



University of Memphis College of Education

**College of Education**  
**The University of Memphis**  
*Instruction and Curriculum Leadership*  
**Fall Semester 2009**  
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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 4354- Teaching and Learning in the Elementary and Middle School/Practicum**

**Course Description:** This part of the Elementary Integrative Studies Block focuses on planning and teaching via various methodologies, assessing students, classroom management, and classroom discipline. This course interfaces specifically with the content areas of mathematics, social studies, and science, integrating aspects of language arts, fine arts, and/or physical education.

**Prerequisites:** Admission to Teacher Education Program

**Text(s):** Burden, P.R. & Byrd, D. M. (2010). *Methods for effective teaching* (5th ed.). Boston, MA: Allyn & Bacon. (not required to buy)

**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 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:** The student taking ELED 4354 should be committed to spend at least 4 hours per week outside of the classroom to examine and develop concepts, teaching techniques, classroom strategies and instructional materials which will be used in teaching elementary students. Attendance in class is expected and required. Classroom discussion will enable each student to more firmly develop his/her teaching style and philosophy about teaching in a K-6 classroom. Participation in classroom discussion and activities is absolutely expected. Material presented in class is not necessarily in the textbook. All assignments are due the day requested, regardless of the attendance of the student. Telephones and beepers should be turned off during class. Childcare should also be arranged in order to avoid disruptions to class and the learning of your classmates.

**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 in discussions and work on group projects. Grading for ELED 4354 is determined by satisfactory or unsatisfactory performance in class and in the clinical placement. All classes must be attended along with the clinical days at the school. The Clinical Notebook will be turned in at the end of the semester with all components in order to receive a satisfactory grade. Satisfactory performance in dispositions and all assignments within the university classroom and the clinical placement is expected in order to pass ELED 4354 and go forward into student teaching.

**Chapters in the textbook support discussion and understanding of each topic.**

### **Class Topics**

Class #1 (9/1/10)	Orientation
Class #2 (9/8/09)	Chapter 1 "The Teacher as Decision Maker" Chap. 2 "The Fundamentals of Planning" Chap. 3 "Types of Teacher Planning"
Class #3 (9/15/09)	Chap. 5 "Direct Instructional Strategies" Chap. 6 "Indirect Instructional Strategies"

- Class #4 (9/29/09) Chap. 11 “Assessing Students’ Performance”
- Class #5 (10/6/09) Chap. 9 “Classroom Management”  
Chap. 10 “Classroom Discipline”
- Class #6 (10/13/09) Chap. 13 “Working with Colleagues and Parents”



## CLINICAL ASSIGNMENTS

**All clinical assignments should be typed using 14 pt. font, 1 inch margins all around and Times New Roman. Grammatical or syntax errors are not acceptable. A cover sheet for the clinical notebook should be included on the front and at the beginning of the notebook. Tabbed dividers are expected between each article that is submitted for the notebook.**

### Interview of Mentor Teacher: (due after 1<sup>st</sup> week at clinical site) 20 points

The student will interview the mentor assigned in the clinical placement. 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. Please use Times New Roman 14 point font with a 1 inch margin all around and a cover sheet when preparing this assignment. Points will be deducted for grammatical, spelling and syntax errors. If you do not follow directions, points will also be deducted. The interview will be included in the clinical notebook.

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.

**Parent Communication Plan:(due in the 5<sup>th</sup> session of class) 20 points**

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 parents. It is recommended that the student collect items and create a plan for the grade level that will be taught during the clinical placement and in student teaching. Hopefully, many of these artifacts can also be used in the first placement as a licensed teacher. The parent communication plan will be included in the clinical notebook.

**Clinical Reflections: (due throughout the semester) (20 points)**

The student should answer each clinical reflection as honestly and completely as possible using complete sentences with no grammatical errors. The student should include the reflection statement that is being addressed along with the number.

**Lesson Observations by Mentor:(due at the end of the clinical placement) 20 points**

The student will plan and implement at least 8 lessons and get written feedback from the mentor. These observations will be included in the clinical notebook.

**Dispositional Evaluation: (due at the end of the clinical placement) 5 points**

The student will ask the mentor teacher to complete a final evaluation of dispositions of the student's performance in the clinical placement. This evaluation will be included in the clinical notebook.

**Time Sheet: (due at the end of the clinical placement) 5 points**

The student will complete the time sheet with the mentor teacher's signature and include it in the clinical notebook. Any missed days will be made up by the student.

**Final Evaluation: (due at the end of the clinical placement) 10 points**

The student will ask the mentor teacher to complete a final evaluation of the student's performance in the clinical placement. This evaluation will be included in the clinical notebook.