

## **COURSE OUTLINE**

**EED 603 – TEACHING AND LEARNING IN THE ELEMENTARY SCHOOL  
SPRING 2007 SEMESTER  
Tuesday 4:00-7:00 P.M.  
Bozeman Education Building, Room 163**

**INSTRUCTOR: Dr. Denise M. Littleton**  
Professor, Department of Early Childhood/Elementary Education  
**OFFICE: 148 Bozeman Education Building**  
**OFFICE HOURS: Monday 1-3 p.m.**  
**Tuesday 10:30 a.m.-12:30 p.m.**  
**Wednesday 1-3 p.m.**  
**Thursday 2:00-4:00 p.m.**  
**Additional hours available by appointment**

**OFFICE TELEPHONE: 757/823-9583**  
**EMAIL: [dlittleton@nsu.edu](mailto:dlittleton@nsu.edu)**

## **Course Description**

This course is designed to prepare teachers to implement an effective curriculum for children in grades 4-6. It will require the refinement of one's educational philosophy; extensive knowledge of human growth and development for this age span; adequate content knowledge to teach mathematics, science, reading, language arts, social studies, physical education, health, art, music and technology; practical experience with children; an understanding of their interests, and the ability to digest and interpret a body of research about teaching and learning for effective instruction. Areas of focus will include principles of active learning, creating learning communities, differentiating instruction for all learners inclusive of diverse needs and culture, managing the classroom, assessment, the effective use of technology, and working with colleagues and parents. Coverage of PRAXIS Principles of Learning and INTASC Standards by textbook chapter is attached. Ultimately, the goal is for you to apply theoretical, practical, and research knowledge to improve learning at the elementary level.

## **Course Prerequisites**

Admission to Teacher Education

## **Course Goal(s) and Course Outcome(s)**

The major goal of this course is to prepare prospective teachers to implement an effective curriculum for children in grades 4-6.

Upon completion of this course, the student will be able to:

1. Articulate his/her own educational philosophy.
2. Demonstrate an understanding of PK-3 content with emphasis on the Virginia Standards of Learning in the areas of English, social studies, science, mathematics, art, music, health, physical education and technology.
3. Create effective learning communities encouraging meaningful instructional experiences for children in language and literacy, mathematics, science, social studies, art, music, drama, play, movement, and technology.
4. Select appropriate activities and learning materials for differentiated instruction to meet the needs of all learners inclusive of diversity.
5. Select instructional strategies and activities based upon principles of learning to engage and involve students in the learning process.

6. Manage instruction and the classroom for an affective teaching and learning environment.
7. Assess students' progress to monitor academic achievement.
8. Identify, select, and use technology for effective teaching and learning.
9. Identify ways to work with colleagues and parents to meet the needs of the students.

### **Text**

Roberts, Patrica, Kellough, Richard and Moore, Kay. A Resource Guide for Elementary School Teaching: Planning for Competence. Sixth Edition. Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall, 2006.

### **Resources**

Paul Burden and David Byrd. Methods for Effective Teaching. Third Edition. Boston: Allyn and Bacon, 2003.

The Interstate New Teacher Assessment and Support Consortium (INTASC)  
<http://www.ccsso.org/intasc.html>

National Board for Professional Teaching Standards (NBPT)  
<http://www.nbpts.org/>

Survival Guide for New Teachers: How Teachers Can Work Effectively with Veteran Teachers, Parents, Principals, and Teacher Educators  
<http://www.ed.gov/pubs/survivalguide/>

National Council for Accreditation of Teacher Education (NCATE)  
<http://www.ncate.org>

The American Association of Colleges of Teacher Education (AACTE)  
[www.aacte.org](http://www.aacte.org)

Association of Education for Children International (ACEI)  
[www.acei.org](http://www.acei.org)

Lesson Plans  
[www.adprima.com/lesson.htm](http://www.adprima.com/lesson.htm)

Unit Plans  
<http://www.ubdexchange.org/resources/news-articles/article4.html>

<http://edtech.tennessee.edu/~bobannon>

Virginia Standards of Learning

<http://www.pen.k12.va.us/VDOE/Superintendent/SOLs/home.shtml>

Several other websites for lesson plan development, content area information, multicultural education, urban education, and special education.

### **Course Rationale**

This course is required and meets the requirements and standards as proposed by ACEI, the Virginia Department of Education, INTASC and NCATE for licensure, certification and accreditation. The standards require candidates to be knowledgeable about child development, methodologies for teaching the various content areas, instructional technology, assessment and working with families.

### **Course Methodology**

The course format will consist of lecture, discussion, fieldwork, and demonstration. Small group and cooperative learning sessions will be scheduled where warranted.

### **Academic Integrity and Course Requirements**

1. Attendance at all scheduled class sessions. The course does adhere to the university policy regarding student attendance. Please refer to the student handbook.
2. Complete all assignments and submit them on their due date. Late assignments will only be accepted with at least a three day notice and prior approval from your instructor. No make up assignments will be allowed without an official reason and/or prior approval by the instructor.
3. Complete a 20 hour observation and participation experience.
4. Participate in class discussions and demonstrations.
5. Complete assigned readings and **be prepared for a quiz at any time.**
6. Access to a reliable computer and skill in accessing the Internet, transmitting documents, wordprocessing, and developing PowerPoint presentations.
7. Have a NSU email address.

8. Plagiarism will not be tolerated. Please review the university's handbook for students on policies related to the honor code, integrity, and plagiarism.

### **Course Competences**

The following skills will be enhanced in this course.

1. writing- lesson plan and curriculum development
2. oral and written communication- lesson plan development and implementation
3. technology literacy -instructional delivery
4. critical thinking - diagnosis and prescription

### **Tentative\* Course Outline**

### **Text Assignment Chapter #**

1/9	Overview of Course Your Educational Philosophy	
1/16	What Do I Need to Know About Today's Elementary Schools?	1
1/23	What Do I Need to Know About Elementary Learners?	2
1/30	What Are the Expectations, Responsibilities, and Facilitating Behaviors of a Classroom Teacher?	3
2/6	What Do I Need to Know To Manage an Effective, Safe and Supportive Environment?	4
2/13	How Do I Plan and Select Content	5
2/20	How Do I Assess, Use, and Report Student Achievement?	6
2/27	Mid Term Examination or Project	
3/6	Spring Break	

3/13	How Do I Prepare Activities, Lessons, and Units	7
3/20	What Do I Need to Know to Use Teacher Talk and Questioning as Effective Instructional Tools?	8
3/27	What Guidelines Assist My Use of Demonstrations, Thinking, Inquiry Learning, and Games?	9,
4/3	What Guidelines Assist My Use of Groupings and Assignments to Promote Positive Interaction and Quality Learning?	10
4/10	How Can I Assess My Teaching Effectiveness and Continue My Professional Development?	11
4/17	Project Presentations	
4/24	Review for Final Examination	
5/1	Final Examination	

\*Instructor reserves the right to modify outline based upon circumstances and/or the needs of students.

### **Course Assignments**

1. You are to develop a paper or an electronic portfolio. Include the following:
  - a. Child development norms for ages 9-11 in the areas of cognitive, language, fine and gross motor, social, and emotional development. Application Exercise 2.1 p. 37  
Due 1/30
  - b. A copy of the Virginia Standards of Learning for 4-6 in the areas of social studies, English, science, mathematics, art, music, health, physical education and technology. Application Exercise 3.3 p.69.  
Due 2/13
  - c. A schedule for grades 4-6;a classroom management plan and complete Developing the Personal Classroom Management System. Due 2/27
  - d. An informal assessment to measure a content or skill of your choice on a grade level of your choice. Due 3/20

- e. An integrated 5 day unit incorporating all of the content areas listed above. The unit must reflect critical thinking, meeting the needs of diverse students, and technology. Due 4/10
- f. One lesson plan on a content (SOL) and grade level of your choice from your unit to be demonstrated. Due 4/17
- g. Journal of your 20 hour observation and participation experience. You must be placed through the School of Education's Office of Professional Laboratory Experiences. Due 4/24

### **Evaluation/Assessment Methods and Criteria**

1. Individual rubrics will be used to evaluate a, b, c, d, e, and f. Letter grades will be used to denote final grade on each part.
2. Completion of activities rubric will be used to evaluate g.
3. Final grade will be based on the following weighting:

Assignment A	5%
Assignment B	5%
Assignment C	15%
Assignment D	15%
Assignment E	25%
Assignment F	15%
Assignment G	10%
Midterm and/or Final Exam	10%

Weighting may change based upon actual final assignments.

The instructor reserves the right to revise grading criteria as appropriate and will make reasonable attempts to notify students as time permits.

## Grading Scale

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-80	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	79 and Below	Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <i>Requires repeating the course.</i>

## ADA Statement

If you have a disability or think you have a disability, you may contact Ms. Marian Shepherd, the Disability Services Coordinator, in the Lyman B. Brooks Library, room 240.

## University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessments activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

## References

- Baloche, L.A. (1998). *The cooperative classroom: Empowering learning*. Upper Saddle River, NJ: Prentice Hall.
- Banks, J.A. (2002). *An introduction to multicultural education*, 3<sup>rd</sup> Edition. Boston: Allyn and Bacon.
- Burden, P.R. (2002). *Powerful classroom management strategies: Motivating students to learn*. Thousand Oaks, CA: Corwin Press.
- Clift, R.T., Houston, R.W., and Pugach, M.C. (Eds.) (1990) *Encouraging reflective practice in education: An analysis of issues and programs*. New York: Teachers College Press.
- Griffin, B.J. (1997). Helping student teachers become reflective practitioners. *The Teacher Educator*, 33(1), 35-43.
- Hunter, M. (1994). *Enhancing teaching*. New York: Macmillan.
- Kilgore, K., Ross, D., and Zbikowski, J. (1990). Understanding the teaching experiences of first-year teachers. *Journal of Teacher Education*, 41(1), 28-38.
- Ladson-Billings, Gloria. *Dreamkeepers: Successful teachers of African-American children*. Boston: Allyn and Bacon.
- Marzano, R. J. et al. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- National Board for Professional Teaching Standards (1987). *What teachers should know and be able to do*. Detroit: Author. (Online) <http://www.nbpts.org>.
- National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's future*. New York: Author.
- National Council for the Accreditation of Teacher Education (2001). *Professional Standards for the accreditation of schools, colleges, and departments of education*. Washington, D.C.: Author.
- Tomlinson, C.A. (1999) *The differentiated classroom: Responding to the*

needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (2001) How to differentiate instruction in mixed-ability classrooms, 2<sup>nd</sup> ed. Alexandria, VA: Association for Supervision and Curriculum Development.

Turnbull, H.R. et al. (2002). Exceptional lives: Special education in today's schools, 3<sup>rd</sup> ed. Upper Saddle River, NJ: Prentice Hall

Wilen. W. W. (1991). Questioning skills for teachers, 3<sup>rd</sup> ed. Washington, D.C.: National Education Association