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MORAVIAN COLLEGE

A SMALL NATIONAL TREASURE

EDUC 374, *Elementary Curriculum and Instruction*

Dr. Sandra Fluck • Spring 2007

Office: 610-861-1556 • Home: 610-760-1759 • drsam@moravian.edu

Hours: Monday 2:00-4:00 & Thursday 3:00-4:00 & by appointment

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

The focus of this course is on your continuing professional development as you culminate your preparation for teacher certification. It is your challenge to demonstrate that you have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad

base of knowledge and fieldwork that you bring to this experience will help you gain the expertise and confidence that is needed to be an exceptionally effective teacher.

Elementary Curriculum, and Instruction is designed to support you during the semester of Student Teaching. We 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%

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 16. 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 report. However, these may be included in your final portfolio or on your resume.

Two possible professional development experiences are:

1. March 12 @ 6:30 PM in Prosser – middle school authors will talk about sensorship
2. April 8 from 6:15 to 8:30 @ Platz's Restaurant in Lehighton – CARE program on developing oral histories.

If you know of other appropriate programs, please share them at seminar.

You will also be required to integrate at least one piece of children's literature into one of your lessons using the Science-Literacy Framework developed by Drs. Unger and Zales. They will discuss this in seminar with you.

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.

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 12**. 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! Place your essay in the front of your portfolio. I will keep these reflective essays. **Due by noon on May 7**.

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 and could include 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. Your will be evaluated using the rubric in this syllabus. Your portfolio is **due by noon May 7. You may pick up your portfolio on May 9 between 9:00 AM and noon.**

ATTENDANCE POLICY:

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%.

EXPECTED WORK LOAD:

You should expect to work between 4 and 10 hours per week preparing for this class. This includes writing your journal, preparing your PowerPoint presentation, reading professional journals and books, attending professional meetings, writing your final reflective essay, and working on your portfolio. The time you spend on preparing lesson plans is in addition to these expected hours.

SPECIAL NEEDS:

Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first MUST meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

ACADEMIC HONESTY POLICY:

The Moravian College policy on academic honesty will be followed. A copy of the policy is included on the Blackboard site and in the Student Handbook. A copy of the College guidelines concerning plagiarism is also included on the Blackboard site.

BLACKBOARD:

We will not be using Blackboard for this class this semester.

CELL PHONES:

Make sure all cell phones, pagers, etc. are turned off prior to the beginning of class. If there is an emergency and you need to be available, make arrangements with me before class begins. If your cell phone does go off, I will answer it for you and you will have to bring in a snack for everyone for the next class.

This syllabus is subject to change.

Seminar Schedule (subject to change)

January 15 • Continue Orientation • Air Products Room in the HUB • 9:00 AM - 1 PM

Student Teaching I – January 16 through March 2

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

January 22	Seminar with cooperating teachers
January 29	Meet with last semester's student teachers; view portfolios
February 5	Resume writing & graduate school discussion with Christine Rander
February 12	Discussion – special needs & accommodations with Mrs. Modjadidi
February 19	Certification application and placement procedures with Mrs. Kubera
February 26	Closure on first experience

Spring Break – March 3 through 11

Student Teaching II – March 12 through April 27

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

March 12	PowerPoint Presentations; Meet with new supervisors
March 19	Lehigh Valley PBS-TV studio – Reading Rainbow contest evaluation (On site @ PBS studio from 4:00 to 7:00 – dinner will be provided.)
March 21	Job Fair (This is all day at Moravian. You are excused from student teaching.)
March 26	General discussion - reflections on the Job Fair
April 2	General discussion – special needs learners
April 9	Easter Monday – no seminar
April 16	General discussion – professional development papers due
April 23	Pizza Party☺ - PDE 430 forms



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EDUCATION DEPARTMENT

Journal Rubric

Name _____

Categories	Pts	1	2	3	4	Comments
1-1/2 typed pages, double spaced, 12 font	5					
Organization: Beginning, middle, and end Correct paragraphing	5					
Grammar and spelling	5					
Observed teaching strategies	5					
Personal, professional, and/or emotional connections: Classroom procedures Classroom management College classes Accommodations	5					
TOTAL						
GRADE						

Grading: Weekly

23-25 points = A

20-22 points = B

18-19 points = C

15-17 points = D

14 points and lower = F



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Lesson Plan Rubric

Name: _____

Overall format Lesson plan is typed (1), includes all parts (3) and has correct spelling (1)	5	
Standards Number and description of standard in appropriate area	2	
Objectives Must include both general objectives (3) and behavioral objectives (3)	6	
Materials List of all materials, include source & title (1) attached to lesson plan (1)	2	
Motivational Introduction Establish purpose of lesson (1), connect lesson to prior knowledge (1), engage learners (3) (MOTIVATE)	5	
Development of lesson with teaching strategies Sequential development (5), appropriate methods (5), modeling (2) (This section should be bulleted.)	12	
Strategies for Diverse Learners Note for whom the accommodations are made (1) what the appropriate strategy is being made (1) differentiated instruction (3)	5	
Summary and Closure Deliberate review or recap of content	5	
Student Assessment Include assessment tool (1), how it will be utilized (1) and purpose (1)	3	
Self-evaluation What worked? What needs to be improved? How could it be improved? Must be attached to lesson plan Be performance specific	5	

- 45 – 50 points = A
- 40 – 44 points = B
- 35 – 39 points = C
- 30 – 34 points = D
- 29 points and lower = F



Portfolio Rubric

Name: _____

Organization and Appearance of Portfolio:				
1	2	3	4	5
Messy, unprofessional appearance, unorganized and difficult to locate documents			Neat, professional appearance, logical organization and easy access to documents	

Philosophy Statement:				
1	2	3	4	5
Lacks personalization and not educationally sound			Personalized and educationally sound	

Documentation of Effective Instruction:				
1	2	3	4	5
Limited artifacts that do not provide substantial evidence to support effective instruction			Variety of artifacts that provide irrefutable evidence in support of effective instruction	

Introductions and Explanations Accompanying Artifacts:				
1	2	3	4	5
Narratives lack clarity; do not provide enough information related to the artifacts and their relevance to teaching			Clearly articulated narratives which provide substantial information related to the artifacts and their relevance to teaching	

Technology Skills:				
1	2	3	4	5
Samples do not adequately showcase individual's technology skills and philosophy statement about			Individually created samples showcase technology skills and philosophy of usage	

usage is not educationally sound

is clearly written and educationally sound