ELE ED 351: EC6 Learners: Planning Instruction in the Classroom Environment

Instructor: **Dr. Hope Wilson**

Course Time & Location: **n/a**

351.501	351.502
On WebCT/Blackboard	On WebCT/Blackboard

Credits: Three semester hours credit are awarded for the ELE ED 351 lecture and lab combined. The lecture course alone is a two-hour credit course.

Office: 209R Elementary Education Research Center

Office Hours: Monday/Wednesday 10 AM to 12 Noon. Contact me by phone or email to make an appointment.

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Prerequisites: Admission to Teacher Education and RDG 318, 320, 314, HMS 241, 242, ECH 328, 331, ELE 304, SPE 329, EPS 380

I. Course Description

ELE ED 351 EC6 Learners: Planning Instruction in the Classroom Environment is an in-depth review of pedagogy and professional roles and responsibilities for designing instruction and assessment to promote student learning and creating a positive, productive classroom environment for the EC-4 learner. The course is a field based course and must be taken concurrently with ELE 352. Students must also register for ELE 351 Lab that meets at a school site.

II. Intended Learning Outcomes/Goals/Objectives

ELE ED 351 EC6 Learners: Planning Instruction in the Classroom Environment is aligned with the College of Education's Conceptual Framework (CF) and Vision, Mission, Goals and Core Values (VMGV). The CF and VMGV describe a shared vision and purpose for the SFASU College of Education. The CF and VMGV provide coherence for our curriculum, clinical experiences, and assessments, and are linked to the University vision and values. In addition, the CF and VMGV describe how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. The course is aligned to Goal 1 and 2 of the College of Education Conceptual Framework:

- 1. Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- 2. Prepare teachers, support personnel, and educational leaders for Texas

During this course, teacher candidates review content directly related to Domains I and III of the TExES Pedagogy & Professional Responsibilities:

- Domain I Designing Instruction
- Domain III Implementing Effective, Responsive Instruction and Assessment

The Program Learning Outcomes and Student Learning Outcomes are:

- ***PLO 1 EC6 candidates will demonstrate the professional knowledge and skills required of an entry-level educator for pre-k through 6th grades in Texas Public schools.**
  - SLO 1.1 Candidates will demonstrate TExES PPR professional knowledge and skills of competencies 2, 3, 4, 7, 8, 9, and 10 through quizzes that indicate mastery of PPR content.
- PLO 2 EC6 candidates will demonstrate the prerequisite content and professional knowledge necessary for an entry-level position for pre-k through 6th grades in Texas public schools.
- PLO 3 EC6 candidates will demonstrate the dispositions of the College of Education (service, openness, collaboration, integrity, academic excellence, and life-long learning).

- ***PLO 4 EC6 candidates will illustrate the ability to assess, plan instruction, determine impact on learners, reflect/plan for future learning, and advocate for the profession/family/community.**
  - SLO 4.1 Candidates will illustrate the ability to assess, plan instruction, and reflect through quizzes, discussion postings, and assignments that indicate the implementation of TExES PPR competencies 2, 3, 4, 7, 8, 9, 10.
- ***PLO 5 EC6 candidates will demonstrate critical reflection of values/ideals and excellent communication skills.**
  - SLO 5.1 Candidates will demonstrate critical reflection and excellent communication skills through lesson planning reflection paragraphs and end of course learning reflections that indicate reflective, grounded thought and accurate communication skills.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

Class articles, resources, quizzes, and exams are located on WEBCT, and students are expected to use WEBCT to access these items and to communicate with the instructor.

Understanding By Design					300 pts
	5 quizzes	20 pts ea.	100 pts		
	UbD Definition		20 pts		
	Unpacking TEKS		20 pts		
	6 Facets		20 pts		
	Crafting EQs		30 pts		
	Crafting Understandings		30 pts		
	Performance Task		30 pts		
	Rubric		30 pts		
	WHERETO		20 pts		
Lesson Planning					300 pts
	3 quizzes	25 pts ea.	75 pts		
	Lesson Plan Cycle Lesson Plan		75 pts		
	Workshop Lesson Plan		75 pts		
	Inquiry Lesson Plan		75 pts		
Differentiation					300 pts
	6 quizzes	10 pts ea.	60 pts		
	NAGC Reflection		10 pts		
	Differentiation Discussion		10 pts		
	Letter to Parents		10 pts		
	Readiness Activity		10 pts		
	Learning Profiles Activity		10 pts		
	Interest Activity		10 pts		
	Tiered Lesson		90 pts		
	Differentiation Rationale		100 pts		
PPR Quizzes					40 pts
	4 quizzes	10 pts each	40 pts		
Syllabus Quiz					5 pts
Introduction Discussion					5 pts
Reflection					50 pts
Total					**1000 pts**
Course Evaluations					*10 pts*

PPR Quizzes

These quizzes will cover the readings from the PPR Book. This component of the class is self-guided. If you have questions about the reading, please contact the instructor. The quizzes are meant as study aides for your PPR exam.

ENLACE Quiz

You will need to take the ENLACE quiz by the dates specified in the course calendar. **To access the quiz, you must exit the course in Blackboard, and find the ENLACE: ELE 351 course.** Please read the module carefully before attempting the quiz.

Quizzes

Each week you will have a quiz over the assigned readings. Please plan accordingly as **NO MAKE-UP** quizzes will be given.

Activities

Each week you will also have selected activities to complete. These activities are worth varying amounts of points, based on the difficulty of the activity. Specific instructions for each activity are located within the course.

Lesson Plans

Throughout the course, you will write three lesson plans. The three types of lesson plans that we will use in this course are: Lesson Plan Cycle, Workshop Approach, and Inquiry Approach.

Tiered Lesson

In addition to the lesson plans, you will also differentiate a lesson using Tiering to modify content, process, and product for students according to their readiness levels.

Differentiation Rationale

Through the course of the semester, you will also have one paper that will provide a rationale for the use of differentiation. This paper must be in APA format and use references from the SFA Library database.

IV. Evaluation and Assessments (Grading)

Grading Scale for ELE Courses

900-1000 points	A
800-899 points	B
700-799 points	C
600-699 points	D
599 or below points	F

Note that ANY missing assignments will cause the student to drop a letter grade for EACH missing assignment.

V. Tentative Course Outline/Calendar

Note: UbD refers to *Understanding By Design, 2nd ed.* By Wiggins and McTighe
PPR refers to the *Best Test Preparation for the TeXES PPR* by Anderson et al.
DI refers to *How to Differentiate Instruction in Mixed Ability Classrooms 2nd ed.* By Carol Ann Tomlinson

<u>**Note: All Quizzes and Assignments are DUE by *Sunday* at 11:59pm of the week assigned.**</u>

Week Dates	Unit	Topic	Readings	Quiz	Assignment(s)
Week 1 Jan 19-Jan 23	Introduction to the class		Syllabus Calendar Introduction Chapter of UbD Ch. 1, 2 PPR	Syllabus Quiz PPR Quiz Domain I PPR Quiz Domain II	Introduction Discussion Board

Week Dates	Unit	Topic	Readings	Quiz	Assignment(s)
Week 2 Jan 24-Jan 30	Understanding by Design	Overview of UbD	Ch. 1 UbD Ch. 3, 4 PPR	Overview of UbD Quiz PPR Quiz Domain III PPR Quiz Domain IV	UbD Definition Assignment
Week 3 Jan 31-Feb 6	Understanding by Design	Understandings and Goals	Ch. 2, 3, 4 UbD	Understandings and Goals UbD Quiz	Unpacking the TEKS Assignment 6 Facets Assignment
Week 4 Feb 7-Feb 13	Understanding by Design	Crafting Essential Questions and Understandings	Ch. 5, 6 UbD	Crafting EQs Quiz Crafting Understand Quiz	Essential Questions Assignment Understandings Assignment
Week 5 Feb 14-Feb 20	Understanding by Design	Assessing for Understanding	Ch. 7,8 UbD Assessment Power Point	Assessment Quiz	Rubric Assignment Performance Task Assignment
Week 6 Feb 21- Feb 27	Understanding by Design	Planning and Teaching for Understanding	Ch. 9, 10 UbD	Planning and Teaching Quiz	WHERETO Assignment
Note: February 23 Last day to drop!					
Week 7 Feb 28- Mar 6	Differentiation	Special Populations	*General principles for teaching ELL students* *Examples of instructional strategies* *English Language Proficiency Standards* *Stages of second language development* *BICS and CALPS* *Learning in an inclusive community*	ENLACE Quiz **NOTE:** To access quiz, you must leave the 351 course, and go to the ENLACE: ELE 351 course. Read the module carefully before attempting the quiz!	NAGC Position Paper Reflection
Week 8 Mar 7-Mar 13	Lesson Planning	Lesson Plan Cycle	*Instructional Planning and Delivery*	Lesson Plan Cycle Quiz	Lesson Plan Cycle Lesson Plan
March 14- March 20: SPRING BREAK					
Week 9 Mar 21- Mar 27	Lesson Planning	Workshop Approach	*Teaching with Intention: Lesson Design* *Workshop: The Key to Listening to Teach*	Workshop Approach Quiz	Workshop Approach Lesson Plan
Week 10 Mar 28- Apr 3	Lesson Planning	Inquiry Approach	*Here We Grow Again* *Constructivism and the Five E's*	Inquiry Approach Quiz	Inquiry Approach Lesson Plan
Week 11 Apr 4- Apr 10	Differentiation	Overview of Differentiation	Ch. 1, 2, 3, 4 DI	Overview of DI Quiz	Differentiation Discussion Board Posting

Week Dates	Unit	Topic	Readings	Quiz	Assignment(s)
Week 12 Apr11- Apr 17	Differentiation	Strategies for Differentiation	Ch. 5, 6, 7 and Appendix DI	Strategies for DI Quiz	Parent Letter Assignment
Week 13 Apr 18- Apr 24	Differentiation	Readiness, Interest, and Learning Profile	Ch. 8, 9, 10 DI	Readiness, Interest, and Learning Profile Quiz	Readiness Activity Interest Activity Learning Profile Activity
Week 14 Apr 25- May 2	Differentiation	Content, Process, and Product	Ch. 11, 12, 13 DI	Content, Process and Product Quiz	Tiered Lesson Activity
Week 15 May 2- May 8	Differentiation	Differentiation Rationale and APA Style	Library Database Research	*No Quiz* ☺	Rationale
Week 16 Finals Week	Reflection				Reflection **Due May 11th**

VI. Readings

1. Anderson, S. C., Jinkins, D., Edmonson, S. L., Platt, G. M., Harris, S. A., Rosado, L. A. *The Best Test Preparation for the TExES PPR 2004 Edition* (required)*. ISBN#0*-7386-0008-3
2. Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
3. Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
4. Texas Education Agency, Texas Assessment of Knowledge and Skills (required)
5. WEBCT articles and resources (required) and to be printed and brought to class.

VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical and earns you two (2) points that are added to your grade total. The **ten points** are considered BONUS points! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

Attendance/Discipline Policy:

Attendance is recorded during each class and points are earned for attendance, participation, and preparedness. Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered. For those classes where attendance is a factor in the course grade, the instructor shall make his/her class policy known in writing at the beginning of each term and shall maintain an accurate record of attendance. Regardless of attendance, every student is responsible for course content and assignments. Candidates are expected to follow class rules. Candidates may receive a notice of concern/conference for unacceptable performance (academic or behavior) and follow the College of Education procedures for documenting unacceptable performance.

Attendance in an online class is measured through your participation in the course. It is expected that you log in every day to check for messages and important communication from the instructor.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Honesty It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

Student with Disabilities To obtain related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468 3004/(936) 468 1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

IX. Other Relevant Course Information:

Add/Drop: To learn about the policy concerning adding and dropping courses visit the SFASU Add/Drop policy.

Admission to Elementary Education: Admission to Elementary Education requires that students pass all parts of the Elementary Admissions Test initially administered in RDG 318. Students who fail this test may not take ELE, RDG, or ECH courses in subsequent semesters (until they pass the test.

Admission to Teacher Education: Admission to Teacher Education requires 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of the course work. If the GPA falls below 2.5 during the intern courses or student teaching, students will be dropped from professional education courses

Advancement in Teacher Education Requirement: In order to take the next course(s) in the professional teacher education sequence, departmental policy requires that students maintain a GPA of 2.5 or better (the same as required for admission to Teacher Education). Students failing to maintain at least a 2.5 GPA will be dropped from professional education courses.

Assignment Policy: All students are expected to complete assignments on the due date shown on the Tentative Timeline (WEBCT). Points will be subtracted for assignments turned in late at the rate of one point per day. These assignments can only be turned in late if certain criteria is met. See the explanation above under Course Requirements. **In order to receive an A in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned**. Written work in which the use of the English language is not at an acceptable level for a university senior will be returned to the students marked unacceptable and a zero assigned.

Late Work Policy: No late work will be accepted except at the discretion of the instructor.

Make-Up Work Policy: The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. No make-up work will be accepted Dead Week or Finals Week.

"Redo Work" Policy: Some assignments may be subject to editing and resubmission at the discretion of the instructor. Full credit will not be given to "redo work." In this event, the resubmitted work is due no later than one week after it is received from the instructor.

WH Grades: The university policy concerning WH grades states, "Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for absences to a maximum of three weeks of a semester or one week of a six week summer term when the nature of the work missed permits. It also states that: Students may not attend sections of a course in future semesters to complete WH grade. Limited course visitation may be arranged with the permission of the instructor. When students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Undergraduate Teacher Certification—The "Undergraduate Initial Teacher Certification Handbook" contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook.

Syllabus Verification - Completion of the Syllabus Quiz verifies that you have read and understand this syllabus.

References

Herrell, A. L., & Jordan, M. (2008). Language function. In A. L. Herrell & M. Jordan, *Fifty strategies for teaching English language learners.* Columbus, OH: Pearson Merrill Prentice Hall.

Northwest Regional Educational Laboratory. (2003). *General principles for teaching ELL students.* Retrieved from http://www.nwrel.org/request/2003may/general.html

Oregon Department of Education. (n.d.). Examples of instructional strategies linked to appropriate acquisition strategies. In *The English Language Learners' Program Guide*. [Report].

Texas Education Agency. (2007). English language proficiency standards. Retrieved from http://www.tea.state.tx.us/index2.aspx?id=6148

UT System. (2002). Stages of second language development. KTRA: Highlight- English language learners. Texas Education Agency.

Witherspoon, E. (2008). Witherspoon's basics: BICS and CALPS: Quick reference guide. [Handout].

Pollock, J. E. (2007). Instructional planning and delivery. In J. E. Pollock, *Improving student learning one teacher at a time* (pp. 60-72). Alexandria, VA: Association for Supervision and Curriculum Development.

Bennett, S. (2007). Workshop: The key to listening to teach. In S. Bennett, *That workshop book: New systems and structures for classrooms that read, write, and think* (pp. 8-16). Portsmouth, NH: Heinemann.

Miller, D. (2008). Lesson Design. In D. Miller, *Teaching with intention* (pp. 80-95). Portland, ME: Stenhouse.

Crowther, D. T. (1999). Here we grow again: Applications of research and model inquiry lessons. *Electronic Journal of Science Education, 3*, 1-4.

Sapon-Shevin, M. (2008). Learning in an inclusive community. *Educational Leadership,* 66, 49-53.