

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Elementary Education
Course Syllabus
Fall 2010

Course Number: ELED 500-01

Course Title: Reflections: The Art and Science of Teaching

Instructor: Rainy Cotti
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Office Hours: M 8:00-9:00 am; TH 10:30-11:30 am; or by
appointment

Course Information

Meeting Times:

Monday, 4:00-6:50 pm HBS 215

Prerequisites:

Previous completion of, or concurrent enrollment in, CEP 552 Psychological Perspectives on Learning and Teaching.

Required Texts:

Eby, J.W., Herrell, A.L., & Jordan, M. (2009). Teaching in the Elementary School: A Reflective Action Approach, 5th ed. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Meier, D.R. (1997). Learning in Small Moments: Life in an Urban Classroom. New York: Teachers College Press.

Course Descriptions:

Catalog Description (2009-2011): Focus is on elements that contribute to the making of an effective teacher, such as general pedagogical knowledge, knowledge of educational contexts, and knowledge of self as teacher. Field work and observations are required.

Extended Description: The course introduces graduate students to teaching children in the elementary and middle schools. It focuses on the exploration of theories, methodologies, processes, and skills related to reflective teaching. The emphasis in this course is on active teaching and active learning. Students examine, observe, and develop a concept of classroom community that includes understanding of cultural diversity, the inclusion of families as significant partners in teaching and learning, and the relationship of the classroom to the total school community. Students also experience, plan, apply, and reflect on a variety of teaching strategies and processes. The wealth of resources and materials available to teachers are examined. Approaches to classroom management, and

evaluation and assessment techniques, including the role of performance assessment in education, are compared. The use of available technology in learning and teaching, such as the Internet and electronic mail, are explored. The importance of planning strategies, processes, and experiences with an appreciation and awareness of the uniqueness of each child is emphasized throughout the semester. Students participate in small group discussions, problem solving, cooperative learning, demonstration, modeling, presentation, role-playing, and inquiry, inductive, and deductive instructional models. They must use the Internet to explore and understand governmental influences on teaching, and to complete a research presentation for their colleagues.

Relationship to the Professional Program: This is the introductory course in teaching required for the MAT program. It is taken concurrently with FNED 546 Contexts of Schooling, and is a prerequisite to all the methods courses. This is one of the courses required for initial teacher certification. It provides fundamental experience in general pedagogy. It conforms to and prepares students to meet the goals of the Rhode Island Professional Teaching Standards. This course also provides students with opportunities to observe and make connections to the other core courses and methods courses, reflecting the critical nature of the multidisciplinary responsibilities of the elementary educator.

Relationship to FSEHD Conceptual Framework: This course emphasizes the synthesis of theoretical and pedagogical knowledge of how diverse children learn and how that learning is facilitated and evaluated. This includes a focus on multicultural issues in education and the role educators play in preparing children to live in a global society, and incorporates technology as a valuable tool relevant to learning and teaching. An overarching aspect of the course involves the development of the reflective practitioner as students learn and implement general knowledge, skills, and understandings related to the art of teaching, both in class and in their field experiences. The course requires meeting standards of professionalism delineated in the FSEHD's Conceptual Framework, the Rhode Island Professional Teaching Standards, and the Association of Childhood Education International (ACEI) Standards.

Course Outcomes

During and after taking this course, the student will be able to:

1. explain the conceptual framework of the FSEHD and the Rhode Island Professional Teaching Standards and how they relate to each other: **RIPTS 7,10,11; ACEI 5.1; Knowledge; Professionalism**
2. describe and apply the roles and responsibilities of how reflective teachers think and act: **RIPTS 7,10; ACEI 5.1; Pedagogy; Professionalism; PAR-Reflection**
3. construct, teach, and reflect upon lessons that model developmentally appropriate practices consonant with professional teaching standards, including the Conceptual Framework of the FSEHD, the Rhode Island Professional Teaching Standards, the Association for Childhood Education International (ACEI) Standards, the National Standards for Arts Education, 2008 National Initial Physical Education Teacher Education Standards, and 2008 NCATE Health Education Teacher Preparation Standards : **RIPTS 1,2,3,4,5,6,7,8,9,11; ACEI 1, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2; Knowledge; Pedagogy; Diversity; Professionalism; PAR-Plan, Act, Reflect**
4. examine and apply assessment and evaluation techniques, including performance assessment: **RIPTS 9; ACEI 4; Pedagogy; Diversity; PAR-Plan, Act, Reflect**
5. examine and describe the role and purposes of collaborative relationships with family and community, and plan and apply techniques for involving family in the learning process: **RIPTS 7; ACEI 5.2; Professionalism**
6. describe the importance of lifelong professional development and access information from relevant professional organizations and journals available for continued professional growth opportunities, with an emphasis on using available technology: **RIPTS 10; ACEI 5.1; Professionalism; PAR-Reflection**

Course Topics

The following list relates topics that will be dealt with in the course. Each topic will be examined through the FSEHD Conceptual Framework and the Rhode Island Professional Teaching Standards. (See the attached sheet for specifics on due dates for readings and assignments.)

Session 1 Introductions/Course Overview/ FSEHD Conceptual Framework and Rhode Island Professional Teaching Standards/Teacher Beliefs

Sessions 2 - 13 Reflective Teaching
Classroom Environment
Classroom Management
Recognizing and Meeting Students' Needs in a Diverse Society and Global Community
Planning for Instruction
Schools, Families, and Community
Teaching Models and Strategies
Evaluation and Assessment Techniques, Including Performance Assessment
Professional Development
Using Technology in the Classroom

Course Requirements

Description	Conceptual Framework	RIPTS	ACEI Standards	Course Outcomes
<u>Professionalism, Class Participation, and Attendance</u> (6%): This course has an underlying premise that candidates must construct their own knowledge and that working cooperatively fosters both intellectual and social development. It requires active participation in activities and discussions to optimize learning, thus expectations include reading and completing assignments as listed.	Professionalism	7, 8, 10, 11	1, 2.3, 5.1, 5.2	1, 2, 3, 4, 5, 6
<u>Classroom Observations</u> (16%): Conduct and report on two classroom observations in varied settings. Submit record sheet and related charts, drawings, and brief reports as explained in the Classroom Observation Packet. Observations must be scheduled as per instructions received in class. You are not allowed to contact school on your own.	Knowledge	2, 3, 4	1, 2.3, 5.2,	1, 2
<u>Working With Children</u> (30%): Work with children in an after school program. Design a thematic unit consisting of six lessons that is arts, health or physical education based. Implement the unit with a small group of children in an after school program. Grading will be based on six lesson plans; six reflections on the teaching of those lessons; implementation of a cooperative structure in	Plan-Act-Reflect Knowledge Pedagogy Diversity Professionalism	1, 2, 3, 4, 5, 6, 7, 8, 9, 11	1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2	1, 2, 3, 4, 5

attainment piece in one lesson; implementation of and a separate reflection on a questioning sequence; a reflection about contacts made with families and future plans for doing so in your own classroom; and letters to families. A separate instruction sheet and rubric will be provided.				
<u>Education Policy Assignment (10%)</u> : Complete an education policy assignment. This assignment requires you to do some research on the Internet on policies that will impact your life as a professional educator. You will present your findings and answers to specific questions in a short paper. A separate instruction sheet will be provided.	Knowledge	2, 3, 4, 5, 8, 9	1, 2.3, 5.2	2, 4, 5, 6
<u>Technology (2%)</u> : You are expected to use the internet as a resource in finding information that will enhance your learning in this course. You must locate one educational web site that you recommend and email the address and a two-line annotation using the class Blackboard. You will also be asked to access Blackboard for information and assignments, and correspond via email about class assignments. You must use your RIC email address.	Knowledge Professionalism	2, 8, 10	1, 3.5	6
<u>Research Presentation (20%)</u> : Select one topic related to teaching. Read, analyze, compare and react to a minimum of 8 articles and books related to the topic. Present ideas from your review to the class in a creative and interesting way, preparing a handout of salient points for class members. Your handout must include a bibliography of the articles and books used. A separate instruction sheet will be provided.	Knowledge	2, 8, 10	1, 5.1, 5.2	2, 6
<u>Portfolio Artifact: Lesson Plans (16%)</u> : Your Working With Children unit centered around the arts, health, or physical education. You need to construct two additional lesson plans, tied to national standards, in the areas that you did not teach, e.g., if your unit was in the arts, then you need to write a lesson plan for physical education and a lesson plan for health education using the format from class. Details to follow. Note : The rubrics from these will be the artifact from this course that will be included in your <i>Preparing to Teach Portfolio</i> , which is a required piece of the assessment system used in the FSEHD.	Plan-Act-Reflect Knowledge Pedagogy	10	5.1, 5.2	1, 2, 6

COURSE READINGS, ASSIGNMENTS, AND DUE DATES

Class	Readings, Assignments, Calendar
Class #1 M 8/30	After class, sign into Blackboard and download syllabus and assignment instructions: Education Policy Assignment and Rubric; Working With Children Sign-up Sheet and WWC Instructions. Complete sign-up sheet and read other pieces carefully. Come to next class with any questions.
M 9/6	Labor Day – No Class
Class #2 M 9/13	Readings due: Chapter 1 Eby: Reflective Action in Teaching Due: Working With Children Unit topic and day sign-up
Class #3 M 9/20	Readings due: Chapters 2 & 3 Eby: Creating A Safe, Healthy, and Happy Classroom; Lesson Planning and Sequencing
Class #4 M 9/27	Readings due: Chapters 4 & 5 Eby: Planning Curriculum Units; Assessing Students' Diverse Needs Due: <u>Rough</u> outline of unit due--may be handwritten; must list major goal of unit and what is planned for each lesson Education Policy Assignment
Class #5 M 10/4	Readings due: Chapters 6 & 7 Eby:; Establishing a Basis for Active, Authentic Learning; Teaching Strategies That Increase Authentic Learning <u>Working With Children – Orientation Week</u> Due: Between last class and this class send an email with a copy of letter to be sent to parents attached Research Topic due
M 10/11	Columbus Day-No Class-Class will be held Tuesday, October 12th
Class #6 T 10/12	Readings due: Chapter 8 Eby: Engaging Students in Classroom Discussions <u>Working With Children - Week #1</u> Due: Observation Assignment #1
Class #7 M 10/18	Readings due: Family Packet readings; Chapter 12 Eby: Reflecting on Teaching and the School Community <u>Working With Children - Week #2</u> Due: Lesson Plan and Reflection, Week #1
Class #8 M 10/25	Readings due: Review Chapter 2 Eby; Classroom Management Models (handout given out in class) <u>Working With Children - Week #3</u> Due: Lesson Plan and Reflection, Week #2
Class #9 M 11/1	Readings due: Chapter 10 Eby: Assessing and Reporting Student Accomplishments <u>Working With Children - Week #4</u> Due: Lesson Plan and Reflection, Week #3 Research Bibliography
Class #10 M 11/8	Readings due: Chapters 1-4 Meier <u>Working With Children - Week #5</u> Due Lesson Plan and Reflection, Week #4 Educational web site sent to via Blackboard Observation Assignment #2
Class #11 M 11/15	Readings due: Chapters 5-7 Meier <u>Working With Children - Week #6</u> Due Lesson Plan and Reflection, Week #5
Class #12 M 11/22	Readings due: Chapters 8-12 Meier Due: Working With Children – Final Pieces: Lesson Plan #6; Reflection #6, Reflection and plan for interacting with families
Class #13 M 11/29	Readings due: Chapters 9 & 11 Eby: Balancing Standards and Creative Activities; Integrating Technology into the Curriculum Due: Presentations
Class #14 M 12/6	Due: Presentations
By Thursday noon 12/9	Portfolio Artifact must be complete by this time. Note that it can be completed at any point earlier in the semester after you have learned to plan lesson plans and have received some feedback on your lesson planning

Evaluation and Grades

Evaluation in this course will be concerned with your overall professional development in learning to teach. A major focus will be the attainment of a high level of growth in the course goals. A variety of assessments will be used to evaluate progress, including classroom observations, working with children and schools, education policy assignment, research presentation, quizzes, and professionalism. The percentages used to determine the final grade are listed below. Assignments that are late will not receive full credit.

1. Professionalism, Classroom Participation, and Attendance (6%)
2. Classroom Observations (16%)
3. Working With Children and Schools (30%)
4. Education Policy Assignment (10%)
5. Technology (2%)
6. Research Presentation (20%)
8. Portfolio Artifact: Lesson Plans (16%)

Grading Scale:

93-100	=	A
90-92	=	A-
87-89	=	B+
83-86	=	B
80-82	=	B-
77-79	=	C+
73-76	=	C
70-72	=	C-
69 or below	=	F

References

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Internet sites:

An Educator's Guide to Evaluating The Use of Technology in Schools and Classrooms:
<http://www.ed.gov/pubs/EdTechGuide/index.html>

McKenzie, J. FNO.Org: From Now On: The Education Technology Journal:
<http://www.fno.org/index.html>

Rhode Island Department of Elementary and Secondary Education. Internet address:
<http://www.ride.ri.gov>

Other

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. The phone number is 456-8061. To receive academic accommodations for this class, please obtain the proper S.L.O. forms and meet with me at the beginning of the semester.