



1742

# MORAVIAN COLLEGE

A SMALL NATIONAL TREASURE

EDUC 374, *Elementary Curriculum and Instruction*

Dr. Sandra Fluck • Spring 2009

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Hours: Monday & Tuesday 2:00-4:00 & 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:**

The required text for this course is: Kronowitz, Ellen L., *The Teacher's Guide to Success*. Boston, MA: Pearson Education, Inc., 2008.

In addition you should 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. Appropriate educational journals like *Teaching Children Mathematics* or *The Reading Teacher* may be found in Reeves Library. In addition you may consider reading texts helpful for beginning teachers like:

- *Enhancing Professional Practice* by Charlotte Danielson
- *The First Days of School* by Harry and Rosemary Wong.
- *First-Year Teacher's Survival Kit* by Julia Thompson
- *A First-year Teacher's Guidebook* by Bonnie Williamson
- *Reluctant Disciplinarian* by Gary Rubinstein
- *Your First Year as an Elementary School Teacher* by Lynne Rominger, Karen Heisinger, & Natalie Elkin

## 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)
Technology Presentation	10%
Professional Development Attendance & Report	10%
Sharing of Professional Readings	5%
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 will bring readings on current topics to seminar for discussion on **Feb 17**. 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.

In addition you must seek out at least one professional meeting to attend. This must be beyond the normal teaching day and may not be an in-service provided by your school district. For example you may attend will a workshop presented by the Colonial Association of Reading Educators. As you hear of opportunities, bring them to seminar to share with your colleagues. You need to submit a 2-3 page reflection on one of these activities. Your paper is **due Apr 21** at seminar. You must also share your experience with your colleagues during seminar. You may not use 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.

**Weekly Journal** - For the first three weeks of each experience you will submit a journal entry to your supervisor. The mechanics and content requirements of the assignment as well as the grading procedures are outlined on the journal rubric attached to your syllabus. The topics and dates are as follows:

- ❑ **Jan 27** - *First Impressions* - getting started, organization techniques, routines, etc.
- ❑ **Feb 3** - *Classroom Management* – this is more than discipline
- ❑ **Feb 10** - *Diverse Learners* - documentation of IEPs, section 504, ELL, and any other special needs
- ❑ **Mar 24 - pick one:**
  - (a) incorporating the theory of multiple intelligence to differentiate instruction or
  - (b) using the arts as a teaching tool
- ❑ **Mar 31 - pick one:**
  - (a) materials and strategies to challenge and encourage the above average and gifted students in the classroom or
  - (b) shadow a student with special needs who has an IEP or who has been recommended for IST - write about his difficulties in class, his needs, what is being

done for him and what you think could possibly help this student; interview the learning support teacher or the aide.

- **Apr 7** - comparison between the two experiences - The school wide or classroom management plan, the math and reading program, the socio economic background of the students, etc. Don't judge which is better, just compare.

Your journal will include your observations, your research on the topic, your connections to what you learned in your Moravian classes, and your reflective remarks. Although you have a specific topic on Diverse Learners, you should pay attention to meeting the needs of the diverse learners in your classroom in all of your journal entries. 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.

**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.

**Technology Presentation** – Put together a PowerPoint presentation to show how you used technology in your teaching. You may devote several slides to your overall use of technology.

You must also include a detailed description of at least one lesson where you significantly used technology. This might include the use of a SmartBoard for instruction, the use of a Student Response System, or the use of i-chat to communicate with another class. Using the internet for research, having students use word processing programs to write papers, or using computer programs for tutorials or other fun activities are all examples of general use of technology and may be included in your general overview of how you use technology in your teaching. Your presentation must include a minimum of 10 slides. You should not include actual ppts you did for your students. However, you may have slides devoted to how you used the ppts in your lessons. Several slides may be devoted to you as a young professional and may depict other aspects of your technology expertise. This project will be graded. It is **due on April 7**. Bring your disc, thumb drive, etc. to seminar. You will each have **10 minutes** to share your presentation and discuss your use of technology with your colleagues. You may also demonstrate how you used the SmartBoard or student response system with your students.

**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 on May 5**.

**Final Portfolio** - This is your culminating project. It will reflect the best part of you thus far in your pre-service 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 May 6. You may pick up your portfolio May 8.**

### **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:**

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mr. Joseph Kempfer in the Office of Learning Services or Dr. Ronald Kline in the Counseling Center.

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

### **ACADEMIC HONESTY POLICY:**

The Moravian College policy on academic honesty will be followed.

### **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)**

**December 8, 2008 • Orientation • PPHAC 302 • 4:00 – 7:00 PM**

**Student Teaching I – January 20 through March 6**

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

Jan 20	Welcome Seminar - Read Units 1, 2, 3, and 8 - Meet with Supervisors
Jan 27	First impressions – Technology (i-chat)
Feb 3	General Discussion – Classroom Management – Read Unit 4
Feb 9 (Mon)	Special Needs & Accommodations with Mrs. Modjadidi – Read Unit 6
Feb 17	General Discussion – Sharing of Professional Readings
Feb 24	Resume Writing & Graduate School Discussion with Christine Rander
Mar 2 (Mon)	Placement Procedures with Mrs. Kubera

**Break – March 7 through March 16**

**Student Teaching II – March 16 through May 8**

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

Mar 17	Meet with new Supervisors
Mar 24	Reading Rainbow @ Channel 39 studio – details to be provided
Mar 31	Job Fair
Apr 7	Sharing of Technology Presentations
Apr 14	Discussion with First Year Teachers
Apr 21	Sharing of Technology Presentations
Apr 28	General discussion – Being a reflective teacher
May 5	Closure - Pizza Party☺





Name \_\_\_\_\_

Categories	Journal			Comments
	1	2	3	
<b>Mechanics (20 Points)</b> ✓ 3-4 typed pages, double spaced, 12 font ✓ Correct paragraphing ✓ Introduction, body, conclusion ✓ Grammar ✓ Spelling ✓ APA formatting for citations				
<b>Content Focus (30 Points)</b> Include personal, professional, and/or emotional connections to: ✓ College classes ✓ Special Subject Teachers ✓ Teaching Strategies ✓ Research				
<b>TOTAL</b>				
<b>GRADE</b>				

**Grading:** 46-50 points = A  
 40-45 points = B  
 35-39 points = C  
 30-34 points = D  
 29 points and lower = F



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EDUCATION DEPARTMENT

## Lesson Plan Rubric

Name: \_\_\_\_\_

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

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

<b>Philosophy Statements:</b>				
1	2	3	4	5
Lacks personalization and not educationally sound			Personalized and educationally sound	

<b>Documentation of Effective Instruction:</b>				
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	

<b>Introductions and Explanations Accompanying Artifacts:</b>				
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	

<b>Technology Skills:</b>				
1	2	3	4	5
Samples do not adequately showcase individual's technology skills and philosophy statement about usage is not educationally sound			Individually created samples showcase technology skills and philosophy of usage is clearly written and educationally sound	