



## **ELED 345: Teaching Strategies for Elementary Teachers I Syllabus**

**Winter 2019\*\*Tentative until 1<sup>st</sup> day of classes.**

Section 001 9:00-12:30 GRH 1002 MTWTF

### **Instructor Information**

<b>Instructor:</b> Dr. Julia Mittelberg	<b>Office:</b> GRH 1009
	<b>Cell:</b>
<b>Email:</b> <a href="mailto:julia.mittelberg@wku.edu">julia.mittelberg@wku.edu</a>	<b>Office Hours:</b> By appointment *

### **Course Information**

#### **Course Description**

Teaching and learning are complex activities that often defy simple explanation or description. Everyday, teachers face scores of decisions that influence student learning and development. Even seemingly simple decisions may be more complex than they appear. This course is based on the assumption that the best teachers critically consider what to teach, how to teach, and how to assess students and their classes. In other words, the best teachers are equipped with a well-developed and thoughtful intellectual framework that helps them to make sound educational decisions based upon the myriad of factors that influence those decisions. ELED 345 will enable you to construct your own initial framework-of ideas, skills, and dispositions-that will help you make educational/teaching decisions and empower you to act on those decisions.

#### **Pre-requisites**

ELED 250, PSY 310 with a grade of a C or better; a passing score on specified standardized instrument, overall GPA of 2.5 or higher, and background check, TB test and Prerequisite or Co-requisite: SPED 330.

#### **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**

As a result of the learning opportunities and activities of this course, the learner will be able to:

- Identify and describe the skills and personality traits of effective teachers and explain their importance;
- Use professional language to describe elementary curriculum, instruction, and assessment.

- Use principles of effective teaching to evaluate their own teaching and the teaching of others;
- Apply principles of effective teaching to make wise professional judgments;
- Develop general and specific strategies to address student diversity in the elementary school;
- Plan clear, coherent, and standards-based elementary lessons;
- Describe, design, and evaluate examples of assessments; both formative and summative.
- Apply principles of assessment and classroom management to practical classroom situations;
- Teach a brief lesson consistent with principles of effective teaching and learning.

## Required Texts and Materials

Russell, M. & Airasian, P. (2012). *Classroom assessment: Concepts and applications*. New York, NY: McGraw Hill.

## Recommended Texts

Wood, C. (1997). *Yardsticks*. Turners Fall, MA: Northeast Foundation for Children.

## Course Topics

This course examines the knowledge, skills, and dispositions of effective teachers. Course topics include: instructional planning, differentiating instruction, direct and indirect instructional strategies, strategies to promote student understanding, managing lesson delivery, classroom management, assessing student performance, and working with students, colleagues, and parents.

## Assignment Descriptions

\*Due dates subject to change if need —adequate notice will be given if this occurs.

Most Assignments will be submitted via Blackboard and are due at midnight on the due date unless otherwise noted in class. Assignments submitted late will receive a 10% penalty per day starting 12:02AM.

## Give me 5!

Using 5 artifacts, you will introduce yourself to the instructor and class. Four items should represent things you want to share about your past and present. One thing should be a symbol of your future as a teacher (something that symbolizes what kind of teacher you want to be). Artifacts can include any of the following: t-shirts, photos, souvenirs, books, or any other objects that represent important parts of you!

## Reading Guides

See calendar for due dates — no late submissions will be accepted.

In order to prepare for in-class discussions and activities, you will complete reading guides on specified chapters in the text. You **MUST** stay on track and keep up. No make-ups will be allowed. All should be submitted at the designated times as listed in the course calendar.

## Microteachings and Peer Teach Reflection

Everyone will teach three mini lessons that demonstrate their command over important principles of teaching. Microteaching will be conducted and evaluated during class in small groups. Using the rubric provided by the professor, you will be evaluated on your microteaching performance across Danielson's domains. You should reflect on what went well, what didn't go well, what you would

change if anything and explain why. It should be clear that you can think about your own teaching and how you might improve as a reflective practitioner. This reflection should be no longer than one page to 1 ½ pages double-spaced (It's not about quantity, it's about quality!)

*Microteaching self-evaluations/reflections are due by midnight on the due date.*

### **Technology Share Fair**

Teacher Candidates will research and find two Internet sites or apps that would be useful to teach their Standards Based Unit. Then during a class share fair, provide information on how teacher could best utilize the resource in planning, instruction, or assessment.

### **Final project: Instructional Design & Assessment Evaluation**

Teacher Candidates will evaluate lesson plans, formative assessments, and summative assessments based on their knowledge learned throughout the semester about principles of effective teaching, student learning, and effective assessment. More instructions and scoring guides will be provided by the instructor.

## **CLINICAL ASSIGNMENTS:**

**(These take place in strong connection to your clinical field**

### **Teaching and Learning Context Report**

In preparation for lesson planning, Teacher candidates will investigate and report on developmental and environmental characteristics of your field classroom that directly impact planning, teaching, and learning. (Assignment #6 meets the university criteria for the Quality Enhancement Plan (QEP) of developing student success through gathering evidence, synthesizing evidence, and preparing a defensible argument to support the synthesis of the evidence.)

### **Lesson Plan**

Using the Teaching and Learning Context data from the assigned clinical field placement, teacher candidates will design a direct instruction lesson using the Kentucky Teacher Internship Program (KTIP) lesson plan format. *Kentucky Core Academic Standards in Language Arts* must be addressed in this lesson. One or more research-based strategies must be included in this lesson. **You are required to teach this lesson to students in your assigned classroom**

### **Lesson Analysis and Teaching Reflection**

After teaching a Direct Instruction lesson in the field setting, teacher candidates will submit a reflective paper that analyzes the effectiveness of the lesson in terms of student learning, teaching effectiveness and potential improvements.

### **Family Resource Center Investigation**

Teacher Candidates will complete an investigation of a Family Resource Center at a Kentucky public school. The completed assignment template and signature form is required.

### **Clinical Field Log**

**A minimum of 15 clinical field hours are required for this course.** You must complete all Clinical field experience hours in your assigned classroom at the instructor assigned time in the Winter Term schedule unless other arrangements are made with instructor approval. You will maintain a field log in which you document the time in the school and the activities in which you participated. You will log your experience electronically on KFETS. All field hours and field assignments must be successfully completed in order for a course grade to be issued. You log your hours on the field log, have it signed by your cooperating teacher, and turn in a copy to your

professor on the final day of the course. Some “release days” will be given for you to utilize, to schedule the total of 15 hours.

## **GRADING SCALE**

Grade	Points	%
A	93-100%	
B	85-92%	
C	76-84%	
D	67-75%	
F	below 67%	

---

## **Course Policies**

### **Attendance**

It is your responsibility to attend each class session. Attendance will be taken and recorded promptly at the beginning of each class period. If tardy, it is the student’s responsibility to see the instructor after class to ensure that the recorded absence is changed to tardy. A Code of Conduct review will be conducted if a student has more than one tardy or absence; the Professionalism score may also be reduced. Absences equating 20% of class and/or field dates will result in automatic zero score for the Professionalism grade. It is the responsibility of the student to make arrangement for course work missed. If you know you will be missing a class, it is your professional responsibility to notify the instructor and make arrangements to turn in assignments BEFORE the missed class session whenever possible.

### **Student Disability Services**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at [sarc@wku.edu](mailto:sarc@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Statement of Diversity** We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

## Plagiarism

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. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

## Professionalism

Active engagement and professional behavior are expected of every student. This includes sessions on campus and in the schools on designated days. All students are required to be prepared and participate actively and energetically in class and field experience activities. Students will be asked to lead and participate in several non-graded, small group activities to model instruction and its components. Both the quantity and quality of your participation will be noted by your instructors and/or cooperating teacher and be used in professional reference situations as you move into other courses and student teaching. This is the semester to begin demonstrating the strength of your commitment to a career in teaching. The following are ways you can impress upon your instructor that you are a dedicated future teacher:

- Engagement in whole class discussion/activity on daily basis
- Engagement in small group discussion/activity on daily basis
- Respectful listener/active listening
- Meaningful contribution to discussions
- Bringing requested materials to class daily (e.g., class packet, textbook, etc.).
- Willingness to respond to questions and interact with others in meaningful and respectful way
- Timeliness to class
- Professional consideration of ideas (nonverbal behaviors)
- Willingness to reflect openly and honestly
- Completing readings prior to class

The points for this category will be awarded based on a system of entrance and exit cards that ask you to respond professionally and with reflection on a variety of issues. Repeated nonprofessional behaviors could result in a lowering of your professionalism grade.

## Communication

Students should check their email and Blackboard on a daily basis for messages. **When emailing, please put the course number in the subject (especially in the beginning of the semester).** I am here to support you, so if you have questions or concerns communicate this by emailing, stopping by during my office hours, or making an appointment to talk. **\*\*NOTE:** I will respond to emails as soon as possible, but be cognizant of the time of day you are sending the email and realize I may be teaching, in a meeting, or sleeping if it's late! I will make the commitment to respond within 24 hours at the latest when classes are in session. If you would like to stop by during office hours please do so, but to be sure I'm there and not elsewhere in the building, please send me a quick email to let me know to expect you!

## Cell Phone and Technology Use

Cell phones should be turned off or on silent during all classes and field experiences. Phone calls, texting, or any other distracting use of your cell phone is highly discouraged. Laptop and tablet use may occur in class, but only with the instructor's permission for use on ELED 345 assignments and activities. Using these devices for social media or other course work during class sessions will result in the lowering of your professionalism grade. Think first, be responsible and respectful of

everyone's time and learning experience.

### **Late Work**

Required papers and projects are due on the dates provided in class. Although late papers will be accepted, the grade for these materials will be reduced *10% for each calendar day* that they are received late unless otherwise specified by the instructor. No late work will be accepted after one week. At this time the student will receive a '0' on the assignment.

### **Redoing Assignments**

Except in unusual circumstances, redoing course requirements for full credit is not permitted. It is in your best interest to demonstrate your best effort as you complete each course requirement. A benchmark for success will be set for most assignments. Revision efforts must score at or above the benchmark but scores will not exceed the established benchmark.

### **Extra Credit**

Extra Credit will not be offered. Again, give your best effort as you complete course assignments.

### **Class Conduct Expectations**

You are responsible for your own learning and behavior. Ultimately, this course cannot help you become a successful and effective teacher unless you are willing to grow as a student, a teacher, and a professional. Students are expected to attend and participate in class, read chapters before the class session, work cooperatively on group projects and classroom discussions, and act professionally in class and while participating in the field experiences. Students who engage in behavior that disrupts the learning environment may be asked to leave the class session. Please do not bring children to class sessions.

### **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.

## **ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)**

Course Required P-12 Classroom Observation or Clinical Experiences:

Total Number of Hours: 15

**EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)**

(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	X
2. English language learners;	X
3. Students with disabilities; and	X
4. Students from the following grade levels:	
• Elementary	X
• Middle School	
• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	X
(c) Student tutoring	
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	X

#### Course Assignments and Experiences Related to:

- The Kentucky Academic Standards (KAS)**

Every ELED teacher candidate must be fluent in the Kentucky Academic Standards (KAS) and be able to deconstruct the standards for inclusion into measurable learning targets that become a part of the teaching and learning process.

Course Assignment	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Lesson Plan	Teacher candidates will develop and teach a KTIP lesson in the field classroom. The KAS will be used to develop measurable learning targets, assessments, and instructional strategies.

- The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

Course Assignment	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Lesson Plan	Teacher candidates will include formative assessments in the lesson plan that will check for student understanding of the content standards included in the learning target.

- Candidates Using the KAS Framework in Lesson Planning**

Course Assignment	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Lesson Plan	The teacher candidate will use the KTIP lesson planning format to design and implement a lesson appropriate for the students in the field based classroom. The KAS will be used to develop measurable learning targets, assessments, and instructional strategies included in the lesson plan.

- Candidates Using Formative and Summative Assessments Related to Kentucky P-12**

## Curriculum Framework

Course Assignment	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
Lesson Plan	Teacher candidates will develop formative assessments for the lesson plan to be taught in the field classroom.

- Course Assignments Serving as an Education Preparation Program "Key Assessment":

N/A

- Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

SPA Standard # and Description Association for Childhood Education International (ACEI)	Course Experiences and Assessments
2.1 Reading, Writing and Oral Language 3.1 Integrating and applying knowledge for instruction 3.2. Adaptation to diverse students 3.3. Development of critical thinking and problem solving. 4.0. Assessment for instruction 5.1 Professional Growth, Reflection, and Evaluation	Th Lesson Plan Assignment will require teacher candidates to demonstrate proficiency in reading, writing, oral language, and social studies content knowledge and skills. In addition, the instructional strategies required in both assignments will include opportunities for teacher candidates to integrate and apply knowledge for instruction, design instruction for diverse students, and incorporate critical thinking and problem solving in the teaching and learning process. Each assignment will also require teacher candidates to develop appropriate assessments that will check for student understanding. The lesson plan also requires teacher candidates to reflect upon the areas of strength and growth within their professional practice after teaching the lesson.

Kentucky Teacher Standard	Kentucky Framework for Teaching	Interstate New Teacher Assessment and Support Consortium (InTASC)	Integration into Course Content
STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE	DOMAIN 1: PLANNING AND PREPARATION	STANDARD 4: CONTENT KNOWLEDGE STANDARD 5: APPLICATION OF CONTENT	Assessment: classroom experience, standards-based lesson plans; research based strategies presentation, teaching KTIP lesson in clinical, Microteaching assignments, assessment assignments
STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION	DOMAIN 1: PLANNING AND PREPARATION	STANDARD 1: LEARNER DEVELOPMENT STANDARD 2: LEARNING DIFFERENCES STANDARD 7: PLANNING FOR INSTRUCTION	Assessment: classroom experience, standards-based lesson plans; cooperative learning lesson plan; Teaching and Learning Context; goals and objectives assignments;
STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE	DOMAIN 2: CLASSROOM ENVIRONMENT	STANDARD 1: LEARNER DEVELOPMENT STANDARD 2: LEARNING DIFFERENCES STANDARD 3: LEARNING ENVIRONMENTS	Assessment: standards-based lesson plans; discovery lesson plan, cooperative learning lesson plan; Developmental & Environmental Characteristics Report; Reflections; classroom experience
STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION	DOMAIN 3: INSTRUCTION	STANDARD 7: PLANNING FOR INSTRUCTION STANDARD 8: INSTRUCTIONAL STRATEGIES	Assessment: cognitive assessment, classroom assessment; peer co-teach assignment and standards-based lesson plan experiences



STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS	DOMAIN 1: PLANNING AND PREPARATION; DOMAIN 3: INSTRUCTION; DOMAIN 4	STANDARD 6: ASSESSMENT	Assessment: instructional sequence; clinical assignment reflections; standards-based lesson plans,; classroom experience in clinical assignments		
STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY	DOMAIN 3: INSTRUCTION	STANDARD 7: PLANNING FOR INSTRUCTION	Assessment: standards-based lesson plans; cooperative learning lesson plan; discovery learning plan,		
STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE	Field assignment reflections; co-teach assignments; contextual factors assignment; microteachings		
STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	STANDARD 10: LEADERSHIP AND COLLABORATION	Assessments: Disposition assessment, field assignments Family Resource Center assignment;		
STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE	Engages in professional development activities, including Family Resource Center meeting		
STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	STANDARD 10: LEADERSHIP AND COLLABORATION	Assessment: peer co-teach assignment; Reflection		

## Integration of Kentucky Teacher Standards and Framework for Teaching into Course Content

