

MORAVIAN COLLEGE
Bethlehem, Pennsylvania 18018

Elementary Curriculum and Instruction
Education 374, Spring 2005

Dr. Sandra Fluck
610.861.1556 (office) • 610.760.1759 (home)
e-mail: drsam@moravian.edu

If ever there was a cause, if ever there can be a cause worthy to be upheld be all of the toil and sacrifice that the human hand or heart can endure, it is the cause of education.

Horace Mann

Teachers should be given to understand that they not only are permitted to act on their own initiative, but that they are expected to do so, and that their ability to take hold of a situation for themselves would be a more important factor in judging them than their following any particular set method or scheme.

John Dewey

As a general rule, teachers teach more by what they are than by what they say.

Anonymous

Whenever you are asked if you can do a job, tell 'em, 'Certainly I can!' Then get busy and find out how to do it.

Theodore Roosevelt

His priority did not seem to be to teach them what he knew, but rather to impress upon them that nothing, not even... knowledge, was foolproof.

J. K. Rowling, Harry Potter and the Order of the Phoenix

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.

Abigail Adams

As a candidate for teacher certification, you are about to begin the most critical stage in your professional preparation. During the next semester, you are going to demonstrate to yourself, your students, your cooperating teachers, and to your College supervisor(s) that you are an effective teacher and that you possess the desire for continued professional growth. In order to do this, you will need to draw upon your acquired and soon to be gained knowledge of educational theory and practice as well as your own personal well of talents, abilities, and energies.

Elementary Curriculum, and Instruction is designed to support and extend your personal efforts during the semester of Student Teaching. You and your student teaching colleagues will meet weekly to discuss the issues related to the challenges of teaching and the process of certification and securing a teaching position. Your involved presence at each seminar is essential for the successful exchange of ideas, information, and coping strategies.

The goal of this course is simply to develop the understanding, skills, and attitudes of the professional teacher - the teacher who acts with reflective consideration of principles, practices, and policies. You will demonstrate evidence of your professional knowledge and practice in the following areas:

- Planning and Preparation
- Classroom Environment
- Instructional Strategies
- Professionalism.

List three goals of your own for this semester:

- 1.
- 2.
- 3.

REQUIRED TEXT:

Although no text is required, it is suggested that you read professional journals and other related materials to promote your professional development. Administrators will often ask during an interview what you have read recently in professional journals.

COURSE REQUIREMENTS:

Your grade for *Elementary Curriculum and Instruction* will be based on the following:

Weekly Journal	20% (10% each experience)
Weekly Lesson Plans	20% (10% each experience)
PowerPoint Presentation	15%
Professional Development Attendance & Report	10%
Reflective Essay	10%
Final Portfolio	25%

Attendance and Participation - It is expected that you will attend and participate in all seminars. Those who choose to cut seminar or do not participate in a professional manner, will have their final grades lowered accordingly. Each unexcused absence will lower your final grade by 5%.

Professional Development - It is expected that you will continue reading professional journals as part of your plan for professional development. You should feel free to bring readings on current topics to seminar for discussion. You are required to attend all professional meetings associated with your student teaching assignment. That includes all (but not limited to) faculty meetings, in-service days, parent conferences, and child study team meetings. There will also be other professional development opportunities such as workshops presented by the Colonial Association of Reading Educators. You need to submit a 2-3 page reflection on one of these activities. Your paper is due April 24. You must also share your experience with your colleagues during seminar. You may not use the LVPBS Reading Rainbow experience, the Job Fair, or any required faculty related meetings you attend as your professional development.

Rita Burke (Head librarian at Reeves Library) is inviting three authors to a panel discussion on April 18th starting at 4:30 with a movie called *Speak*. At 6:30 a panel discussion will follow. The theme will be Fiction for Teens. Dave Lubar, Paul Acampora and Lorrie H. Anderson are the authors. Lorrie has written teen and younger

children's picture books. Of the three, Lorrie is the "most" famous. She is speaking here because her daughter is a student. At the end, there will be a book signing. All is free to Moravian students. This is a wonderful opportunity for you and you can write about it for your professional development paper.

Weekly Journal - Every week prior to seminar you will submit your weekly journal from the previous week to your College supervisor. Each College supervisor has a bin in the Education Department where you should place your journal unless directed to do otherwise by your supervisor. This journal must include daily entries (minimum one page per entry) that describe your student teaching experience - what you are doing, what you are observing. Your journal must also include reflective remarks - what you are thinking, how this all relates to concepts you learned in your methods classes, how this all relates to ideas you are reading about or have read about in professional magazines, how this will impact on you in your own classroom. You should pay special attention to meeting the needs of the diverse learners in your classroom. Discuss how this is being accomplished. For example:

- Do you have section 504 plans and/or IEPs? What accommodations/specially designed instruction is outlined in these documents?
- How do they impact your teaching?
- How successful in meeting the students' needs are the accommodations/specially designed instruction? How would you change them?
- What role does the special education teacher play in supporting/collaborating with the general education teacher/you?
- How are you meeting the needs of ESOL students?
- What role does the ESOL teacher play in supporting/collaborating with the gen. ed. teacher/you?
- What Universal Design instruction are you using?

Your journal is not a place to complain about your experience. If you have serious concerns, speak directly to your College supervisor. Do not work on your journal during your time in class with your students. You need to be thoroughly engaged with your students even if your cooperating teacher is teaching. **Your self-evaluations of your lesson plans should not be included in your journal** - they need to be attached to your lesson plans. Your journal entries will be handed back to you so you will have a complete journal at the end of the semester. Your journal needs to be done via word processing. You will receive a letter grade for your journal. The journal rubric is included at the end of this syllabus.

Weekly Lesson Plans - Every week prior to seminar you will submit your written lesson plans from the previous week to your College supervisor. Each College supervisor has a bin in the Education Department where you should place your plans unless directed to do so otherwise by your supervisor. You must follow the lesson plan format included in the Student Teaching Handbook unless you have made other arrangements with your supervisor. Your plans must be done via word processing and should include an indication that your cooperating teacher previewed them. Your lessons should be complete and detailed. The Evaluation section is crucial and will be viewed as such by your supervisor. Take extra time here for reflection and write about it. The Evaluation section of each lesson plan should be about one page in length. When you have converted to block plans, you will continue to reflect on your teaching. Written reflections should be included with your block plans. You will receive a letter grade for your written plans - both long and block form. The lesson plan rubric is included at the end of this syllabus. The lesson plan format is included in the student teaching handbook.

Blackboard - We will be using **Blackboard**. Register immediately. The password is teaching. Make sure you check the site daily for updates. If class needs to be canceled due to weather, the instructor will post it on Blackboard. You are expected to contribute to the Discussion Board by both posting questions and responses. We will have several threaded discussions: creative ideas for lessons, making accommodations for students, professional development, and anything else you would like to post.

PowerPoint Presentation - In order to begin the process of putting together your final portfolio and turning it into a PowerPoint presentation, you are required to make a PowerPoint presentation of your first student teaching

experience. Your presentation must include at least 8 slides and should highlight creative lessons and activities that your students engaged in during your first student teaching experience. Several slides may be devoted to you as a young professional and may depict other aspects of you that would be of interest to a hiring administrator. This project will be graded. It is **due by March 13**. Bring your disc, thumb drive, etc. to seminar. You will each have 5 minutes to share your PowerPoint presentation to the whole group.

Reflective Essay - You will write a final reflective essay at the end of the semester. This is a look back at your experience at Moravian College and a look into your future as a teacher. Write about how you have grown and how you anticipate continuing your growth. Your paper must be done via word processing and should be 3 to 5 pages in length. You will receive a letter grade - spelling, grammar, punctuation, sentence structure, and clarity of thought count! **Due by noon on May 8.**

Final Portfolio - This is your culminating project. It will reflect the best part of you thus far in your preservice teaching career. You will use this portfolio in your job search. Of course, this is not a final version. You will always be up-dating your portfolio. Your portfolio should include the following:

- Table of Contents
- Resume
- Statement of philosophy of classroom management
- Statement of philosophy of instruction
- Technology Skills:
 - List of technology skills – be extensive – include hardware and software
 - Samples of items designed on the computer
 - Statement of how you will integrate technology into the curriculum
- Lesson plans (5 or 6 from various disciplines and grade levels) that demonstrate any (not all) of the following:
 - A variety of instructional strategies
 - Performance assessment
 - Accommodation of individual differences & learning styles
 - Collaborative learning strategies
- Each lesson plan should include:
 - A rationale for inclusion in your portfolio
 - The complete long or block plan including your self-evaluation of the lesson
 - Evidence of student outcomes from the lesson
 - Samples of student work
 - Samples of assessment tools
 - Photos that show outcomes
- Each lesson plan should be tabbed separately for ease of use
- Evidence of your professional development – this can be in written form as well inclusion of photos.
 - Document things you have done professionally outside the classroom to improve your professional skills.
 - You should also include examples of professional reading you have done and do on a regular basis.

You may also create sections to be added later for additional categories such as:

- Transcripts
- Certification documents
- Letters of reference
- Directing extracurricular activities
- Evidence of community involvement
- Three-year professional development plan

Your portfolio needs to look very professional. You need to showcase your talents and your organizational skills. Photos with computerized (nothing hand written) captions are eye catching. Remember, "A picture is worth 1000 words." A picture will often give you an excuse to talk about something neat you did in class with your students.

This is a graded project. You will be evaluated using the rubric on the following page. Your portfolio is **due by noon May 8. You may pick up your portfolio on May 10 between 9:00 AM and noon.**

Seminar Schedule (subject to change)

December 7 • Orientation for Student Teaching • PPHAC 302 • 4:00-6:00 PM
January 16 • Continue Orientation • Recreation Room in the HUB • 9:00 AM - 1 PM

Student Teaching I – January 17 through March 3

Weekly Seminars are from 4:00 to 6:00 PM in PPHAC 302. Be on time!

January 23	Seminar with cooperating teachers
January 30	Meet with last semester’s student teachers; view portfolios
February 6	Resume writing & graduate school discussion with Christine Rander
February 13	General discussion – special needs - accommodations
February 20	Certification application and placement procedures with Mrs. Kubera
February 27	Closure on first experience

Spring Break – March 4 through 12

Student Teaching II – March 13 through May 5

Weekly Seminars are from 4:00 to 6:00 PM in PPHAC 302. Be on time!

March 13	PowerPoint Presentations; Meet with new supervisors
March 21	Lehigh Valley PBS-TV studio – Reading Rainbow contest evaluation (This is a Tuesday from 4:30 to 7:30 – dinner will be provided.)
March 27	No seminar – prepare for the job fair
March 29	Job Fair (This is all day at Moravian. You are excused from student teaching.)
April 3	General discussion – reflections on job fair; integration of the arts
April 10	General discussion – special needs learners
April 17	Easter Monday – no seminar
April 24	General discussion – professional development - papers due

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May 1

Party in Danielsville – Dinner provided☺