI | <ul style="list-style-type: none"> ◆ Completes Homepage, Utilizes Blackboard for course work, Implements instruction using technology (ACTIVboard, etc.). Assessment: Homepage, Lesson Observation |
| Standard VII | <ul style="list-style-type: none"> ◆ Analyzes student work and concludes instructional gaps and acceleration. Plan next steps Assessment: KTIP Reflection |
| Standard IX | <ul style="list-style-type: none"> ◆ Engages in professional development activity Assessment: PD Reflection |