



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ELED 3242
Teaching and Learning in the
Elementary School
Fall Semester 2010
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College of Education Norms

- I take 100% responsibility.**
- I seek equity of voice.**
- I am willing to talk about sensitive issues.**
- I listen for understanding.**
- I appreciate the strengths and contributions of others.**
- I bring positive energy and encouragement to the team.**
- I commit to the mission of the college.**

ELED 3242

Course Description: This course provides a focus on best practices for student learning and cognition in grades K-6; identification, development, and evaluation of strategies and models of instruction sensitive to individual needs of children with an emphasis on planning and instruction. The content and methodology of the course provides background for specialized methods courses.

Text(s): Burden, P.R. & Byrd, D. M. (2010). *Methods for effective teaching* (5th ed.). Boston: Allyn and Bacon.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the

selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Course Expectations: Everyone is expected to come to class and on time. Absences and tardies will affect your grade. If you have to leave early, you will not receive full points for being in class for that day. If possible, please inform me if you will be late or absent or if you will leave early. Contacting me by email is the most efficient way to contact me. You should be prepared when coming to class to discuss and participate in class discussions willingly and happily. (**That means that you should read the chapters before you come to class!**) All cell phones and laptops must be turned off during class. Childcare must be arranged in advance because children in class can be disruptive to other students.

Evaluation and Grading Policies: Students will be evaluated in terms of successful completion of the learning activities, including regular, routine, and minor assignments and major projects. Everyone is expected to participate during class time and online during discussions and work on group projects. Clear criteria for success will be given for each assignment. Exemplary work is expected with no grammatical or spelling errors. Twenty-five percent of points will be deducted from an assignment for each day that it is late.

Course Objectives:

1. Determine learning outcomes for cognitive, affective and psychomotor objectives for different curriculum areas and populations of various ages for schools.
2. Application of different inquiry models such as inquiry training, inductive thinking, concept attainment and creativity.
3. Application of instructional models that promote group development such as cooperative learning, group investigation, simulation and role playing.
4. Application of instructional models that promote personal development such as nondirective learning, and self-control.
5. Application of instructional models for processing information such as memorization, advance organizer, cognitive development and mastery learning.
6. Complete instructional design and development plans to account for multicultural, urban and global issues in various curricular areas.
7. Compare and contrast instructors' and learners' roles for various instructional models for diverse groups of students with respect to gender and ethnic backgrounds, as well as an atypical learner.
8. Describe leadership strategies necessary to use the most up-to-date research and information related to various instructional models in schools with learners and other instructors.
9. Apply technology concepts to the use of various instructional models.
10. Develop appropriate assessment techniques that reflect the theory and learning outcomes for the specific instructional model.
11. Apply communication strategies, written and orally, to use the various models most effectively.

Tennessee Professional Education Standards (TPES): Full description of TPES found at <http://www.state.tn.us/education/lic>

Standard 1: Discipline Taught

Standard 2: Student Learning and Development

- Standard 3: Diverse Learners
- Standard 4: Teaching Strategies
- Standard 5: Learning Environment
- Standard 6: Communication
- Standard 7: Planning
- Standard 8: Assessment & Evaluation
- Standard 9: Reflective Practitioner
- Standard 10: Colleagues, Parents and Community
- Standard 11: Technology

Assignments:

Attendance/Participation	10%
Standards Activity	15%
Lesson Plan Activity	10%
Strategies Presentation	20%
Teacher Interview	10%
Parent Communication Plan	10%
Myeducation Labs	15%
<u>Test</u>	<u>10%</u>
Total	100%

Grade Scale:

- 95% -100% = A
- 86% - 94% = B
- 76% - 85% = C
- 70% - 75% = D
- 69% - 0% = F

Assignments

All written work except for in class activities will be typed using 14 pt. font and 1.5 spacing with 1 inch margins. A cover sheet should be stapled to the front of the assignment with your name, ELED 3242, Fall 2010, the activity name and my name. Failure to follow these guidelines and spelling or grammatical errors will cause a reduction of points. Please include a footer on all assignments with your name and pages numbered.

Attendance/Participation: (10 pts.) Students will be given credit for attending class and being on time. Points will be deducted regardless of the reason for tardiness or absence.

Lesson Plan Activity: (10 pts.) Students will choose one grade level and one subject area and complete a lesson plan for no more than one 50-90 minute time period. Include the appropriate standard that will be addressed in the lesson along with specific objectives. The student will utilize the lesson plan format provided by the professor. The lesson plan should be typed with no spelling or grammatical errors.

Parent Communication Plan: (10 pts.) Students will create a plan to communicate with parents. A narrative (2-3 pp.) describing the plan and at least 5 artifacts will be included. The student will develop a plan about how to plan to communicate with parents from the beginning of school until the end. Each student will collect artifacts that can be used in the communication

with the parents. Hopefully, many of these artifacts can also be used in the first placement as a licensed teacher.

Myeducationlab activities: (15 pts.) In chapters 5, 6, & 7, myeducationlab activities will be completed. Students will view the videos and answer questions following each part. Each chapters' activities should be labeled to determine the question being addressed.

Teacher Interview: (10 pts.) Students will interview a teacher who is currently teaching in grades K-6. The student will focus on questions provided by the professor. The results of the interview should be in a **narrative** format and should answer the following questions in enough depth that a reader will have a reasonable understanding of the teacher's thoughts.

1. How long has the teacher been teaching?
2. Why did she/he enter the teaching field?
3. What advice would the teacher give a new teacher about the first year of teaching?
4. What advice would the teacher give a new teacher about dealing with parents?
5. What are some of the biggest obstacles of teaching?
6. What support systems exist for the teacher?
7. What instructional strategies seem to be the most difficult to implement with the students in this class?
8. How are work centers or work stations implemented in the classroom community?
9. How did the teacher build a sense of community when the year began?
10. What kinds of strategies did the teacher use to build relationships with parents and guardians at the beginning of the school year?
11. What have been some of the most successful teaching units that the teacher has taught in the past?

You can add anything else you think is pertinent to this interview or anything that the teacher offers.

Test: (10 pts.) Students will respond to questions about material studied during the course.

Strategies Presentation: (20 points) Each student will participate in a presentation which will teach about a chosen teaching strategy.. Strategies may be selected from the textbook.. The presentation should represent research and practical information for your peers. The presentation must include handouts for the class.

Rubric for Strategies Presentation: (20 pts.)

Criteria	Poor (1 point)	Fair (2 points)	Acceptable (3-4 points)	Superior (5 points)
Thoughtful engagement with ideas	Ideas presented with no explanation or analysis.	Ideas are explained, but not analyzed.	Ideas are analyzed, debated, and examined, but lack depth.	Ideas are analyzed, debated, and examined in depth.
Clarity and logic of ideas developed in the handouts	Writing is hard to understand, ideas presented are confusing and not explained. Ideas are not in a logical order.	Writing is somewhat clear and lucid, ideas are reasonable and comprehensible, but a logical order is missing.	Writing is somewhat clear and lucid, ideas are reasonable and comprehensible, and in a logical order.	Writing is clear and lucid, ideas are clearly relevant and comprehensible, and in a logical order.
Grammar, spelling, and APA adherence	Little attention to grammar, spelling, and APA style throughout. (Major errors)	Some attention to grammar, spelling, and APA style throughout. (Many errors)	General attention to grammar, spelling, and APA style throughout. (Few errors)	Clear attention to grammar, spelling, and APA style throughout. (No errors)
Involvement of Classmates	Little involvement of classmates in presentation & activities	Some involvement of classmates in presentation & activities	Classmates are involved in some activities of the presentation	All classmates are involved in the activities of the presentation

Each lesson plan will be assessed using the following rubric:

Lesson Component / ACEI Standard	Unacceptable = 0	Acceptable = 1	Target = 2
Objective 3.1 - Integrating & applying knowledge for instruction	The lesson objective does not reflect understanding of the curriculum or curricular goals. The objective is unclear or developmentally inappropriate.	Candidate applies knowledge of the curriculum and curricular goals to design a clear, developmentally appropriate lesson objective.	Candidate meets “acceptable” level plus integrates an advanced level of knowledge about student development and learning. Objectives meet the analysis, synthesis and evaluation levels of Bloom’s Taxonomy.
Motivation 1- Development, Learning & Motivation 3.1 - Integrating and applying knowledge for instruction 3.4 - Active engagement in learning	The lesson motivation is developmentally inappropriate, not clearly linked to the curriculum or target objective, or unlikely to engage students’ interest.	Candidate applies knowledge of the curriculum and student development to design an effective lesson motivation that is clearly tied to the lesson objective and likely to engage the students.	Candidate meets “acceptable” level plus is responsive to the specific population of students and actively engages the learners in student-centered learning.
Procedures 3.1 - Integrating and applying knowledge for instruction 3.2 - Adaptation to diverse students 3.3 - Development of critical thinking, problem solving, performance skills 3.4 - Active engagement in learning 3.5 - Communication to foster collaboration	Lesson procedures include few (if any) of the following characteristics: (1) appropriate adaptations for diverse students; (2) activities that promote critical thinking and problem solving; (3) activities that promote active student engagement; and (4) activities that promote student communication.	Lesson procedures include each of the following characteristics: (1) appropriate adaptations for diverse students; (2) activities that promote critical thinking or problem solving; (3) activities that promote active student engagement; and (4) activities that promote student communication.	Candidate meets “acceptable” level plus several activities that actively sustain student interest throughout the lesson and reflect culturally responsive differentiated instruction. Discourse involves analysis, synthesis and evaluation.
Closure 3.1 - Integrating and applying knowledge for instruction	Lesson closure is either non-existent, not related to the lesson objective, or does not effectively engage students in summarizing learning.	Lesson closure reflects a clear connection to the lesson objective and effectively engages all students in a summary of their learning.	Candidate meets “acceptable” level plus a creative approach to summarizing and closing the lesson that involves analysis, synthesis and evaluation.
Assessment 4.0 - Assessment for Instruction	Candidate fails to identify an appropriate assessment strategy that could be effectively used to evaluate student learning.	Candidate clearly identifies at least two assessment strategies (formal or informal) that will be used during the lesson to assess student learning.	Candidate meets “acceptable” level plus provides creative and engaging assessment strategies that involve analysis, synthesis and evaluation.

Class Schedule
Mondays 5:00 – 8:00
Ball Hall Rm 301

8/30/10	Introduction & Chapter 1 “Teacher as a Decision Maker”
9/06/10	Labor Day (no class)
9/13/10	Chapters 2 & 3 “Planning
9/20/10	Chapter 4 “Differentiating Instruction for Diverse Learners” Teacher Interview due 10%
9/27/10	Chapter 5 “Direct Instruction Strategies” (myeducationlab activities 5%)
10/04/10	Chapter 6 “Indirect Instruction Strategies (myeducationlab activities 5%)
10/11/10	Chapter 7 “Strategies That Promote Student Understanding” (myeducationlab activities 5%)
10/18/10	Fall Break (no class)
10/25/10	Chapter 11 “Assessing Student Performance”
11/01/10	Chapter 13 “Working with Colleagues and Families” Parent Communication Plan Due (10%)
11/08/10	Lesson Plan Presentation Due (10%)
11/15/10	Lesson Plan Presentation cont.
11/22/10	Strategies Presentations (20%)
11/29/10	Strategies Presentations cont.
12/6/10	Test (10%)
12/13/10	Course Celebration and Wrap up