

Teaching Strategies for Elementary Teachers I
ELED 345

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Pre-requisites: Edu 250 and Psy 310 with a grade of C or better, submission of qualifying test score for admission to teacher education

Course description: Integrates planning and evaluative techniques with appropriate learning theories. Learning activities for the full range of ability/development levels of students are prescribed.

Rationale: This course provides a foundation for understanding relationships between and among planning, implementing, and assessing student learning. Pre-service teachers practice processes essential for success in content specific methodology courses.

Course Objectives and Outcomes: Teacher education students will demonstrate knowledge of planning, implementing and assessing of student learning by providing evidence for each of the New Teacher Standards:

- I. Designs/plans instructions
- II. Creates/maintains learning climates
- III. Implements/manages instruction
- IV. Assesses and communicates learning results
- V. Reflects/evaluates teaching/learning
- VI. Collaborates with colleagues/parents/others
- VII. Engages in professional Development
- VIII. Knowledge of content
- IX. Demonstrates Implementation of Technology

Students will conceptualize a defensible method of grading, analyzing and interpreting evaluation data for all types of learners found in a multicultural society.

Course Topics:

- * Planning, implementing, and assessing instruction
- * Assessment, evaluation, and grading
- * Communicating assessment results
- * Collaboration
- * Professional standards and ethics
- * Diversity
- * Effective teaching

KERA Elements/Contexts:

- * Curriculum: Learning goals and academic expectations
- * Core Content for Assessment
- * Authentic assessment
- * Program of Studies
- * Student Assessment
- * Kentucky Education Technology System
- * Primary Program

Required Texts:

Kentucky Department of Education (1999). *Core Content for Assessment*. Frankfort, KY: Author.

Kentucky Department of Education (1990). *Program of Studies*. Frankfort, KY: Author.

Airasian, P. W. (2001). *Classroom Assessment*. New York: McGraw-Hill.

Instructional Methods and Activities:

Material for this course will be presented using multiple teaching approaches: lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Specific Course Requirements:

<i>Points</i>	<i>Assignment</i>
25	5 Objectives
25	Student Sizing-Up
150	3 Lesson Plans (Direct; Discovery; Cooperative)*
50	2 Open Response Tasks and Scoring Guides*
50	Performance Task Project*
50	Analysis of Test Data
100	2 Exams
50	Field Experience/Professionalism
500	Total

Note: a final grade will not be submitted until all * assignments are satisfactorily completed and posted on the electronic portfolio.

Evaluation and Grade Assignments: (Grades are determined by points)

- A 92-100% (460-500 pts)
- B 84-91% (420-459 pts)
- C 76-83% (380-419 pts)
- D 70-75% (350-379 pts)
- F Below 70% (349-below)

Field Experience

ELED 345 is a field-based course requiring extensive off-campus field experiences. Students are responsible for arranging their own transportation to the designated site. Since these field experiences may require participation in public schools, clearance for public school participation must be provided by the Teacher Admissions Office (on-campus) or Clinical Instructor (off-campus). Failure to gain this clearance may prohibit your participation in field experiences and will result in an "Incomplete" grade in the course until the clearance is obtained.

Course Schedule and Policies:

Class attendance and active participation is expected of all students. Arriving on time, remaining on task, being prepared, and participating in the learning community are all part of your professional development responsibilities. Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences. Three tardy entries will be counted as one absence. Excessive tardies will result in lowering of the final grade.

It is the responsibility of the student to complete all work missed. Assignments must be turned in on time; late assignments will result in a 10% grade reduction for each class day an assignment is late. No late work will be accepted after one week of its due date. Work is expected to be typed, grammatically correct, and neat in appearance. All submissions must be word-processed and use a 12 point font. In the unlikely event that an assignment is lost, the burden of proof that the assignment was completed is the students. It is suggested that a copy is made of all assignments. All course requirements must be completed to receive course credit.

In order to matriculate to Elementary Education Block, satisfactory completion of the critical performances for the course must be evidenced by satisfactory up-loads in the teacher candidate's Electronic Portfolio. Final grades for individual teacher candidates will not be forwarded to the Registrar until this requirement has been met.

Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 VITDD. Please DO NOT request accommodations directly from professors or instructors without a letter of accommodation from the Office for Student Disability Services.

Plagiarism Policy:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Journals:

American Prospect, The
Comparative Education Review

Education Digest
 Education Reports
 Educational Horizons
 Educational Leadership
 Equity and Excellence in Education
 Instructor
 Kentucky Teacher
 Phi Delta Kappan
 Teacher Magazine

Web-site Addresses:

Kentucky Department of Education: <http://www.kde.state.ky.us>

U.S. Dept. Of Education: <http://www.ed.gov/>

Kids Web: <http://www.npac.syr:80/textbook/kidsweb/>

Wentworth Communications: <http://www.classroom.net/>

**Course Description
 for meeting
 New Teacher Standards**

The teacher will:

New Teacher Standard	Objective	Assessment
IV, VIII	Gather pertinent information and data from student records	Debriefing of sample data, Cognitive test
IV, VIII	Gather pertinent information and data during instruction	Debriefing of sample data, cognitive test, field experience
IV, VIII	Maintain accurate and appropriate records of student progress	Cognitive test
IV, VIII	Interpret standardized test scores correctly	Debriefing of assessment instruments and test score interpretation, cognitive test
IV, VIII	Analyze assessment instruments and procedures based on obtained student data	analysis of assessment instruments and interpretation of test results
IV, V, VIII	Interpret test results relative to: 1. student achievement of objectives, 2. quality of assessment instruments and procedures, 3. quality of appropriateness of instruction	analysis of assessment instruments and interpretation of test results
IV, V, VI	Identify student attainment of objectives and instructional needs	interpretation of test results

IV, V, VI	Conceptualizes a defensible method of grading that accurately presents a clear interpretation of the evaluated data for all learners	simulated student grading exercise
IV, VI	Modify assessment instruments/procedures appropriately	lesson plans
I, IV, VI, VII	Modify instruction appropriately to meet the needs of our culturally diverse population	Written lesson plans, field experience
I, IV, VI	Use systematic planning procedures that link long range yearly goals with short term objectives	performance task with related lesson plans, field experience, cognitive tests
I, VI, VIII	Design lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be covered, materials to be used, and activities to be implemented	performance task with related lesson plans, KTIP training, field experience
I	Design lessons that include materials and activities appropriate to the identified objectives	lesson plans
I	Provide activities that stimulate higher order thinking	lesson plans
II, III	Initiate instruction appropriately: 1. secure student attention, 2. provide academic focus, 3. challenge and task attraction	Lesson plans, field experience, cognitive test
III, VIII	Present content effectively: 1. state/define lesson components, 2. explain lesson component(s) clearly, 3. use appropriate grammar and vocabulary, 4. demonstrate lesson component(s), 5. check student comprehension, 6. conduct review/summary of lesson/components, 7. provide appropriate practice	Field experience, lesson plans, cognitive test
II, III	Utilize communication techniques supportive of instruction: 1. cue students, 2. use of emphasis techniques	cognitive test, lesson plans, field experience
III	Utilize effective question/questioning technique: 1. ask appropriate academic questions, 2. ask questions properly, 3. provide guidance for student responses when necessary	Lesson plans, field experience, cognitive test
II	Maintain instructional involvement and enthusiasm	Field experience, lesson plans, cognitive test
I, IV	Prepare valid assessment instruments and procedures to assess student learning/learning needs/lesson plans	Performance assessment, cognitive test

III	Prepare students for tests	cognitive test
IV	Administer tests effectively	cognitive test
III, V, VI	Provide effective feedback to students	cognitive test
III	Handle instructional materials efficiently	Field experience, cognitive test
II	Establish classroom rules, procedures, and routines	cognitive test
III	Maintain optimum use of instructional time: 1. begin instruction properly, 2. maintain instructional momentum, 3. facilitate student transitions	Field experience, cognitive test
II	Maintain positive classroom climate	Field experience, cognitive test

The teacher education student will:

New Teacher Standard	Objective	Assessment
III, IV, V	Distinguish between assessment, evaluation, and grading	cognitive test
IV, V	Integrate learning theory with evaluation techniques	lesson plans
VI, VII	Identify how personal and social factors influence learning	Lesson plans
V, VII	Analyze student characteristics as they affect teacher judgments and decisions	Cognitive test
III	Apply basic concepts of evaluation in the teaching process	lesson plans
I, IV, V	Synthesize behavioral objectives and methods of evaluation into lesson plans	lesson plans