

Rhode Island College
Feinstein School of Education and Human Development

ELED 300: Concepts of Teaching
Fall 2010

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Course Information

Catalog description

The technical skills of teaching, a repertoire of teaching models, and classroom management strategies for all children, including the atypical/exceptional are presented. Observations and multicultural urban field experiences are required.

Prerequisites

Enrollment in this course requires a minimum GPA of 2.50 in all previous courses; a grade of B- or better in FNED 346; admission to the elementary education program or consent of department chair.

Extended

In this course candidates are introduced to the complexities of the teaching role through analysis and application of specific teaching models and strategies designed to promote learning for all children. In addition to designing, implementing, and reflecting on a series of teaching experiences, candidates will participate in small group and whole class discussions on a variety of topics such as classroom management, assessment, technology-as-tool, effective questioning, and the role of family and community in educational partnership. Candidates will conduct and report on research to support their own practice, participate in peer learning activities, and conduct guided observations in local classrooms. Candidates will be encouraged to explore and develop their own educational philosophies through readings, discussion, and reflection on the reciprocal roles of teacher and learner in the development of a learning community in both local and global contexts. **A primary focus of this course is the development of diversity responsive practices and dispositions in pre-service candidates, to ensure equal access to quality learning for all children.**

Relationship to Professional Preparation

Retention in the Elementary Education Program requires successful completion of ELED 300 with a grade of B- or better, and a positive recommendation from the course instructor. This course is designed to help the teacher candidate understand the fundamentals of teaching through readings and research, active participation in campus-based classroom discussion and activities, work with children in community schools/agencies, and, through construction of a teaching portfolio, to document their ongoing development as professional educators. This introductory course in teaching concepts is designed to prepare undergraduate students for methods courses, student teaching, and ultimately, for classroom teaching.

Course Text

Price, K.M. & Nelson, K.L. (2011). 4th ed. Planning effective instruction: diversity responsive methods and management. Belmont, CA: Thomson Wadsworth.

Course Outcomes

Relationship to the FSEHD Conceptual Framework

The Teacher Education Conceptual Framework emphasizes the fundamental importance of the four themes of knowledge, pedagogy, professionalism and diversity as students plan, apply and reflect (the reflective practitioner) on instructional strategies and processes. In this course, candidates use a broad base of general knowledge, specific content knowledge, and an understanding of children's development as they design and carry out lessons and work with children in their urban after-school site. They are expected to develop an increasingly sophisticated repertoire of pedagogical tools and knowledge to provide for successful learning opportunities, affective as well as cognitive, for all children. Candidates observe and reflect on their professional responsibilities and growth as well as develop their ability to pose and resolve ethical problems and concerns pertinent to children and schools. Finally, candidates acquire, maintain, and reflect understanding of, respect for, and consideration of cultural and academic diversity as they work with children, families, and colleagues. Student competencies are assessed through multiple performance experiences: teaching in urban after-school programs; visiting a variety of classrooms to observe/assess specific teaching/learning practices; working with (RI Professional Teacher) standards and rubrics to assess their own and student performance and inform both teaching and learning; using technology to prepare lessons, reports, and reflections and to communicate with colleagues, and through formal and informal self-assessment with peers, colleagues, and their instructor.

Course Objectives

As a result of this course, candidates will be able to

1. Explain the Conceptual Framework (knowledge, pedagogy, professionalism, and diversity) and its relationship to the reflective practitioner model of teacher preparation (CF: reflective practice; RIPTS # 2.1; 11.1; ACEI 5.1)
2. Plan, implement, and reflect on effective lessons, their own and others', including formulating goals and objectives, selecting instructional approaches, motivating and engaging learners, sequencing, pacing, choosing materials, assessing student performance, and considering student/ environmental factors in the act of teaching (CF: Pedagogy/Diversity; RIPTS #2; 3.2, 3.3; 4.1, 4.4; ACEI 1; 3.1)
3. Discuss and implement a variety of teaching models and their applications (CF: Pedagogy; RIPTS #2.1, 2.5; 3.2, 3.3 5.4, 5.5; ACEI 3.1)
4. Elicit higher-order thinking in children through the use of advanced questioning skills (CF: Performance assessment; RIPTS #5; ACEI 3.3)

5. Demonstrate attention to children's differing cognitive, affective, and motor development in planning and implementing lessons (CF: Performance Assessment/Pedagogy/Diversity; RIPTS #3,4.1, 4.2, 4.4; 6; ACEI 3.2)
 6. Demonstrate effective communication skills, written and oral, in lesson development, class participation, and written reports/papers/exams (CF: Knowledge; RIPTS #8; ACEI 2.1; 3.5)
 7. Compare and evaluate different approaches to classroom management (CF: Pedagogy; RIPTS #3.2; 4; 6; ACEI 1.0; 3.4)
 8. Use a variety of assessment techniques to inform teaching and improve learning (CF: Pedagogy/Performance assessment; RIPTS #9; ACEI 4.0)
 9. Become familiar with and apply, as appropriate, content and performance standards for teaching and learning (CF: Standards; RIPTS # 1.3; 7.4;11; ACEI 5.1)
 10. Become increasingly skilled at professional reflection on self and others (CF: Pedagogy/Professionalism; RIPTS #9.5; 10.1; ACEI 5.1).
 11. Acquire and display appropriate collaborative and ethical attitudes and practices, as well as professional dispositions (CF: Professionalism; RIPTS #7, 11; ACEI 5.1)
 12. Use technology to enhance teaching and learning (CF: Technology; RIPTS # 8.3; ACEI 3.5)
 13. Describe and evaluate the relationship between current educational theory and effective classroom practice, including the role of teaching/learning standards (CF: Knowledge/Professionalism; RIPTS #10.2, 10.3; ACEI 1.0)
 14. Describe contexts that support equitable access to learning for all children (CF: Pedagogy/Professionalism/Diversity; RIPTS # 4, 6, 11; ACEI 1.0; 3.2, 5.2)
5. Course Schedule, Topics, and Reading Assignments (see attached)

Course Requirements

Working with children: Six class sessions will be held in a local community agency serving an urban population (see course calendar for specific times/dates). The candidate will work with a small group of children in an after-school program for one hour per week. The candidate will develop a plan for teaching a six week thematic unit based upon his/her expertise and knowledge of a topic, skill, hobby, etc. Lessons will reflect models of teaching presented and discussed in class. Lesson plans will also include attention to questioning skills, effective management techniques, cooperative/collaborative activities (think-pair-share, brainstorming, etc.), Rhode Island Professional Teaching Standards, and the College's Conceptual Framework. **The lessons will show evidence of thought about planning for the needs of diverse learners and anticipation of environmental factors in successful learning.** The candidate will devise a method for communicating with family members about his/her work with the children, and may include an extended activity that the children and their families can complete at home. The teaching unit will culminate with a candidate/student-planned celebration to which family members will be invited. **[Objectives 2,3,4,5,6,8,9,10,12]**

The Portfolio: The portfolio is each candidate's documentation of his/her work with children during the semester and grows out of the Working With Children Notebook students maintain as they plan, implement, and reflect on their teaching unit. The portfolio will include, minimally:

- Cover, title page,

- Twelve (originals and revisions) lesson plans, including samples of materials, as feasible
- Artifacts from the lesson, including children’s work, photographs (with permission),
- A final reflection on the entire practicum experience following a specific format presented in class
- Evidence of the candidate’s connections with children’s families

[Objectives 1,2,6,9,12,13,14]

Classroom Observations: Students will visit several classrooms to observe practicing teachers; each visit will require the use of an observation tool (to be distributed in class). Students will choose sites from among a variety of rural, suburban, and urban schools representing public, private, parochial, and independent schools with culturally diverse populations, and across grades K-8. All observations must be carried out in regular classroom settings and the classroom teacher must sign an attendance form. A report for each observation (to be discussed in class) should be submitted by the indicated due date (see class schedule) and include the following: specifics of the setting (grade level, school, type of lesson, number of students present, etc.); work sheets used; summary of data with candidate’s conclusion and analysis; sketch of classroom. A RI background check form must accompany you when you visit any classroom. **[Objectives 6,7,9,10,11,12,13,14]**

Inquiry Project: Candidates will conduct research on a topic related to teaching and learning, construct a (short) written process paper and present to the class in a format of the candidate’s choice. (Presentation formats will be discussed in class.) Candidates will be expected to:

- Review the professional literature (journals, books, web sites)
- Select several articles from professional journals to use as secondary sources
- Interview classroom teachers or others as primary sources
- Compose a 2-page paper detailing the research process. A bibliography must be included.
- Present findings in a short (10-12 minute) presentation

[Objectives 6,10,12,13,14]

Suggested topics include, but are not limited to:

Classroom Management	Standards-based Learning
Classroom Diversity	Heterogeneous/Homogeneous Grouping
Cooperative Learning	Technology in the Classroom
Parents and the Schools	Differentiated Instruction
Inclusion/special needs	Teacher Expectation and Student Achievement
Integrated Curricula	*Student designed with instructor consent

Quizzes: There will be a minimum of 3 course quizzes. Quiz scores will be totaled for a final exam grade. Quizzes will be based on all reading (texts and handouts), class notes, observations, teaching, and presentations. All quizzes are to be taken at the scheduled time unless special arrangements are made in advance with the instructor.

[Objectives 2,3,6,7,9,10,13]

Final Interview: Candidates MAY participate in a final interview with me consisting of questions and discussion around the student's teaching/learning experiences. These interviews will be scheduled by appointment at the end of the semester. [Objectives 2,6,10,13,14]

Professional Behavior: The teacher education candidate will demonstrate:

- Ability to separate personal and professional roles
- Ability to relate to and cooperate with students, parents, peers, supervisors, and other school personnel
- Ability to use appropriate oral and written communication skills
- **Ability to accept and use constructive criticism** and to consider opposing views, ideas, or feelings
- Ability to be aware of needs and interests of students, and to take into account individual differences, including academic and cultural diversity
- **Responsibility to turn in work on time**
- Ethical behavior as evidenced by, but not limited to, respecting student confidentiality, personal and professional integrity, adherence to school and college rules, and maintenance of appropriate interpersonal relationships with students and peers

[Objectives 5,10,11]

Attendance and Class Participation: Candidates are expected to attend all classes. Should a candidate have to miss a class it is expected that she/he will notify the instructor and arrange with a classmate to inform her/him of any assignments. If a candidate must miss a teaching assignment, she/he **MUST** notify **both** the college instructor and her/his teaching partner. Arriving late and leaving early will be considered absences. Three (3) unexcused absences will result in the loss of half a grade for the course; four (4) unexcused absences will result in the loss of one full grade **Please be aware that notification of intended absence does not automatically grant permission.** Individual situations should be discussed with me as soon as possible. More than 4 absences may require repetition of the course.

Candidates are expected to complete all assigned readings prior to class and come to class prepared to participate actively in discussions and small group work. **Assignments are to be turned in on the date due. Final grades will be affected by repeatedly or consistently late assignments.** Any emergency extensions must be requested before the due date. Students who require extended time to complete assignments must hand in the appropriate documentation at the beginning of the semester. The student and the instructor will plan appropriate accommodations. [Objective 11]

Revision policy: Generally, you have the opportunity to revise course assignments 1 time (unless otherwise specified) for a possible grade change. This does not apply to quizzes. The specific task revisions allowed will be discussed in class. You must submit each revision of the work clearly labeled, along with the original work and the original rubric, within seven days after my written feedback. Any revision that does not include the originals, or that is turned in after the seven-day deadline, may not be considered for re-scoring.

Computer Literacy: Candidates will be expected to communicate with peers and the instructor by email. All students **MUST** use their RIC accounts when submitting course-related work. Computers are available in the Horace Mann Technology Center. Many assignments may be accessed through Blackboard. [**Objectives 6, 12**]

Evaluation and Grading

The course grade will be determined in the following manner:

Observations	10%
Practicum	25% (6 lesson plans, teaching, 4 reflections)
Portfolio	5%
Inquiry Project	20%
Quizzes	15%
Final Unit Reflection	10%
<u>Attendance and Participation</u>	<u>15% (including reaction papers)</u>
Total	100%

Grading Scale

A: 95-100	B: 84-86	C: 74-76	D: 64-65	I: Incomplete – must
A-: 90-94	B-: 80-83*	C-: 70-73	F: 63 or less	be negotiated with
B+: 87-89	C+: 77-79	D+: 66-69		instructor

* Minimum acceptable grade for continuation in the ELED program.

Grading criteria

A, A-: Candidate demonstrates consistent excellence in planning, implementing, and reflecting on teaching/learning; communicates with clarity and articulateness in written and spoken forms; uses theory and research to support effective practice; demonstrates creativity and outstanding effort in assignments; exhibits strong commitment to education; demonstrates outstanding ability to relate to children; contributes significantly to class through participation.

B+: Candidate demonstrates a high level of competence in planning, implementing, and reflecting on teaching/learning; demonstrates significant effort in completing all assignments; communicates clearly in writing and speaking; refers to the role of theory and research in teaching/learning; demonstrates a commitment to education and has strong ability to relate to children. Class participation is high and thoughtful.

B, B-: Candidate demonstrates average ability to plan, implement, and reflect on lessons; communicates clearly in writing and speaking; participates effectively in class discussion; assignments show consistent effort; understands the role of theory and research in practice; demonstrates a commitment to education and children.

C+, C: Candidate demonstrates marginal ability to plan, implement, and reflect on teaching and learning; communication skills are weak; minimal class participation; demonstrates adequate interpersonal skills; student will not be recommended for continuation in the professional sequence.

C-: Candidate does not demonstrate the competencies necessary for the remaining courses in the professional sequence; poorly done or incomplete assignments; lack of reflectivity/ professional self-awareness; inability to relate well to children.

D, F: Failure early in term to demonstrate minimal competence; student will be counseled to withdraw from or drop the class.

* Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The S.L.O. is located in Rm. 127 in Craig-Lee Hall. (456-8061). To receive academic accommodation for this class, please obtain the proper S.L.O. forms and meet with me at the beginning of the semester.

References, Suggested Readings, Internet, and Multi-Media Resources

References

Armstrong, T. (1994). Multiple intelligences in the classroom. Alexandria, VA: ASCD.

Brown, S. C. and Kysilka, M. L. (2002). Applying multicultural and global concepts in the classroom and beyond. Boston: Allyn and Bacon.

Campbell, L. and Campbell, B. (1999). Multiple intelligences and student achievement. Alexandria, VA: ASCD.

Cole, R. (ed). (1995). Educating everybody's children: Diverse teaching strategies for diverse learners. Alexandria, VA: ASCD.

Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: ASCD.

Diller, J.V. and Moule, J. (2005). Cultural competence: A primer for educators. Belmont, CA: Thomson Wadsworth

Eby, J., Herrell, A. and Hicks, J. (2002). Reflective planning, teaching, and evaluation: K-12. (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Good. T.L. and Brophy, J.E. (2003). Looking in classrooms. Boston: Allyn and Bacon. 9th ed.

Gunter, M.A., Estes, T. H., and Mintz, S.L. (2007). (5th ed.) Instruction: A models approach. Boston, MA: Pearson.

Hill, S. and Hill, T. (1990). *The collaborative classroom: A guide to cooperative learning*. Portsmouth, NH: Heinemann.

Kellough, R. and Roberts, P. (2002). *A resource guide for elementary school teaching: Planning for competence*. (5th ed.) Upper Saddle River, NJ: Merrill Prentice Hall.

Irvine, J.J. and Armento, B.J. (2001). *Culturally responsive teaching*. Boston, MA: McGraw Hill.

Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. Boston: Houghton Mifflin.

Lemlech, J. (2002). *Curriculum and instructional methods for the elementary and Middle school*. (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

MacDonald, R. E. and Healy, S. D. (1999). (2nd ed.) *A handbook for beginning teachers*. New York: Addison Wesley Longman.

Martin, D. J. and Loomis, K.S. (2007). *Building teachers: A constructivist approach to introducing education*. Belmont, CA: Thomson Wadsworth.

Silverman, R., Welty, William M., and Lyon, S. (1992). *Case studies for teacher problem solving*. New York: McGraw Hill.

Slavin, R.E. (1995). *Cooperative learning*. Boston: Allyn and Bacon. 2nd ed.

Stephens, E. C. and Brown, J. E. (2000). *A handbook of content literacy strategies: 75 practical reading and writing ideas*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms*: Alexandria, VA: ASCD. 2nd ed.

Zemelman, S, Daniels, H., and Hyde, A. (1998). *Best practice: New standards for teaching and learning in America's schools*. Portsmouth, NH: Heinemann.

Suggested readings

Ayers, W. (1993). *To teach: The journey of a teacher*. New York: Teachers College Press.

Cuban, L. (1993). *How teachers taught*. (2nd ed.) New York: Teachers College Press.

Duckworth, E. (1996). (2nd ed.) *The having of wonderful ideas and other essays on teaching and learning*. Teachers College Press.

Fried, R.L. (1995). *The passionate teacher*. Boston: Beacon Press.

Johnson, S.M. (1990). *Teachers at work: Achieving success in our schools*. New York: Basicbooks (Harper Collins).

Kidder, J.T. (1989). *Among schoolchildren*. New York: Avon Books.

Kohl, H. (1998). *The discipline of hope: Learning from a lifetime of teaching*. New York: Simon and Schuster.

Kozol, J. (1993). *On being a teacher*. Oxford: Oneworld.

Rose, M. (1989). *Lives on the boundary*. New York: The Free Press.

Internet resources

<http://www.ridoe.net> Rhode Island Department of Elementary and Secondary Education.

www.proteacher.net Teacher chat rooms

www.nbpts.org National Board for Professional Teaching Standards

www.ets.org/praxis Educational Testing Service

www.nagc.org National Association for Gifted Children

www.lessonplanspage.com

www.teach-nology.com