



1742

MORAVIAN COLLEGE

A SMALL NATIONAL TREASURE

EDUC 374, *Elementary Curriculum and Instruction*

Dr. Sandra Fluck • Spring 2011

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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 the 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:

| | |
|--|---------------------------|
| Reflective 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 15**. That day you should also bring a one-page summary of the professional development activities you have done. Make a list and write one to three sentences about each item. Add items that you hope to do as well.

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 will find some out-of-school professional development. This could be a professional conference (reading, math, etc.), an author meeting at a bookstore, or a field trip you go on to preview an historic site or other possible local resource for your students. If you are not sure about a professional development opportunity, check with me prior to your attendance. If you know of programs or other opportunities, please share them at seminar.

Although you may take advantage of many professional opportunities, you need to submit a 2 to 3 page reflection on just one of these activities. Your paper is **due March 29** 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.

Reflective Journal - The Student Teaching Reflective Journal is intended to provide an opportunity for you to connect your experiences in the field directly to our seminar discussions and your readings from our text and other professional journals. Think about your former Moravian classes – what did you learn and how does that connect to what you are doing now. As you compose each response of approximately 500 words, allow yourself to reflect on what you are observing and how you see this helping to transform you into the teacher you hope to become. Where appropriate, cite specific passages from the text. E-mail each response to your supervisor prior to seminar. Also print a hard copy and bring it with you to seminar. You are also encouraged to use the Student Teaching Reflective Journal to reflect upon all pertinent aspects of your field experience. Below are possible topics for you to explore. Pick a different one each week (except for First impressions) or design one of your own. Submit reflective journals on the following dates: 1/25, 2/1, 2/7, 3/22, 3/29, 4/5.

- First impressions – do this one for the first week of each experience – due 1/25 and 3/22
- Teaching with technology
- Building a community of learners
- Establishing rules and routines for an engaging classroom
- Meeting the needs of individual learners
- Using instructional time wisely
- Effective questioning techniques
- Motivating students to learn
- Supporting learners with special needs
- Working with families

Please note that this assignment is worth 20% of your final course grade. Be certain to review the criteria below prior to submitting each entry:

- Entry responds thoroughly and thoughtfully to a major issue.
- Entry makes specific and appropriate reference to a reading.
- Entry makes specific and appropriate reference to student teaching placement.
- Entry is fluent, clear, and attempts to follow the conventions of so-called standard written English.
- Entry supports the development of curriculum and instruction practices that will foster content-area literacy, authentic student inquiry, student engagement, and student achievement.

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 or *United Streaming Video*, 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 at least 10 slides. Try to include technology usage in both your experiences. You may add additional slides beyond the required 10 devoted to you as a young professional which may depict other aspects of your technology expertise. This project will be graded. It is **due April 19**. Bring your disc, thumb drive, etc. to seminar, so you can download your presentation to the podium. I will view them after class and email you your grade. If time permits, we will meet in small groups in seminar to view the presentations.

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 4**.

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 attached to this syllabus. Your portfolio is **due by noon May 4**. You may pick up your portfolio in January. If you need it sooner, talk to me. You will also bring first drafts of your resume and philosophy statements to seminar on Oct 26 to share with your colleagues and get feedback.

OTHER CONSIDERATIONS:

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 or unprofessional occurrence will lower your final grade by 5%. It is also expected that you will arrive on time. If you are late for professional reasons, check with me after class. Otherwise your lateness will count as an unexcused absence and your final grade will be lowered accordingly. Going home to change after teaching is not a professional reason for lateness.

Expected workload - You should expect to work between 3 and 6 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.

Accommodations - Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400). Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization.

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, 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 17, 2011 • Orientation • Rec Room in the HUB • 9:00 AM – 1:00 PM
Read Units 1, 2, 3, and 8

Student Teaching I – January 18 through March 4
Weekly Seminars are from 4:00 to 6:00 PM in PPHAC 302. Be on time!

| | |
|-------------|---|
| Jan 25 | First impressions – Classroom Management – Read Unit 4 |
| Feb 1 | Teaching with Technology – Catasaquua HS – Alexis Sziy |
| Feb 7 (Mon) | Special Needs & Accommodations with Mrs. Modjadidi – Read Unit 6 Send Mrs. Modjadidi any special concerns by 2/3 Bring a lesson to share with strategies for diverse learners |
| Feb 15 | General Discussion – Sharing of Professional Readings Bring your list of professional development activities and a lesson to share |
| Feb 22 | Resume Writing & Graduate School Discussion – Jenelle Henry |
| Mar 1 | Placement Procedures with Mrs. Kubera Closure on first experience |

Break – March 5 through March 13

Student Teaching II – March 14 through April 29
Weekly Seminars are from 4:00 to 6:00 PM in PPHAC 302. Be on time!

| | |
|--------------|--|
| Mar 15 | Meet new with Supervisors – Bring philosophy statements and resumes for portfolios to share (4 copies of each – not on good paper) |
| Mar 22 | Discussion with First Year Teachers |
| Mar 29 | General Discussion – Professional Development Paper due – prepare for job fair |
| Mar 30 (Wed) | Education Opportunities Day – Job Fair |
| Apr 5 | Reading Rainbow |
| Apr 12 | Gang Awareness Presentation – Officer Lutte |
| Apr 19 | General discussion – Being a reflective teacher - Technology Presentations due |
| Apr 26 | Closure - Pizza Party☺ |



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EDUCATION DEPARTMENT

Journal Rubric

EDUC 374, Spring 2011

Name _____

| <u>Criteria</u> | Pts | 1 | 2 | 3 |
|---|------------|----------|----------|----------|
| Entry Format Double spaced Approximately 500 words Introduction, body, conclusion Correct paragraphing | 5 | | | |
| Follows standard English conventions | 5 | | | |
| Entry responds thoroughly and thoughtfully to a major issue | 10 | | | |
| Entry makes specific and appropriate reference to the text or professional reading and college classes. (APA formatting and bibliography) | 10 | | | |
| Entry makes specific and appropriate reference to student teaching placement | 10 | | | |
| Entry supports the development of curriculum and instruction practices that will foster content-area literacy, authentic student inquiry, student engagement, and student achievement | 10 | | | |
| TOTAL | 50 | | | |

Comments:

| |
|----|
| 1. |
| 2. |
| 3. |

Grading: 45 – 50 points = A
 40 – 44 points = B
 35 – 39 points = C

30 – 34 points = D
 29 points and lower = F
 -5 points per day for work handed in late



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1742

EDUCATION DEPARTMENT

Lesson Plan Rubric

Name: _____

EDUC 374 – Spring 2011

| | | |
|---|-----------|--|
| Overall format Lesson plan is typed, includes all parts, and has correct spelling | 3 | |
| Standards Number and description of standard in appropriate area | 2 | |
| Big Idea & Essential Questions Questions are linked to the major understanding | 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 (student initials) the accommodations are made (1) what the appropriate strategy is being made (1) differentiated instruction (3) (This is for all learners, not just IEP's.) | 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 | |

Grading: 45 – 50 points = A
 40 – 44 points = B
 35 – 39 points = C

30 –34 points = D
 29 points and lower = F
 -5 points per day for work handed in late



Name: _____ EDUC 374 – Spring 2011 – Dr. Sandra Fluck

| Organization and Appearance of Portfolio – Does it look professional? Is it easy to find things? | | | | |
|---|---|---|--|---|
| 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 Statements – Instruction, Management, Professional Development | | | | |
|--|---|---|--------------------------------------|---|
| 1 | 2 | 3 | 4 | 5 |
| Lacks personalization and not educationally sound | | | Personalized and educationally sound | |

| Documentation of Effective Instruction – lesson plans, pictures, student samples, etc. | | | | |
|---|---|---|--|---|
| 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 – rationale and reflection for each lesson, captions on pictures, etc. | | | | |
|---|---|---|---|---|
| 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 – statement of integration, list of skills (hardware and software), samples with explanations of creation, etc. | | | | |
|--|---|---|--|---|
| 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 | |