



**Warner Pacific College**

**Site Visit Report and Recommendations**

**Submitted by:**

**Dew Anna Brumley**

**Director of Teacher Education**

**January 14, 2011**

**Teacher Standards and Practices Commission**

**November 4-5,  
2010**

**465 Commercial Street NE**

**Salem OR 97301**

ITEM: WARNER PACIFIC COLLEGE SITE VISIT REPORT AND RECOMMENDATIONS

ACTION: ACTION ITEM

RECOMMENDATION: The Program Committee recommends adoption of the following resolutions:

RESOLVED, that the Commission finds that the following standards were “unmet” following review of the site visit report: OAR 584-017-0020 *Consortium*; OAR 584-017-0025 *Evaluating and Verifying Candidate Competency*; OAR 584-017-0030 *Evaluation and Improvement of Program*; OAR 584-017-0060 *Unit Personnel for the Program*; OAR 584-017-0090 *Curriculum Design*; and OAR 584-065-0185 *Evidence of Effectiveness*;

RESOLVED FURTHER, that the unit’s rejoinder did not provide adequate information to determine that the unit will take the immediate necessary steps to correct the deficiencies;

RESOLVED FURTHER, that during the October 20, 2010 Program Approval Committee meeting, the committee reviewed the unit’s response to the Executive Director’s recommendations and met with the Education Program Director and other unit officials.

RESOLVED FURTHER, that the following conditions must be met by the February 10, 2011 Commission meeting and the following evidence must be submitted to the Commission:

- a. All minutes from the meetings of the unit’s Consortium between April 2010 and February 1, 2011;

- b. A clear description of WPC's assessment system;
- c. Copies of all syllabi from all undergraduate and graduate education courses for fall 2010 and spring 2011;
- d. Curriculum vitae for all undergraduate and graduate faculty including adjunct hired to supervise undergraduate and graduate field experiences, and all cooperating teachers; and
- e. Evidence that all student work samples from fall and spring quarter include the incorporation of literacy.

RESOLVED FURTHER, that the unit submits to a targeted visit prior to June 30, 2011 to ensure that all the unmet standards have been corrected and are met.

The Program Approval Committee met on October 20, 2010 to consider the unit's response to the executive director's recommendations following the site visit report. The committee met with the Director of the School of Education and other college officials. The resolutions presented above are proposed as the next steps for reviewing Warner Pacific's education program.

## Warner Pacific College Site Visit Report and Recommendations

Response to the October 20, 2010 Program Approval Committee

All minutes from the minutes from the unit's Consortium between April 2010 and February 1, 2011.

Response:

The spring 2010 meeting of the Consortium was the meeting with the TSPC site visit team.

Minutes of the September 23, 2010 Consortium Meeting:

### Consortium Minutes

September 23, 2010

Present: Sandy Ahlquist; Tammy Barron; Dew Anna Brumley; Molly Fazio; Tom Goodrich; Bill Haines; Kay Lynn Mather; Toni Pauls; Juanita Sinclair; Lisa Tyler

Approval of Minutes: The minutes from the October 22, 2009 meeting were approved.

Fazio/Barron/ Unanimous

Guideline Approval: The Consortium Guidelines were approved. Barron/Goodrich/Unanimous  
TSPC Site Visit: TSPC will consider recommendations from the Warner Pacific Site Visit at the October 20<sup>th</sup> meeting. One of the things they want us to work on is assessment. Dr. Gale Roid, Director of Institutional Research is assisting the Education Department in formatting the assessment tool. WPC was also encouraged to work on communication with the Consortium. TSPC wants more response from the Consortium, and more response from WPC to what the Consortium recommends. We are hopeful that all will go fine at the meeting.

Comment on the MAT Program: One Consortium Member expressed concern that in the MAT program, the students do not have any practicum opportunities in the classroom until the very end of the program when they have their student teaching experience. The Consortium Principal commented that she would not hire a teacher candidate who had only been in the classroom for 15 weeks. She would not hire someone who did not have a more in-depth experience, and a wide breath of differing situations, students, and schools. The questions was asked that since the students have class at night, could they spend time in the classroom during the day?

WP: It was noted that most of the students in the MAT program are changing careers and they can't stop working. They work during the day and attend class at night.

Another Consortium Member noted that teacher candidates many times have difficulty putting into practice what they have learned. It takes a lot of time to see how everything works in the classroom.

WP: All of the MAT students must indicate that they have had some kind of teaching experience before starting the program. There are many paraprofessionals who have been working in schools as classroom assistants.

Consortium: It is necessary that WPC get students ready to actually teach in the classroom. This principal counsels and works with people so they are a good fit for the classroom. It needs to be verified as to what experience the teacher candidates have, and what they can do. It was strongly suggested that there be more practicum experiences, especially a practicum at the beginning of the MAT experience. Consortium Members expressed how important it is to see how to set-up a classroom, make a plan, be present for parent/teacher conferences, and how to wind up a year so the student can see how cyclical things are. The challenge is for those in

the work force to do a practicum in the morning or afternoon before starting the program. It was noted that in hiring even a 1, 2, or 3 year teacher, there still needs to be a lot of coaching. WPC: WPC made the observation that many students change their minds about teaching while they are in their beginning practicum. Students in the undergraduate program then transfer into the Human Development program when they leave teaching. We appreciated these comments from the Consortium.

*See response to this concern at the end of the minutes.*

MED Proposal: Warner Pacific is submitting a proposal to TSPC that we be allowed to add a Reading Endorsement and an ESOL Endorsement to the MED program. The Proposal was sent to Consortium Members before the Consortium Meeting, and copies of it were available at the meeting. Comments were as follows:

The ESOL Endorsement is really important. Schools are finding this very important. At one school in Portland, all the teachers have an ESOL endorsement.

We have made sure that we have conformed to the new TSPC model

Many teachers are going back to pick up these endorsements.

Some of these MED courses are on-line courses.

Juanita explained credit hours

We have added one course on diagnostics and assessment. We've strengthened the component on Multiple language acquisition.

Consortium members inquired about the practicum component, and stressed how important it was.

Sad and Glad are imbedded in the Proposal

We desire that our students be prepared to adapt in any setting.

There were questions about our Reading Endorsement Program for undergrads. Dew Anna responded that in the last year we have flipped courses so you can use elective courses to complete a reading endorsement. Transfer students may need to take extra credits in order to accomplish this. And, we do recommend that students get a reading endorsement.

Motion that we accept the MED Proposal: Mather/Tyler. Unanimous

Surveys: Consortium Members were given copies of last year's surveys from students, mentor teachers and administrators. Consortium Members reviewed the surveys, but did not have any comments. Consortium Members were asked if at a later time they thought of something that would be useful for improving the program to please forward that to the Director. Surveys from fall semester of 2010 will be reviewed at the spring 2011 meeting. (Surveys will be forwarded to members before the spring meeting so members can review and bring suggestions to the meeting).

Co-Teaching: At the end of August, Warner Pacific College sponsored the University of Minnesota, St. Cloud to come and do a two day workshop on co-teaching. This workshop trained teachers and student teachers to work together. The student teacher will be the teacher in charge, and the mentor teacher will assist. The mentor teacher and student teacher will plan together. The statistics show that in every class where co-teaching was practiced, the test scores went up. One of the most important things that students seem to learn is classroom management. The Student Teacher is introduced as a Teacher Candidate, not a student teacher. We desire to have both the mentor teacher and the student teacher in the classroom at the same time. The most important piece of the co-teaching is the planning piece. They will plan ahead of time who is going to do what. For training, WPC is going to have the mentor teachers come to WPC for the day. WPC will pay for a sub for the day for the mentor teacher, and provide lunch for them. Our plan will be to train the mentor teacher in the morning, and the student teachers in the afternoon.

Questions regarding classroom management: Will the student teacher be able to manage the classroom? If the student teacher doesn't solo teach, they usually can't manage the classroom. Our response is that we hope this will give the student teacher more opportunities to teach rather than less. The students will pick up on how this is managed. It is all in the presentation. One Consortium Member indicated a positive response to parallel teaching, where the student teacher and mentor teacher play back and forth.

Comment was made that modeling is very important when you teach others.

As the classroom teacher, you have a different perspective when you sit in the back of the classroom.

If the mentor teacher sees something he wants to convey to the student teacher, he can give a silent signal such as standing under the clock, or pulling his ear, etc.

WPC is always looking for ways to help the school community.

Consortium Members wanted to make sure that we notify them when we undertake this co-teaching.

We anticipate that we will put this together during the first week of January 2011.

ORATE Conference: Friday, March 3<sup>rd</sup> at the Kennedy Center in Portland. Nell Nodding will be the keynote speaker.

Meeting Adjourned

Respectfully submitted,

Dew Anna Brumley,

Director of Teacher Education

Response to Consortium Member Concern:

A principal on the Consortium voiced her concern about the lack of classroom practicum time in the MAT Program. Program entrance does require that candidates have worked with their target age students. Prospective students are now advised by ADP enrollment counselors to complete 30 hours of volunteer work in a classroom. If during the interview process, the committee notes a lack of classroom experience, the person will again be strongly encouraged to complete a minimum of 30 volunteer hours in the classroom. When designing the MAT program, the Education Department was concerned about this lack of practicum.

This information is being forwarded to the Dean of the ADP Program and the Director of Enrollment for the ADP/MAT program.

Warner Pacific College

Memo

TO: Toni Pauls  
From: Dew Anna Brumley  
CC: Consortium Members  
Date: October 1, 2010  
Subject: Concern about Practicum Experience

After the discussion at the Consortium Meeting last week concerning the lack of Practicum Experience by MAT students, I would like to suggest that enrollment counselors encourage future students to spend about 30 hours volunteering in a classroom, especially those that have had very little or no classroom experience. When the Committee interviews enrollees if there is a deficiency in classroom experience, committee members will highly suggest that the person

do 30 hours of practicum experience. Toni, would you convey this information to Deborah, or should I?

November 24, 2010 Email to Consortium Members concerning Co-Teaching:

Hello Consortium Members: At the September Consortium Meeting, I discussed co-teaching and you requested to be notified when we were going to start training for this. Bill Flechtner and I are in the process of requesting time on faculty meeting agendas to explain what co-teaching is and how it works. If you think your school would like for us to come and present the information about co-teaching, please notify me as soon as possible. Please indicate the person we should contact about making this presentation.

At this time, we are looking for volunteers to do co-teaching in the fall of 2011. Co-teaching training will be sometime in May or June. If you need more information, let me know, and I will forward that to you.

Thanks,

Dew Anna

## **A clear description of WP's Assessment System:**

### **Assessment Systems**

#### **Fall:**

- The Undergraduates and MAT students, who complete their teacher candidacy, fill out the “Affective Assessment of Students in Teacher Education” (Exhibit # IA, MAT program and Exhibit #IB, undergraduate program at the end of this section).
- Collect survey information from mentor teachers (Exhibit #2)
- The Department Members review the surveys looking for any major problems that need immediate or those that need longer consideration
- After summer review of surveys and suggested changes, information will be forwarded to the Consortium for discussion and input at the fall meeting. After the fall meeting, the Department will review the Consortium’s input and inform the Consortium in writing of actions taken by the Department.
- All students are required to follow the steps shown in the transition point assessment for their program. (Exhibit #3).

#### **Spring:**

- Collect survey from the Undergraduates and MAT students who complete their teacher candidacy.
- Collect survey information from mentor teachers
- Survey reviewed by Department Members

#### **Summer:**

- The Department meets and reviews all surveys for the school year. After the review, changes will be made as appropriate for the following year.
- Each fall the process starts over again. With the addition of campus Director of Institutional Research and Assessment, this specialist is assisting us to develop and refine our assessment process.



# EXHIBIT #IA

## **MAT AFFECTIVE ASSESSMENT OF STUDENTS IN TEACHER EDUCATION** Department of education

Tracking Number:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Date of Birth WPC Student ID Number

I. Program Evaluation. For the following statements pertaining to the MAT instruction, choose and circle the response that best represents your position:

N/A Does not apply	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
-----------------------	------------------------	---------------	------------	---------------------

- |  |     |   |   |   |   |
|--|-----|---|---|---|---|
| 1. I believe that my overall experience at <u>Warner Pacific College</u> has well prepared me to pursue my life interests. | N/A | 1 | 2 | 3 | 4 |
| 2. I believe that my experiences within the MAT Program have well prepared me to pursue my vocational interests.           | N/A | 1 | 2 | 3 | 4 |
| 3. Current social and ethical issues were integrated into course content.  | N/A | 1 | 2 | 3 | 4 |
| 4. Faculty were approachable and were willing to work with me  | N/A | 1 | 2 | 3 | 4 |
| 5. I gained the ability to acquire and understand new information.   | N/A | 1 | 2 | 3 | 4 |
| 6. I felt free to articulate my questions and opinions during classroom instruction.                                       | N/A | 1 | 2 | 3 | 4 |
| 7. Faculty worked to create a safe and positive learning environment.  | N/A | 1 | 2 | 3 | 4 |
| 8. I felt free to develop my own position on issues of ethical concern.  | N/A | 1 | 2 | 3 | 4 |
| 9. Courses helped me to become more informed and reflective about the education profession.                                | N/A | 1 | 2 | 3 | 4 |
| 10. I was challenged to integrate information in order to demonstrate deeper understanding of concepts.                    | N/A | 1 | 2 | 3 | 4 |

II. Curriculum Evaluation. The WPC Education Department curriculum can be broken down into several major areas of content within the core. Rate the quality of education you received in these main areas (mark NA if the course was taken at another institution):

N/A	1 Poor	2 Acceptable	3 Good	4 Very Good
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1. Foundations of Education (ED 551)	N/A	1	2	3	4
2. Curriculum Planning & Classroom Management (ED 581)	N/A	1	2	3	4
3. Assessment and Evaluation (ED 596)	N/A	1	2	3	4
4. Urban Education and Diverse Learners (ED 554)	N/A	1	2	3	4
5. Educating Exceptional Learners (ED 561)	N/A	1	2	3	4
6. Education Research (ED 661)	N/A	1	2	3	4
7. Student Teaching I with Seminar (ED 690)	N/A	1	2	3	4
8. Student Teaching with Seminar II (ED 691)	N/A	1	2	3	4
9. Art/PE/Music in the PK-8 Classroom (ED 571)	N/A	1	2	3	4
10. Teaching Math and Science in the PK-8 Classroom (ED 572)	N/A	1	2	3	4
11. Teaching Literacy and Social Studies in the PK-8 in the Classroom (ED 574)	N/A	1	2	3	4
12. Literacy in the Content Area (ED 575)	N/A	1	2	3	4
13. Instructional Methods for the Middle and High School (ED 576)	N/A	1	2	3	4
14. Education Trends in the Middle and High School (ED 577)	N/A	1	2	3	4

IV. Secretarial Support:

Was secretarial support of licensure and program information provided in a timely fashion? Please circle one and/or comment.	N/A	1	2	3	4
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V. General Impressions.

What were the two courses taken at WPC that you believe will be most valuable to your future career plans? Support your decision.

What was the most meaningful or enjoyable course you took in the MAT program? Support your decision.

What was the least meaningful or enjoyable course your took in the MAT Program? Support your decision.

What character traits or activities of the instructors within the department did you find particularly helpful?

In what ways, if any, could the instructors have been more helpful?

Given your current level of understanding, what is one thing you feel could be done to significantly improve the quality of the MAT Program?

VI. Post-graduation Plans.

What are your education/vocational plans after graduating from WPC?

Graduate school

Add endorsement(s)

National Board Certification

PhD program

Other \_\_\_\_\_

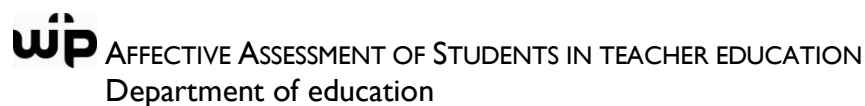
Teaching (Elementary education)

Teaching (Secondary education)

Other \_\_\_\_\_

What are some specific steps you have taken to pursue these plans?

# EXHIBIT #1B



Tracking Number:

-   -      

Date of Birth    WPC Student ID Number

Course History.

What was your major (or emphasis area within your major)?

Place a check in the boxes beside the courses that you took at WPC.

### Education

- Introduction to Education (ED 250)
  - Curriculum Planning & the Role of the Teacher (ED 281/2/3)
  - Teacher as Manager (ED 334)
  - Exceptional Learners (EDPSY 360)
  - Observation, Assessment, and Evaluation (EDPSY 395)
  - Learning Theory (EDPSY 420)
  - Diversity in the Classroom (SS 353)
  - Student Teaching I (ED 491)
  - Professional Development Seminar (ED 483)
  - Student Teaching II(ED 495)
- ### ECE/Elementary
- Literature for Children (ED 341)
  - Art/Music in the Classroom (EDAMU 371)
  - P.E. in the Classroom (EDHHK 371)
  - Literacy in the Classroom (EDLIT 471)
  - Math & Technology in the Classroom (EDMA 371)
  - Science & Technology in the Classroom (EDSCI 471)
  - Social Studies in the Classroom (EDSS 471)
  - Computers & Technology (EDTEC 210)

### Secondary Methods

- Reading & Writing in the Content Area (EDLIT 473)
- Instructional Methods (EDIM 473)

### Reading Endorsement

- Administration and Implementation of Reading Programs (ED 389)
- Reading Practicum (ED 391)

II. Program Evaluation. For the following statements pertaining to Teacher Education instruction, choose and *circle* the response that best represents your position:

N/A Does not apply	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
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I. I believe that my overall experience at Warner Pacific College has well prepared me to pursue my life interests.     N/A    1    2    3    4

2. I believe that my experiences within the <u>Department of Education</u> have well prepared me to pursue my vocational	N/A	I	2	3	4
3. Current social and ethical issues were integrated into course content.	N/A	I	2	3	4
4. Department faculty were approachable and were willing to work with me.	N/A	I	2	3	4
5. I gained the ability to acquire and understand new information.	N/A	I	2	3	4
6. I felt free to articulate my questions and opinions during classroom instruction.	N/A	I	2	3	4
7. Department faculty worked to create a safe and positive learning environment.	N/A	I	2	3	4
8. I felt free to develop my own position on issues of ethical concern.	N/A	I	2	3	4
9. Courses helped me to become more informed and reflective about the education profession.	N/A	I	2	3	4
10. I was challenged to integrate information in order to demonstrate deeper understanding of concepts.	N/A	I	2	3	4

III. Curriculum Evaluation. The WPC Education Department curriculum can be broken down into several major areas of content within the core. Rate the quality of education you received in these main areas (mark NA if course taken at another institution):

N/A	1 Poor	2 Acceptable	3 Good	4 Very Good
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1. Introduction to Education	N/A	1	2	3	4
2. Curriculum Planning & the Role of the Teacher	N/A	1	2	3	4
3. Observation, Assessment, and Evaluation	N/A	1	2	3	4
4. Teacher as Manager	N/A	1	2	3	4
5. Exceptional Learners	N/A	1	2	3	4
6. Learning Theory	N/A	1	2	3	4
7. Mid-Child through Adolescent or Lifespan Human Development	N/A	1	2	3	4
8. Diversity in the Classroom	N/A	1	2	3	4
9. Student Teaching I	N/A	1	2	3	4
10. Student Teaching II	N/A	1	2	3	4
11. Professional Development Seminar	N/A	1	2	3	4
12. Administration and Implementation of Reading Programs	N/A	1	2	3	4
13. Reading Practicum	N/A	1	2	3	4

IV. Secretarial Support:

Was secretarial support of licensure and program information provided in a timely fashion? Please circle one and/or comment. N/A 1 2 3 4

V. General Impressions.

What were the two courses taken at WPC that you believe will be most valuable to your future career plans? Support your decision.

What was the most meaningful or enjoyable course you took from the Education Department? Support your decision.

What was the least meaningful or enjoyable course you took from the Education Department?

Support your decision.

What character traits or activities of the instructors within the department did you find particularly helpful?

In what ways, if any, could the department instructors have been more helpful?

Reflecting back on your experience at WPC, what would you do differently if you were to start your college education all over again?

Given your current level of understanding, what is one thing you feel could be done to significantly improve the quality of Teacher Education at WPC?

VI. Post-graduation Plans.

What are your education/vocational plans after graduating from WPC?

Graduate school

Master's program

PhD program

Other \_\_\_\_\_

Teaching (Elementary education)

Teaching (Secondary education)

Other \_\_\_\_\_

What are some specific steps you have taken to pursue these plans?

## EXHIBIT # 2

### SURVEY OF MENTOR TEACHERS

Department of education

Thank you for hosting a Warner Pacific College teacher candidate this year.

To ensure the quality of our Teacher Education Program, please respond to this brief survey, and return it in the attached envelope, or fax it to: 503-517-1350.



Program Evaluation. For the following statements pertaining to the WPC Teacher candidate, choose and *circle* the response that best represents your position:

1 Very Low	2 Low	3 Average	4 High	5 Very High
---------------	----------	--------------	-----------	----------------

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. The teacher candidate demonstrated a high quality of education. .                       | 1 | 2 | 3 | 4 | 5 |
| 2. The quality of supervision by the college supervisor                                    | 1 | 2 | 3 | 4 | 5 |
| 3. The college supervisor was approachable and willing to work with you.                   | 1 | 2 | 3 | 4 | 5 |
| 4. The teacher candidate exhibited and/or incorporated literacy knowledge in lessons       | 1 | 2 | 3 | 4 | 5 |
| 5. The teacher candidate understood the developmental stages of learning.                  | 1 | 2 | 3 | 4 | 5 |
| 6. The teacher candidate used differentiated instruction.                                  | 1 | 2 | 3 | 4 | 5 |
| 7. Diversity knowledge was used during classroom instruction.                              | 1 | 2 | 3 | 4 | 5 |
| 8. Lessons contained statements of purpose and reason.                                     | 1 | 2 | 3 | 4 | 5 |
| 9. The teacher candidate consistently interacted with and contributed to student learning. | 1 | 2 | 3 | 4 | 5 |
| 10. The teacher candidate made appropriate decisions.                                      | 1 | 2 | 3 | 4 | 5 |
| 11. The teacher candidate demonstrated appropriate curriculum planning skills.             | 1 | 2 | 3 | 4 | 5 |
| 12. The teacher candidate used instructional resources/technology                          | 1 | 2 | 3 | 4 | 5 |
| 13. The teacher candidate demonstrated appropriate classroom management skills.            | 1 | 2 | 3 | 4 | 5 |
| 14. The teacher candidate used a variety of teaching strategies.                           | 1 | 2 | 3 | 4 | 5 |



15. The teacher candidate was versed in current social and ethical issues.	1	2	3	4	5
16. The teacher candidate interacted with students in a professional manner.	1	2	3	4	5
17. The teacher candidate dressed professionally.	1	2	3	4	5
18. The teacher candidate's attitude was consistently positive and constructive.	1	2	3	4	5
19. The teacher candidate consistently participated and collaborated with cooperating teacher.	1	2	3	4	5
20. The teacher candidate consistently recognized and took advantage of opportunities to contribute to all areas of learning	1	2	3	4	5
21. The teacher candidate was consistently on time and had teaching materials ready.	1	2	3	4	5
22. The teacher candidate responded well to professional guidance.	1	2	3	4	5
23. The teacher candidate was proficient in language, thinking and learning skills.	1	2	3	4	5

Do you have a recommendation that might help us improve our program?

Your Name:

Name of Teacher Candidate:

*Thank you for your assistance, we appreciate your commitment to Teacher Education:*

Please fax or mail this form to:

Teacher Education

Warner Pacific College

2219 S.E. 68<sup>th</sup> Ave.

Portland, OR 97215

Fax: 503-517-1350, Attention Mary

Phone: 503-517-1080

## EXHIBIT #3

### Transition Point Assessment

#### Undergrad

The chart below lists the transition points and the evaluations each student needs to move from one phase to the next. All requirements in each phase must be completed before moving to the next phase.

(The chart reads from top to bottom)

Phase I	Phase II	Phase III	Phase IV
ED 250- Introduction to Education	ORELA/PRAXIS/Civil Rights Tests are to be taken and passed no later than one semester before student teaching.	Student Teaching I	Student Teaching II
Apply to the Program	Must successfully complete all required courses for the major(s) with a grade of "C" or better. Meeting the objectives as stated in the course syllabi.	Work Sample #1 Successfully design and teach Must have a score of 4 or above on all sections of the grading rubric.	Work Sample #2 Successfully design and teach Must have a score of 4 or above on all sections of the grading rubric.
4 Letters of Recommendation	Successfully completed all practicum experiences as determined by the mentor teacher. A rating scale is given to the teacher.	Mid-Term and final evaluations Must have average score of 4 or above on the grading rubric.	Mid-Term and Final evaluations Must have average score of 4 or above on the grading rubric.
Pass CBEST			
Interview			
Submit Essay			
Fingerprints			
Successfully complete a 30 hour practicum			

## MAT

Phase I	Phase II	Phase III
Admitted to the Program	Student Teaching I	Student Teaching II
All required testing must be successfully passed before being admitted to the program. Prerequisite courses completed before full-admittance.	Work Sample I, successfully designed and taught with no score below a 4 on the grading rubric.	Work Sample I, successfully designed and taught with no score below a 4 on the grading rubric.
	Final Evaluation as determined by the mentor teacher and college supervisor. With an average score of 4 or above on the student teaching rubric.	Final Evaluation as determined by the mentor teacher and college supervisor. With an average score of 4 or above on the student teaching rubric.



Copies of all syllabi from all undergraduate and graduate courses for fall 2010 and spring 2011.

Note: The Program Approval Committee considered going back and redoing fall 2010 syllabi as punitive, therefore, only spring 2011 is included here. Syllabi for fall 2011 semester will be updated to meet the new requirements.

Warner Pacific College  
Department of Teacher Education  
Course Syllabus Format/Checklist

Each course taught for Department of Teacher Education must have a syllabus that includes the following items. Each syllabus will be evaluated by the department chair to assure that each item has the content necessary to show compliance with this format. The chair will return to the writer of the syllabus if it does not meet the criteria listed. The writer will be to correct deficiencies.

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Course Name and Number

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Instructor

- \_\_\_\_\_ Course discipline(s) numbers(s), and title
- \_\_\_\_\_ Term and year taught
- \_\_\_\_\_ Instructor's name
- \_\_\_\_\_ Instructor's office location, phone extension, email, office hours
- \_\_\_\_\_ Text(s) (required/recommended) and their respective ISBNs
- \_\_\_\_\_ Course description from the college catalogue
- \_\_\_\_\_ Statement that this course fulfills grade level and/or content licensure authorizations
- \_\_\_\_\_ Appropriate INTASC standards and
- \_\_\_\_\_ Appropriate state standards (Division 17 and/or Division 65)
- \_\_\_\_\_ Course objectives (written in behavioral terms that are measurable)
- \_\_\_\_\_ Learning activities (what the student will do/keyed to course objectives)
- \_\_\_\_\_ Evaluation keyed to course objectives and activities

- \_\_\_\_\_ General provisions
- \_\_\_\_\_ Specific assessment rubrics/scales for each activity
- \_\_\_\_\_ Basis for assigning final grade, including Pass/No Pass provisions if appropriate
- \_\_\_\_\_ Penalties for late assignments or missed class
- \_\_\_\_\_ Calendar for entire semester listing all due dates for class activities, dates for exams and other expectations as appropriate (field trips/performances, etc.)
- \_\_\_\_\_ Learning resources if appropriate
- \_\_\_\_\_ A qualifying statement such as: *The provisions of this syllabus may be added to, deleted from, or otherwise changed if, in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The student will be notified in advance of any such changes.*
- \_\_\_\_\_ This accommodation statement: *Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling at 503-517-1119 as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with me.*

“YOU, WHO TEACH, DO YOU NOT TEACH YOURSELF?”  
ROMANS 2:21

Steve Arndt  
Spring 2011  
3 Credits  
T/H 2:30-3:45

ED 281 – Curriculum Planning and the Role of the Teacher

- Early Childhood/Elementary School Curriculum Planning and Role of the Teacher with 50 hours of Practicum OR  
– Upper Elementary/Middle School Curriculum Planning and Role of the Teacher with 50 hours of Practicum

Office: AF Gray, #302 Phone: (503) 517-1050  
Home: (503) 981-4354  
E-mail: [sarndt@warnerpacific.edu](mailto:sarndt@warnerpacific.edu)

Office Hours: M/W: 10:00-11:00, 1-2:30  
T/H: 9:00-10:30, 11:30-2:30  
Other hours by appointment

**NOTE:**

Turn off all electronic devices before entering the classroom. No cell phones, ipods, or any other devices will be allowed during class time. Laptops may be used to take notes, not surf the net or correspond with friends via email. The use of a laptop is a privilege, not a right, and that privilege may be lost if abused.

Food is allowed.

The provisions of this syllabus may be added to, deleted from or otherwise changed, if in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The students will be notified in advance of any change.

Late work will not be accepted. All work must be turned in on or before it is due.

Required Texts:

Professor Arndt's Handbook for Teaching. Available in class.

Course Description: A course with practicum that assists students in writing and developing lesson plans and designing individualized and group curricula through application of developmentally appropriate practices for standards based learning. Pre-requisite: Ed 250 or consent of instructor.

INTASC Standards addressed in Ed 281

Standard I: Content Pedagogy

Students will understand the central concepts, tools of inquiry, and students of the discipline he or she teaches and can create learning experiences that make a difference that make these aspects of subject matter meaningful for students.

#### Standard 2: Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

#### Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#### Standard 4: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

#### Standard 5: Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### Standard 6: Communication and Technology

The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and a supportive interaction in the classroom.

#### Standard 7: Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#### Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

#### Standard 9: Reflective Practice: Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

This course meets requirements for ECE/Elementary licensure authorizations.

#### State Standards

This course will enable the teacher education student to meet the following Objectives for Initial Teacher Licensure according to OAR 584-017-0100

*1-Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates they are able to:*

A-Select and write learning goals for units of instruction that are consistent with the school's long term curriculum goals, state standards, research findings on how students learn, and the physical and mental maturity of one's students.

C-Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals.

D-Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery.

E-Select and organize materials, equipment and technologies needed to teach a unit of instruction.

G-Estimate the time required within a unit for teacher-directed instruction, student managed learning and practice, student evaluation/reporting and re-teaching/problem solving.

*2-Candidates establish a classroom climate conducive to learning and demonstrate that they are able to:*



C-Employ equitable practices that are just and that support a least restrictive environment for all students.

D-Model and reinforce classroom social behavior that supports student learning and development.

E-Use knowledge of influence of the physical, social, and emotional climates of student's homes and the community to optimize motivation, learning, and behavior.

F-Monitor student conduct, and take appropriate action when misbehavior occurs.

G-Interact thoroughly and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts.

H-Uses classroom time effectively to provide maximum time for learning.

I-Manages instructional transitions decisively and without loss of instructional time.

J-Arranges and sets up instructional materials and equipment in advance of class to facilitate their effectiveness and efficient use during lessons.

*3-Candidates engage students in planned learning activities and demonstrate they are able to:*

A-Choose organizational structures appropriate for the objectives of instruction.

B-Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished.

C-Implement instructional plans that employ knowledge of subject matter and basic skills.

D-Use a variety of research based educational practices that promote student learning and are sensitive to individual differences and diverse cultures.

E-Emphasize instructional techniques that promote critical thinking, problem solving, and that encourage divergent as well as convergent thinking.

F-Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instructions needs to be modified to assure that all students accomplish lesson and unit objectives.

*4- Candidates evaluate, act upon, and report student progress in learning and demonstrate that they are able to:*

C-Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate.

D-Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence or success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

*5-Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:*

A-Be dependable, conscientious, and punctual.

B-Meet work schedule demands.

C-Be aware of the importance of dressing appropriately.

D-Be aware of, and act in accordance with school policies and practices.

E-Understand the organizational culture and expectations that operate within a school and that impact students and student learning.

F-Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community.

G-Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote students learning.

H-Perform advisory functions for students informal and formal settings.

J-Exhibit energy, drive and determination to make ones school and classroom the best possible environment for teaching and learning.

K-Exhibit energy, drive and determination to become a professional educator.

Course Objectives: The Learner will be able to:

Define effective teaching based on prior knowledge, readings and class discussion.

Explore various instructional methods via lecture, cooperative learning, in class role-playing, participation in discussions, reading the texts and doing clinically related work.

Sort through a variety of activities, work books, and resource materials to build a personal resource file.

Read extensively in texts and journals to determine curriculum and instructional trends in content areas or at specific grade levels.

Understand Cognitive, Affective and Psycho-Motor Objectives.

Design a lesson plan for a one week unit of study, identifying objectives, materials needed, opening, motivational strategies, sequential development, instruction, modeling, practice/task/assignment, closure, reinforcement and evaluation.

Identify and write effective instructional objectives.

Prepare and present lessons to the class and in the public school classroom.

Prepare and present at least 2 lessons at the practica site, one direct instruction, one student centered.

Understand the difference between Student Centered Learning and Direct Instruction.

Use technology in order to video tape one of their practicum lessons.

Design a classroom management Plan.

Understand and use the State Standards and Benchmarks.

Understand and respect the kinds of diversity that will be found in the classroom.

Course Learning Activities: The Learner will do the following:

Build a professional resource file of teaching ideas, techniques, strategies, and trends in education and current instructional methodologies. (Due – 4/28)

Design a one-week lesson plan for a complete unit of study, identifying the necessary elements of instruction. Identify common curricular goals and the state of Oregon Standards. (Due – 4-28)

Present at least 2 complete lessons at your practica site. Lessons should be developed in conjunction with the supervising teacher and will be critiqued by the supervising teacher. The Lesson Plans and Critiques will be submitted to the instructor. Students will also do a 300-500 word self-analysis of their instruction following each lesson. Your cooperating teacher will also critique your lessons. They may use whatever form of evaluation they are most familiar. It may be submitted in their handwriting. Attach their evaluation with your own critique and your self-evaluation paper. Video-taping yourself at your practicum site is required. Machines may be checked out from Mary Vandiver and tapes may be purchased. (This will serve as an excellent “before and after” record of your teaching progress) ( Due – 4-28)

Complete at least 50 hours of practicum at an arranged site (to be determined according to the student’s authorization level(s) Due 4-28.

Keep a log (required for the course) of your practicum hours experiences and then write a 500-750 word reflection paper about your experiences. (Due – 4-28)

### Evaluation:

Each assignment will receive a letter grade/percentage grade based on points as demonstrated by student competency. The semester grade will be determined by the letter grade and the percentage of points earned, with 90-100% receiving an A. 80-89% B, 70-79% C and 60-69% D. All assignments must be completed in order to pass this course. Students will earn a grade for attendance and punctuality, with absences and tardies being recorded and used in the determination of the final grade.

Assignments submitted in less than publishable format (handwritten) will be penalized at least one full grade.

Late assignments will not be accepted.

### Scoring and Rubrics

Attendance = 100 points. Each absence is a deduction of 3.5 points and each tardy is a 1 point deduction.

Five Lesson Plans (see attached) Due 4-28. 200 points

Reflection Paper (see attached) Due 4-28. 100 points

Teach lesson in class (see attached) TBD 300 points

3 Tests. 100 points each.

The provisions of this syllabus may be added to, deleted or changed, if, in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The learners will be notified in advance of any such changes.

### CALENDAR

<u>DATE</u>	<u>CLASS TOPIC</u>
1-11	Introduction
1-13	Bloom/Krathwohl Taxonomies
1-18	Bloom/Krathwohl Taxonomies
1-20	Bloom/Krathwohl Taxonomies
1-25	<u>Test #1</u>
1-27	Lesson Plans/Goals/Objectives
2-1	Opening/Active Participation/Overt and Covert
2-3	IRAQ/Modeling/Task Analysis/PTA
2-8	Effective Teaching
2-10	Student Diversity/Planning
2-15	<u>Test #2</u>
2-17	Motivation and General Instruction
2-22	Social Interaction and Cooperative Learning
2-24	Retention
3-1	Classroom Management
3-3	Classroom Tips
3-8	Common Curriculum Goals
3-10	Time, Questioning Strategies
3-15	Constructivism
3-17	Writing Constructivist Lesson Plans
3-21/25	Spring Break
3-29	Review - Demonstration Lesson

3-31 Learning Theory vs. Teaching  
 4-5 Misc  
 4-7 Test #3 (subject to change)  
 4-12, 4-14, 4-19, 4-21, 4-26, 4-28. Student Demonstration Lessons

<u>Summary of Course Requirements</u>	<u>Grade</u>	<u>Due Date</u>
Attendance (each tardy/absence is a deduction)	100 pts	Daily
Resource File	P/NP	4/28
Video Tape of your teaching	P/NP	4-28
5 Lesson Plans on a common topic	200 pts	4-28
*Teach 2 Lessons at your Practica Placement	P/NP	4-28
*Have your practicum teacher critique BOTH lessons	P/NP	4-28
*Self analysis of your TWO lessons (at practicum site)	P/NP	4-28
*Practicum reflection paper (500 words)	100 pts	4-28
Do 50 hours of practica	P/NP	4-28
Teach a lesson in this class	300 pts	TBD
Bloom/Krathwohl Taxonomy Test	100 pts	January
Test over Teaching Manual	100 pts	February
Test over Teaching Manual	100 pts	March/April

The final grade that the student earns will be based on the compilation of points based on the above tasks and assignments. The breakdown will be as follows:

Total Points 1000  
 A – 900 - 100  
 B – 800 - 899  
 C – 700 - 799  
 D – 600 - 699

#### Additional Information

The provisions of this syllabus may be added to, deleted from, or otherwise changed, if in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. Students will be notified in advance of any such changes.

Any student who has a documented disability that may require accommodation to fully participate in this class should contact Rod Johanson, Director of the Academic Support Center. (ASC) He may be reached at (503) 517-1010. Students with an Accommodation plan through the ASC who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with me.

#### SCORING RUBRICS – Lesson Plans and Teaching Lesson

- 1 - For the 5-day Lesson Plans (200 points) 2 times the earned score based upon the rubric
- 2 - Lesson taught in class (300 points) 3 times the earned score based upon the rubric

Opening – Active engagement, active participation, relevance to objective, based on prior knowledge

15	12	9	6	3	0
Excellent	Very Good	Average	Missing Elements		Not done

Statement of Purpose and Reason – The student will state to the learners what they will be learning and why it is important

5	4	3	2	1	0
Excellent	Very Good	Average	Incomplete	Poor	Not done

Teaching – Delivery of lesson, which includes modeling, checking for understanding, task analysis, active engagement of learners, positive reinforcement, the presentation, preparedness, instructional elements, motivational techniques,

50	40	30	20	10	0
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All elements  
 Most elements included  
 Missing some critical components  
 Missing many elements  
 Little evidence of proficiency  
 No evidence

PTA Practice/Task/Assignment – Teacher uses Guided and Independent Practice when having the students do a task that relates to the instruction. All elements must be present, including examples, active participation, and effectiveness of matching the teaching to the assessment.

10	8	6	4	2	0
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All elements  
 One missing element  
 One missing element-lacks finality  
 Off target  
 Poorly done  
 No evidence

Closing – Properly ends the activity, includes active participation, relevance to the objective, summarizes and sets the stage for the next lesson.

10	8	6	4	2	0
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All elements  
 One missing element  
 One missing element – lacks finality

Off target      Poorly done      No evidence

Miscellaneous Factors during the presentation– Seriousness, posture, feeling tone, command presence, effective communication, use of umm, uhh, “you know,” body language, not using mandating phrases, other.

10	8	6	4	2	0
Excellent	Very Good	Average	Poor	Needs Improvement	No done

Scoring Rubric for Reflection Paper (100 points)

*Student as a Reflective Practioner – 50 points*  
Excellent – Student ties together cooperating teacher’s comments with their own. Shows depth of understanding and clearly articulates points of view based on instructional base learned in class. (45-50 points)  
Very good – Student conveys key points, but lacks depth and breath needed to exceed the standard. Lacks specifics to show complete understanding. (40-44 points)  
Good – Meets the standard, but is general, lacks specifics and insights (35-39 points)  
Unacceptable – Misses the mark, fails to complete task in part or its entirety. Key elements are missing. (0-34 points)

*Student as a Writer 50 points*  
 Excellent – Strong introduction, conclusion, key points are made based on skills learned in class. Paper is insightful and reflects superior meta-cognitive thinking. (45-50 points)  
 Very Good – Good introduction and conclusion. Key points are good, but sometimes lack breadth and depth. Lacks insights, but demonstrates good knowledge of self-reflection. (40-44 points)  
 Good – Meets the standard. Lacks specifics and deep insights. Some points not fleshed out. Has the right idea, could be further developed. (35-39 points)  
 Unacceptable – Misses mark. Poorly done or not completed. Missing major components, such as comments by the cooperating teacher. Evaluative judgments are based on feelings and opinions rather than content learned from the course. (0-34 points)

## ED282/3 Curriculum Planning

with 50 hour practicum

Spring 2011

3 Credits/Tuesday and Thursday 2:30-3:45 p.m.

*You then who teach others, do you not teach yourself?*

*Romans 2:21 (ESV)*

Instructor: Bill Flechtner, Associate Professor of Education

Office: 304, AF Gray

Phone 503-517-1051 (s); 503-407-0505 (c)

E-mail: [bflechtner@warnerpacific.edu](mailto:bflechtner@warnerpacific.edu)

Office Hours: M 2:30-4, W 3-5, H 12-1:30 and by appointment

Course web site: [ilearn.warnerpacific.edu](http://ilearn.warnerpacific.edu). Log-in for the first visit is *instruction*. Please note: assignments and any syllabus updates will only be given through this site.

### Course Description:

A course with practicum that assists students in writing and developing lesson plans and designing individualized and group curricula through application of developmentally appropriate practices for standards based learning.

### Required Text:

*Blending Direct Instruction with Student Centered Learning*. Arndt, Steve. On-campus publication. Cost \$10

### INTASC standards met by this course:

STANDARD 1: CONTENT PEDAGOGY The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

STANDARD 2: STUDENT DEVELOPMENT The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

STANDARD 3: DIVERSE LEARNERS The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

STANDARD 5: MOTIVATION AND MANAGEMENT The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 6: COMMUNICATION AND TECHNOLOGY The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD 7: PLANNING The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

STANDARD 8: ASSESSMENT The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

This course meets requirements for content licensure authorizations.

### Division 17 standards met by this course

Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level

Candidates establish a classroom climate conducive to learning

Candidates engage students in planned learning activities

Candidates exhibit professional behaviors, ethics, and values

### Objectives:

The student will be able to

define and develop the various parts of the lesson plan as developed by Warner Pacific by writing a 5-day unit.

understand how various instructional delivery models are used within a lesson plan by

developing instructional input using lecture, cooperative learning, role-playing and discussion

locate and assemble a resource file of teaching strategies and lesson plans for the content area being licensed in and identify the component parts of the lesson plan taught in the class

identify curriculum and instructional trends by researching professional journals and web sites and creating a resource file

define Cognitive, Affective and Psycho-Motor Objectives

write effective cognitive instructional objectives using the TBLP model.

peer-teach a lesson by presenting a 30-40 minute lesson that follows and includes the various parts of the lesson plan presented in the class.

explain the difference between Student Centered Learning and Direct Instruction through discussion and written responses

Understand the Oregon Standards and Benchmarks by selecting appropriate ones for lesson plans prepared for peer-teaching and practicum site teaching.

### Learning Activities:

1. Build a professional resource file of teaching ideas, techniques, strategies and lesson plans appropriate for the content area of the student. Specific details will be given in class

2. Design a teaching unit of 5 to 10 lessons that uses the lesson plan format and illustrates knowledge of instructional practices. Specific details will be given in class

3. Present two lessons at the practicum site and have them evaluated by mentor classroom teacher. Specific details will be given in class

4. Critique teaching style by videotaping a lesson and writing an evaluation

5. Interview practicum site mentor teacher about teaching and learning styles and practices and have the mentor teacher evaluate lesson presentation

6. Complete tests

7. Complete 50 hour practicum and submit a log of your hours and the cooperating teacher's evaluation of you by due date (required for licensure; must be satisfactorily completed in order to receive credit for class)

8. Write reflections about practicum experiences. Specific details will be given in class

9. Share examples of lesson preparation. Specific details will be given in class

10. Peer-teach lesson and written lesson plan. Specific details will be given in class

### Calendar of Assignments:

Date	Activity	What's due
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Jan. 11	Course overview Syllabus and text Practicum	
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Jan. 13	What is teaching and learning?	
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Jan. 18	Taxonomies	Reflection on teaching and learning (9)
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Jan. 20 Taxonomies Sample questions (9)  
 Jan. 25 Taxonomies Sample questions (9)  
 Jan. 27 Test 1 Test (6)  
     Lesson Plan Format  
 Feb. 1 Goals Mentor Teacher interview  
     (5)  
 Feb. 3 Teaching to an objective Goals for lesson/unit (9)  
     Types of objectives  
 Feb. 8 Writing objectives  
 Feb. 10 Writing objectives  
 Feb. 15 Test 2 Test (6)  
     Instructional input Objectives for lesson (9)  
 Feb. 17 Instructional input Resource file (1)  
 Feb. 22 Teaching using IRAQ Practicum reflection (8)  
     Overt and Covert behavior  
 Feb. 24 Active participation Share instructional input  
     Mandating phrases (9)  
 Mar. 1 Modeling  
     Monitor and Adjust  
 Mar. 3 Guided and Independent practice Mentor teacher interview  
     (5)  
 Mar. 8 Motivation Share Guided and  
     Reinforcement Independent practice  
     (9)  
 Mar. 10 Openings  
 Mar. 15 Closings Share openings (9)  
 Mar. 17 Test 3 Test (6)  
     Share closings (9)  
 Mar. 22 Spring Break (no class)  
 Mar. 24 Spring Break (no class)  
 Mar. 29 Class management overview Practicum reflection (8)  
 Mar. 31 Peer teaching (2 lessons) Peer teach (10)  
     2 lessons  
     taught/videotaped  
     and evaluated (3/4)  
 Apr. 5 Common Day of Learning (no class)  
 Apr. 7 Peer teaching (2 lessons) Peer teach (10)  
 Apr. 12 No class (instructor at conference)  
 Apr. 14 No class (instructor at conference)  
 Apr. 19 Peer teaching (2 lessons) Peer teach (10)  
     Teaching unit (2)  
 Apr. 21 Peer teaching (2 lessons) Peer teach (10)  
 Apr. 26 Peer teaching (2 lessons) Peer teach (10)  
 Apr. 28 Peer teaching (1 lesson) Peer teach (10)  
     Log and evaluation (7)  
 May 3 Final

## Grading Rubric

Traits	100% to 91% of pts	90%-81% of pts	80%-71% of pts	70%-61% of pts	60 % or below of pts
1) Content	Detailed understanding of the outline, significant points and the subtleties of the area of study	Understands the basic outline and identifies the main points of the area of study	Understands the basic outlines of the area of study	Some confusions of facts; lacks specifics	Misrepresentation of the fact; does not show the relationship of ideas and significant points
2) Quality of Thinking	Ideas are thought-provoking, insightful, focused and substantive	Ideas are clear, interesting and focused	Ideas have potential though at times lack development	Ideas are underdeveloped and vague	Ideas are clichéd, unfocused and weak.
3) Organization	Organization supports meaning; strong organizing thesis	Sequentially organized though transitions may be weak; clear topic sentences	Organization loosely conveys meaning; some gaps; weak or missing topic sentences	Organization suggested; thesis not followed; lacks clear direction	Unorganized; no thesis; problems at the paragraph level
4) Grammar and Conventions	Uses correct grammar, conventions and sentence construction; no proofreading needed	Some errors but they do not distract from the meaning of prose; some editing needed	Several consistent errors; lacks proof of editing	Consistent and persistent errors which detract from the meaning of writing	Fundamental and numerous errors
5) Research	Thorough, current, and fully integrated; variety of citations; followed APA format	Complete and relevant; APA format—minor errors	Relevant, tends to over-rely on research; APA format—some errors	Partial or incomplete research, not integrated; APA format—many errors	Unsatisfactory use of research; APA format not used
6) Professionalism and Presentation skills	Fully prepared; excellent delivery; engaging and applicable to audience	Prepared; positive delivery; interesting	Minor preparation mistakes; delivery not distracting to message; lacks energy or interest	At times appears to be under-prepared, gaps in delivery, lacks confidence	Unprepared; no confidence
7) Notebook/resource file	All parts present and presented in orderly, professional manner				Most parts missing, little organization and unprofessional

### Assessment:

Participation (5 points daily for attendance and participation)*	130
Activity 1: Building resource file (7 on rubric)	P/NP
Activity 2: Teaching unit (1-5 on rubric)	100
Activity 3/4: Lessons at practicum site (1, 2, 4, 5, 6 on rubric)	75
Activity 5: Mentor teacher interviews (1, 2, 3, 4 on rubric)	25 each
Activity 6: Tests	Varies
Activity 7: Log/Evaluation	P/NP
Activity 8: Practicum reflections (1, 2, 3, 4 on rubric)	25 each
Activity 9: Weekly assignments as given (1-5 on rubric)	25 each
Activity 10: Peer teach (1, 2, 3, 4, 5, 6 on rubric)	200

\*If due date missed, make-up assignments or time will not be possible and points will be lost.

100-91 percent = A

90-81 percent = B

80-71 percent = C  
70-61 percent = D  
below 60 percent = F

**Grading Policy:**

Final grade for course will be based on the total points earned during the course. The letter grade will be determined by the above scale.

Each assignment will receive points based on the quality of the assignment turned in as reflected in the rubric. Students are expected to actively participate in the activities and class work. Late assignments, if accepted, will receive points no higher than equal to a C grade.

Please turn off all cell phones and beepers when you enter the classroom. This is a courtesy to the professor and other students and keeps you focused on the task at hand. Please limit food to small nibbles and small drinks.

Computers may only be used in relation to work in the class. Other use such as surfing the net, email, social networking or the like will result in not being able to use computer during class.

The provisions of this syllabus may be added to, deleted from, or changed, if, in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The student will be notified in advance of any such changes. All changes will be posted on the on-line syllabus only.

**Accommodation for Disability and Emergency Information:**

Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling at 503-517-1119 as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with Dr. Haugen should make an appointment.

Also, students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with Dr. Haugen.



ED 341/343

Literature for Children, Adolescents and Young Adults  
Spring 2011

Instructor: Dew Anna Brumley

Office: A. F. Gray #300 B, phone: 503-517-1052

e-mail: [dbrumley@warnerpacific.edu](mailto:dbrumley@warnerpacific.edu)

Office hours: Monday and Wednesday 9:30 – 11:30, 1:30 – 2:30, other times by special appointment

*Authorization levels:* Early Childhood/ Elementary and Middle / High

*Course Description:*

An introduction to literature for children, adolescents, and young adults. It is designed to develop an understanding of genre, literacy characteristics, evaluation techniques, and selection guidelines for literature for children through young adult. This course will satisfy the Core Literature requirement. Prerequisite: Sophomore class standing.

*No required Text*

*Course Objectives:*

Upon completion of this course the student will be able to:

- identify the following genre of literature for children, adolescents and young adults: young children/picture books, traditional literature, modern fantasy/science fiction, poetry, contemporary realistic fiction, historical fiction, biography and non-fiction, and multicultural/global
- apply knowledge of intellectual, emotional, social, and physical dimensions of development to the process of reading and book selection (readability).
- analyze literary characteristics according to genre, narrator, style and language, characterization, plot, setting, mood, and theme.
- select and evaluate books for children, adolescents, and young adults using specific criteria.
- research an author or illustrator using various research modes.
- demonstrate uses of literature in a variety of formats.
- discuss the historical development of children's through young adult literature

**Oregon Standards**

OAR 584-065-0050 Reading Specialist

(4) Creating a Literate Environment

(a) Use students' interest and backgrounds as foundations for the reading and writing program.

(b) Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.

(c) Model reading and writing enthusiastically as valued life-long activities.

(d) Motivate learners to be life-long readers.

584-065-0120

Knowledge, Skills and Abilities for Early Childhood Endorsement

A) In language and literacy, candidates will develop curriculum so that students will:

(i) Explore their environments and develop the conceptual, experiential, and language foundations for learning to read and write;

- (iv) Use language, reading and writing to strengthen their own cultural identity as well as to participate in the shared identity of the school environment;
- (v) Associate reading and writing with pleasure and enjoyment as well as with skill development;
- (vi) Use a range of strategies to derive meaning from stories and texts;
- (vii) Use language, reading, and writing for various purposes;
- (viii) Use a variety of print and non-print resources;

### INTASC standards met by this course:

**STANDARD 1: CONTENT PEDAGOGY** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**STANDARD 2: STUDENT DEVELOPMENT** The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

**STANDARD 3: DIVERSE LEARNERS** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES** The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

**STANDARD 5: MOTIVATION AND MANAGEMENT** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**STANDARD 6: COMMUNICATION AND TECHNOLOGY** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**STANDARD 7: PLANNING** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### Standards developed by the International Reading Association (IRA) and National Council of Teachers of English (NCTE) Taken from <http://www.ncte.org/standards>

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### Learning Activities

Read 100 books - minimum of ten books from each of the eight genres and twenty more from any genre or genres.

Write a response for each of the books read

Read a book or chapter to the class

Read and discuss books using the "Literature Circle" model

Interest inventories for two children

Research an author or illustrator and create a power point presentation

Companion books presentation

Reading Book to Class

Presenter \_\_\_\_\_

Name of Book: \_\_\_\_\_

Category	10	7	4	1
Preparedness	Completely prepared and has obviously rehearsed presentation	Seems mostly prepared, but needed a little more practice	Seems somewhat prepared, but clearly need to practice prior to presentation	Does not seem prepared for the presentation
Transitions	Seamless movement throughout presentation  (Holding book and turning pages)	Some disconnects in the presentation  (Holding book and turning pages)	Noticeable disconnects throughout the presentation  (Holding book and turning pages)	Presentation completely disconnected  (Holding book and turning pages)
Posture and eye-contact	Stands up, looks relaxed and confident;  Establishes eye contact with the audience throughout presentation	Stands up, somewhat relaxed, lacks some confidence  Established some eye contact with the audience during the presentation	Sometimes stands up, not relaxed or confident  Establishes little eye contact with audience during the presentation	Slouches not relaxed or confident  Established no eye contact throughout the presentation
Speaks Clearly	Speaks clearly and distinctly throughout the presentation  Does not mispronounce and words	Speaks clearly and distinctly throughout most of the presentation  Mispronounces a few words in the presentation	Speaks clearly and distinctly through some of the presentation  Mispronounces some words	Very hard to understand  Mispronounces many words
Volume	Volume is loud enough to be heard by all members of the audience throughout the presentation	Volume is loud enough to be heard throughout most of the presentation	Volume is not loud enough to be heard by many members of the audience	Volume is too soft to be easily heard throughout the presentation
Voice inflection	Uses voice inflection throughout the reading	Uses some voice inflection while reading	Very few voice inflections	No voice inflections used

\_\_\_\_\_/60 points

Presentation: Author and/or Illustrator Presentation

Presenter: \_\_\_\_\_

<u>Category</u>	10 Excellent (Exceeds Standards)	7 Good (Occasionally Exceeds)	4 Acceptable (Meets Standards)	1 Unacceptable (Below Standards)	<u>SCORE</u>
Picture of the person	Picture			No picture	
General Information	9-10 slides about the person	7-8 slides about the person	4-6 slides about the person	Less than 4 slides	
Book information	5 or more examples of the person's work	2-3 examples of the person's works	1 example of the person's work	No examples of the person's work	
Communication	Presenter made the material very interesting; listening was easy; an effort was made to connect information with participants. Did NOT read PP slides	Presenter gained audience interest in a good way; connections were generally made with audience. Read a some of the PP slides	Presenter did an acceptable job of giving information; a few connections were made with audience. Read most of the PP slides	Listening was difficult; communication was ineffective; no connections with audience were formed. Read ALL the PP slides	
Public Speaking Expertise	Presenter used good voice presentation. Easy to hear and understand. Shows excitement about the topic. Good eye contact with the audience.	Presenter used good voice presentation – Easy to hear and understand. Showed some excitement about the topic. Few eye contacts the audience.	Presenter was easy to hear but sometimes hard to understand. Showed some excitement. Little eye contact.	Presenter was hard to hear and understand. No eye contact.	
Creativity	Presentation was fresh, engaging, creatively executed.	There was some creativity; some new ways of presenting were employed.	Presentation was minimally creative; generally it was the "same old thing."	There was no evidence of creativity; no original thinking was expended.	
Organization	Presenter was well organized, Had all material ready for the presentation. Used time allotted well.	Presenter seemed somewhat organized. Had most material ready. Used too little or not enough time.	Presenter could employ a bit more organization. Material needed to be better organized. Time not used well.	There was a lack of organization. Needed better material and information. Time use well.	
Materials	Hand outs finished and ready to hand out to class members.			Hand outs not finished and not ready to hand out.	

Total Points (10 x 8 = 80 Points)

Presentation: Companion Books

Presenter : \_\_\_\_\_

Topic:: \_\_\_\_\_

Category	10 Excellent (Exceeds Standards)	7 Good (Occasionally Exceeds)	4 Acceptable (Meets Standards)	1 Unacceptable (Below Standards)	SCORE
Rational	Well stated and reasons for choosing	Stated rational but without reason	Stated rational but not clear why the topic	No rational	
Number of Books	Five books ready to present Fit the topic	Five books present – told about one book that was not present	Four books present – told about another book A strength for the topic	Three or less books to present	
Book information	Picture and chapter Different genres if appropriate Different reading levels	Just picture or just chapter books Limited number of genres for all books About the same reading level	Just picture or just chapter books Same genre for all books About the same reading levels	No variety of picture or chapter books, all the same reading level and all the same genre	
Communication	Presenter made the material very interesting; listening was easy; an effort was made to connect information with participants.	Presenter gained audience interest in a good way; connections were generally made with audience.	Presenter did an acceptable job of giving information; a few connections were made with audience.	Listening was difficult; communication was ineffective; no connections with audience were formed	
Public Speaking Expertise	Presenter used voice inflection to enhance the story and looked at the participants	Use voice inflection for some of the story- look at participants a few times	Use no voice inflection but looked at the participants	Used no voice inflection and did not look at participants	
Creativity	Presentation was fresh, engaging, creatively executed. Well thought out synopsis All books connected to the theme	There was some creativity; some new ways of presenting were employed. Synopsis of books somewhat thought out Loosely connected to theme	Presentation was minimally creative; generally it was the "same old thing." Synopsis not thought out and presented. Not all book connected to theme	There was no evidence of creativity; no original thinking was expended. No synopsis little connection to theme	
Organization	Presenter was well organized, Had all material ready for the presentation Used time allotted well	Presenter seemed somewhat organized Had most material ready Used too little or not enough time	Presenter could employ a bit more organization Material needed to be better organized Time not used well	There was a lack of organization Needed better material and information Time use well	
Materials	Copies ready to hand out			No copies ready to hand out	

Total Points: \_\_\_\_\_  
(8X 10 = 80 possible)



## NOTEBOOK RUBRIC

Traits	25 Excellent (Exceeds Standard)	20 Good (Occasionally exceeds_	15 Acceptable (Meets Standard)	1 Unacceptable (Below standards)	Score
Presentation	Cover page - creatively done for outside and inside -Pages neatly in notebook Section pages included ,easy to find and creatively done	Cover page Outside or inside only  Some pages not in neatly  Section pages some creativity	Cover page No creativity Just facts  Most pages not in neatly  Limited section pages	No cover page  Pages in disarray  Plastic cover pages!	
Organization	Extremely well organized, all parts included and in right order	Organized Most parts included and in the right order	Organized – parts not in right order but included	Organized Parts missing	
Class notes	All class notes presented with the general notes or genre All information included	Class notes in section with general notes or genre order but one section missing	Class notes not filed in the correct sections – general or genre  Two or more missing information	Information 2 or more parts missing – not filed with appropriate section Lots of missing information	
Genre Study	8 sections – one for each genre Minimum of 10 response pages per section Notes for section Your reflection for each genre well written and presented – 2-3 paragraphs  95-100 books read	8 sections – one for each genre Minimum of 10 response pages per section Class notes not complete  Reflection Included 1- 2 paragraphs  90-95 books read	8 sections – one for each genre Minimum of 10 response pages per section Class notes incomplete  Reflection 1 paragraph  85-90 books read	8 sections one for each genre Less than 10 response pages per section Class notes incomplete or pieces missing  No reflection for each genre  less than 85 books read	

25 x4 = 100

Points \_\_\_\_\_

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

**Interest Inventory I Rubric**

Traits	10	7	4	1	Score
<b>Content</b>	Detailed questions and understanding of the child's development and reading skills	Good questions and some understanding of the child's development and reading skills	Understands child's reading skills	Some confusions of child's reading and development level	
<b>Quality of Thinking</b>	Books recommended are thought-provoking, insightful, focused and substantive Well thought out and relate to child's interest and stretch the child's thinking	Not all Books recommended are appropriated for age and/or reading level. Relates to child's interest but does not stretch the reading/thinking process	Books are appropriate but do not stretch the reading/thinking process.	Books do not meet the child's reading level or lack a good relation to interest process.	
<b>Grammar and Conventions</b>	Uses correct grammar, conventions and sentence construction; no proofreading needed	Some errors but they do not distract from the meaning of prose; some editing needed	Several consistent errors; lacks proof of editing	Consistent and persistent errors which detract from the meaning of writing	Fundamental and numerous errors

**Interest Inventory II Rubric**

Traits	10	7	4	1	Score
<b>Content</b>	Detailed questions and understanding of the child's development and reading skills	Good questions and some understanding of the child's development and reading skills	Understands child's reading skills	Some confusions of child's reading and development level	
<b>Quality of Thinking</b>	Books recommended are thought-provoking, insightful, focused and substantive Well thought out and relate to child's interest and stretch the child's thinking	Not all Books recommended are appropriated for age and/or reading level. Relates to child's interest but does not stretch the reading/thinking process	Books are appropriate but do not stretch the reading/thinking process.	Books do not meet the child's reading level or lack a good relation to interest process.	
<b>Grammar and Conventions</b>	Uses correct grammar, conventions and sentence construction; no proofreading needed	Some errors but they do not distract from the meaning of prose; some editing needed	Several consistent errors; lacks proof of editing	Consistent and persistent errors which detract from the meaning of writing	Fundamental and numerous errors

Assessment	
Activity 1: Book Sharing	45 points
Activity 2: Reading to Class	60 points
Activity3: Author/Illustrator Presentation	80 points
Activity 4: Companion Books Presentation	100 points
Activity5: Interest Inventory (2 x 10)	20 points
Total	303 points

303 – 274 = A

273 - 242 = B

241 – 212 = C

211 – 181 = D

180 - 0 = F

#### Grading Policy:

Final grade for course will be based on the total points earned during the course. The letter grade will be determined by the above scale.

Each assignment will receive points based on the quality of the assignment turned in as reflected in the rubric. Students are expected to actively participate in the activities and class work. Late assignments, if accepted, will receive points no higher than equal to a C grade.

#### Professionalism

The provisions of this syllabus may be added to or deleted from or changed if, in the opinion of the instructor, it becomes necessary to do so in order to achieve the course objectives. The students will be notified in advance of any such changes.

All work must be presented in a neat and professional manner.

Because this course relies heavily on the continuity of discussion, please silence your cell phone and do not take or make calls during class. This also pertains to text messaging. So you know – if I suspect that you are using your cell phone I will call you on it during class!

Use of laptop computers in class to take notes, organize comments, or do research related to class discussion is welcome. Abuse of this privilege by checking or composing personal email, instant messaging, “cruising” the Internet or playing games creates disruptions to the learning environment and will not be tolerated. During student presentations the laptop will be closed. **BE RESPECTIFUL OF THE INSTRUCTOR AND CLASS MATES!**

So you know – if I suspect that you are reading email or surfing the net –not related to class- I will call you on it during class!

*Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling at 503-517-1119 as soon as possible.*

*Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with me.*

## Mid Term Evaluation (Due Monday, FEBRUARY 28, 2011)

At mid term your notebook is due with the following information:

1. Book Award information
2. Young Children's/ Picture book information
3. Traditional Books
4. Contemporary Realistic
5. Science Fiction/ Fantasy
6. Historical Fiction

The information from class and the books you have read for each of these genres should be included. A minimum of TEN books for each genre covered in class should be completed. All information must be word processed. DO NOT REDO THE PAGES TURNED IN AT MID-TERM FOR THE FINAL EVALUATION.

*The provisions of this syllabus may be added to, deleted from, or otherwise changed if, in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The student will be notified in advance of any such changes.*

## ASSIGNMENTS

### A. NOTEBOOK

YOU WILL HAVE ONE (1) Three Ring Binder (NOTEBOOK) THAT WILL HAVE FOUR SECTIONS FOR FILING ALL THE INFORMATION FROM THIS COURSE. Each section is listed below with the information that is to be placed in that section. See the grade sheet for Notebook evaluation. If for some reason a piece of information is not covered in class before the notebook is due, you will not be responsible for having that information in the notebook.

The following will be included:

Grade Sheet  
Cover Page  
Syllabus

### SECTION I General Information

(All information not related to a genre or listed else where)

Class notes for the following information – word processed  
History of Children's Literature  
Book Awards  
Literary elements  
Readability  
Literature Circle information

## List of Chapter books

SECTION 2 Genre Study - for each genre you will have a section that has the following information:

Personal response to that genre

Write two to three paragraphs describing your reaction to the *genre* NOT specific books –you have already done that! Include what you liked and didn't like – don't give me a definition of the genre.

Response Record Pages – a minimum of 10 pages per genre

Format will be presented in class – IT MUST BE FOLLOWED!

Read a minimum of Ten (10) entries for each genre (some way mark where a genre ends –tabs, colored sheet of paper with name of genre)

\*Young children's books

\*Traditional literature

\*Fantasy (3), science fiction (3)

\*Poetry

\*Contemporary realistic fiction

\*Historical fiction

\*Biography (3), non fiction/informational (3)

\*Multicultural / Global literature

Your choice of 20 books from any of the genres (file with the genre NOT separately)

NO MORE THAN TWO (2) Dr. Suess, Mercer Mayer, Berenstain Bears, or two from any author, or series. Exception – can read more than 2 for the author or illustrator you report about in class. Or you read books from different genres written by the same author –example:

Lois Lowery - *The Giver*, *Gathering Blue* and *Gooney Bird Greene*

READ at least one Lemony Snicket and one from the Wimpy Kid series

THE FOLLOWING INFORMATION MUST BE IN YOUR NOTEBOOK (are not part of the notebook grade)

SECTION 3 Interest inventory

Interview two (2) students – Must be different ages

Write a summary of each interview to include the following:

\*Brief introductory information about the child (FIRST NAME ONLY)

Ask questions that will help you fine out what the child/young person likes to do -- read, play sports or watch, activities in and out of school, you get the idea

After interviewing the child/young person and have found out their interest, suggest FIVE (5) books you think this child might like to read and tell why you chose each of the books – do not just give a list. The book needs to be appropriate for the student's developmental levels – reading, age, social. If you interview a young non-reader, you may suggest books that can be read to the child.

SECTION 4 Handouts

Author/illustrator presentations handouts –include yours as well as the ones you receive from other members of the class

Companion Books Presentation handouts – yours as well as your classmates

NOTEBOOK ARE DUE APRIL 18, 2011

Late Notebook MAY not be accepted!

B. Bring two (2) books to class to share (5 points per share)

These books will be from the genre or award books that were discussed the previous class period - look at the calendar for this information

Due each class period and points will be given at that time. If you do not bring books to share, you will not get the points. Also, you must have read the books you share. If you have not read a book **DO NOT SHARE**.

Bring books you liked as well as ones you thought were terrible. Be ready to share what you liked or didn't like about the book.

C. Read a book or chapter of a book to the class – see rubric sheet

E. Companion Books Presentation

See rubric sheet

F. Author or Illustrator Presentation

Must use Power Point

See rubric for specific information

F. Literature Circle Participation

Read the following books and be ready to discuss on the night listed in the calendar THAT MEANS READ THE BOOK OR BOOKS BEFORE COMING TO CLASS. There will be a short quiz about each book the night it is due. These books count as part of the 100 you have to read so, I should see response pages for them in your notebook.

*Because of Winn Dixie* - Kate DiCamillo (ISBN – 13:9780763625580) Realistic

*The Lightning Thief* – Rick Riordan (ISBN – 13:978078683653) Fantasy/Science Fiction

*The Invention of Hugo Cabret* – Brian Selznik (ISBN -13: 9780439813785) Fantasy/Science Fiction

*Elijah of Buxton*- Christopher Paul Curtis (ISBN – 13:9780439023450) Historical Fiction

*A Long Walk to Water* – Linda Sue Park (978-0-547-25127-1) Historical Fiction

*The Voice that Challenged a Nation: Marion Anderson* - Russell Freedman (ISBN - 13:9780618159765) Non-Fiction/Biography

*When Marion Sang* – Pam Munoz (ISBN – 13: 9780439269674) Non- fiction/ Biography

*The Wall: Growing Up Behind the Iron Curtain* – Peter Sis (ISBN – 13: 9780374347017)

*The Shadows of Ghadames* –Joelle Stolz (ISBN – 0-385-73104-3)

*Note: I have asked the library if they can order these books through the inner library loan system so a number of copies will be available to check out. I have the library copy on a three day reserve.*

H. Final exam – Last night of class – APRIL 25, 2011

Calendar  
Spring 2011

	Date	Content	Reading
1	1/10	Introductions/Syllabus How to read to the class Pre- Assessment Awards for Books Discuss use of WPC library	
2	1/17	No Class – Martin Luther King Day	Read like crazy!
3	1/24	Young Children's/ Picture Books Author/Illustrators Artistic Elements Share 2 award books 3 learners will read to the class	Bring 2 books to class that have won an award that was presented the previous week. You MUST have read the book – be ready to discuss why you think the book won the award.
4	1/31	Traditional Books Share 2 young Children's books 4 learners will read to the class	
5	2/7	Contemporary Realistic Literature Circles Share 2 Traditional Books 3 learners will read to the class	<i>Because of Winn Dixie</i>
6	2/14	Science Fiction/ Fantasy Share 2 Contemporary Realistic books 3 learners will read to the class Literature Circles	<i>The Invention of Hugo Cabret</i>  <i>The Lightning Thief</i>
7	2/21	President's Day	Read like crazy
	2/28	MIDTERM NOTEBOOK DUE	
8	2/28	Historical Share 2 Science Fiction/Fantasy books Literature Circle 3 Companion books Presentation	<i>Elijah of Buxton</i>
9	3/7	Biography/Non Fiction Share 2 Historical books Literature Circle 3 Companion books Presentation	<i>The Voice that Challenged a Nation: Marian Anderson</i> <i>When Marion Sang</i> <i>The Wall: Growing Up Behind the Iron Curtain</i>
10	3/14	Poetry Share 1 Biography and 1 non fiction Response Strategies 4 Companion books Presentation	<i>Interest Inventories Due</i>
	3/21	SPRING BREAK	

11	3/28	Multicultural/Global Share 2 poetry Literature Elements Literature circle 3 Companion books Presentation	<i>The Shadows of Ghadames</i>
12	4/4	Author/Illustrator Power Point 7 presentations Share 2 multicultural/Global	Presentations will be 17-20 minutes long
13	4/11	Author/Illustrator Power Point Presentations - 7 presentations	Presentations will be 17-20 minutes long
14	4/18	Turn in Completed Notebook Ways to present books, art activities to use with books, book reports .....	
15	4/25	Final Exam Course evaluation	

I



## Bibliography

Amazon

American Library Association. 2002. Internet website: <http://www.ala.org>

Granger, John, 2004. *Looking for God in Harry Potter* Saltriver .

The Horn Book Magazine

The Reading Teacher

National Council of Teachers of English, *Language Arts*

National Council of Teachers of English, *Primary Voices K-6*

Neal, Connie, 2001. *What's a Christian to Do with Harry Potter?* WaterBrook, Colorado Springs, CO

Tunnell, Michael O. 2000. *Children's Literature, Briefly*. Prentice-Hall, New York.

Weih, Timothy G., *Literature Autobiography Bags*, *The Reading Teacher*, Vol. 59, No. 5, February 2006

## Websites

Roald Dahl] <http://www.roalddahl.com/>

Tomi DePaola – [www.tomi.com](http://www.tomi.com)

Jan Brett – [www.janbrett.com](http://www.janbrett.com)

Eric Carle – [www.eric-carle.com](http://www.eric-carle.com)

The Parents' Choice Foundation <http://www.parents-choice.org>

Children's Literature <http://www.childrenslit.com/>

Children's Books Online – <http://www.childrensbooksonline.org>

Children's Books Centers Center for Children's Books (CCB) at University of Illinois

<http://www.lis.uiuc.edu/%7Ecccb/>

University of Wisconsin Cooperative Children's Book Center (CCBC)

<http://www.soemadison.wisc.edu/ccbc/>

Book Adventure <http://www.bookadventure.com/>

Reading Rocks [Http://www.readingrockets.org](http://www.readingrockets.org) good site for review of books for the 5 – 8/9 year old reader

## Response Record

Title:

Author:

Illustrator:

Pages:

Copyright year:

Genre:

1. Summary of the Book

2. Critic/ evaluation of the book

Think critically about the book and respond

3. Who would I want to share the book with and why?

The Exceptional Learner and Multicultural Ed  
ED/PSY 360  
8:30-9:45 T/H

Spring 2011  
Steve Arndt  
503.981.4354 (home)  
503.517.1050 (office)  
[sarndt@warnerpacific.edu](mailto:sarndt@warnerpacific.edu)

AF Gray # 302

Office Hours:  
M/W 10:00-11:00 and 1:00-2:30  
T/H 9:00-10:30 and 11:30-2:15  
Others by appointment

Text:

Teaching Students Who are Exceptional, Diverse and At Risk in the General Classroom. Vaughn, Sharon; Bos, Candace S; Schumm, Jeanne Shay. Pearson, Allyn, Bacon. 20011.  
5<sup>TH</sup> Edition. ISBN: 0-13-715184-5

Course Description:

An overview of issues, characteristics, and definitions of special needs children and those with physical limitations. This course examines the role of the classroom teacher in meeting legal responsibilities, instructional planning, providing services, developing community relations, and utilizing resources. Pre-requisite: sophomore class standing.

Correlation to INTASC Standards:

This course meets requirements for ECE/Elementary licensure and is a continuum of information relating to the; foundational knowledge of reading and writing processes and instruction; a wide range of instructional strategies, approaches, methods and curriculum materials to support reading and writing; a variety of assessment tools and practices to plan and evaluate effective reading instruction from the emergent level through the upper grades; creating and fostering an environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessment and; seeing professional development as a career-long effort and responsibility.

Objectives for Initial Teacher License – 584 – 017-0100: This course and the work sample will address the following standards:

1 – Candidates plan instruction that supports student that supports student progress in learning and is appropriate for the developmental level and demonstrates they are able to:

- A) Select and write learning goals and objectives for units of instruction that are consistent with the school's long-term curriculum goals, state content standards, research findings on how students learn, and the physical and mental maturity of one's students.
- B) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction
- C) Establish objectives within the unit of instruction that will be useful in formulating daily lesson plans and in evaluating the progress of students toward the attainment of unit goals.
- D) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery.
- E) Select and organize materials, equipment and technologies needed to teach a unit of instruction.
- F) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students of varying cultural, social, socio-economic, and linguistic backgrounds.
- G) Estimate the time required within a unit for teacher-directed instruction, student managed learning, and practice, student evaluation, reporting, and re-teaching and problem solving.

2 – Candidates establish a classroom climate conducive to learning and demonstrate they are able to:

- A) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners

- B) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning
- C) Employ equitable practices that are just and support a least restrictive environment for all students
- D) Model and Reinforce classroom social behavior that supports student learning and development
- E) Use knowledge of influence of the physical, social, and emotional climates of student's homes and the community to optimize motivation, learning, and behavior
- F) Monitor student conduct, and take appropriate action when misbehavior occurs
- G) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts
- H) Use classroom time effectively to provide maximum time for learning
- I) Manage instructional transitions decisively and without loss of instructional time
- J) Arrange and set-up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons

3 – Candidates engage students in planned learning activities and demonstrate they are able to:

- A) Choose organizational structures appropriate for the objectives of instruction
- B) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished
- C) Implement instructional plans that employ knowledge of subject matter and basic skills
- D) Use a variety of research-based educational practices that promote student training and are sensitive to individual differences and diverse cultures
- E) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking
- F) Monitor the engagement of students in learning activities, and the progress they are making to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives

4 – Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

- A) Select and develop non-bias, valid and reliable test, performance measures, observation, student interviews, or other formal or informal assessment procedures to determine the progress of all students
- B) Document student progress in accomplishing state-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors and parents about progress in learning.
- C) Refine plans for instruction, establish alternative goals or environments or make referrals when appropriate
- D) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence or success in fostering student progress in learning and use evidence of effectiveness in planning further intervention

5 – Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

- A) Be dependable, conscientious, and punctual
- B) Meet work schedule demands
- C) Be aware of the importance of dressing appropriately
- D) Be aware of and act in accordance with school policies and practices
- E) Understand the organizational culture and expectations that operate within a school and that impact students and student learning
- F) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families and members of the community
- G) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning
- H) Perform advisory functions for students in formal and informal settings
- I) Function as a member of an interdisciplinary team to achieve long-term curriculum goals and State Content standards and district standards
- J) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning
- K) Exhibit energy, drive and determination to become a professional educator

INTASC STANDARDS

#1 – Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students

#2 – Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social and personal development

#3 – Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

#4 – Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills

#5 – Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

#6 – Communication and Technology

The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

#7 – Planning

The teacher plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals.

#8 – Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner

#9 – Reflective Practice

The teacher is a reflective practitioner who continually evaluates the effects of his or her choice and actions on others and who actively seeks out opportunities to grow professionally.

#10 - School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student’s learning and well-being.

Course Objectives:

Upon completion of this course, the learner will be able to:

- 1 - Describe the characteristics and special needs of people with handicapping conditions and/or special situations in life and learning
- 2 - Describe the history, litigation, legislation and services for people with handicaps
- 3 - List the major legal requirements involved in serving students with handicaps and their families
- 4 – Understand and explain the purpose, process and components of an IEP
- 5 - Prepare materials for regular education teachers and students designed to heighten the awareness of exceptional learners
- 6 - Identify agencies and resources available to persons with handicaps and their families
- 7 - Explain the philosophical position of concept normalization and mainstreaming and describe possible procedures for accomplishing both
- 8 - Explain three criteria for the identification of a learning disability and identify those assessment practices that may be biased toward certain groups and the components of non-biased assessment
- 9 - Describe techniques used to remediate problems and/or deficits within the classroom setting
- 10 - Give suggestions to and assist parents and families of children with handicaps and who are at risk

Learning Activities:

The learner will be graded on the following assignments:

After viewing the movie Freaks, write a 500-word reaction/response to the video. Is this exploitation? See attached handout for other points to consider. Report your reactions and feelings. INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9

Scoring Rubric - FREAKS

Main Idea of activity, addressing study guide questions

(25 points)

10 points

10	8	6	4	2	0
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Excellent	Very Good	Average	Missed mark	Needs Improve	Not done
Application to this course and to this course					10 points
10	8	6	4	2	0
Excellent	Very Good	Average	Missed Mark	Needs Improve	Not done
Conventions					10 points
5		3		1	0
No mistakes	Minimal errors	Several	Many	Not done	

2) Writing a reflection paper on the following:

- Left handed for a day
- Blind/wheel chaired/with crutches/other for a day
- Interview with a person with an adult with a handicap
- Deaf/Unable to verbally communicate. Order at a fast food restaurant or do something that requires you to role-play the handicapping condition. As well as explaining the above, discuss your feelings and attitudes about the above scenarios. INTASC Principles 1, 2, 3, 4, 5, 8, 9

Scoring Rubric for the L/R paper					(50 points)
Left or Right Handed for the Day – Main Idea, thoughts, feelings, reactions					10 points
10	7	4			0
Excellent	Very Good		Needs Improvement		Not done
Blind/Wheel Chair/Crutches – Main Idea, thoughts, feelings, reactions					10 points
10	7	4			0
Excellent	Very Good		Needs Improvement		Not done
Deaf/Unable to Communicate – Main Idea, thoughts, feelings, reactions					10 points
10	7	4			0
Excellent	Very Good		Needs Improvement		Not done
Interview with an Adult – Cogent Questions, thoughtful, depth					10 points
10	7	4			0
Excellent	Very Good		Needs Improvement		Not done
Conventions					10 points
10	7	4			0
Excellent	Very Good		Many mistakes		Not done

3) Learn to do something new and different. Choose an activity that you would not normally select. Find a task/game/activity that you would not usually attempt or do. Relate your feelings and frustrations with those special needs students who experience this every day. Whatever you choose, you must do this IN PUBLIC! Again, write about your feelings and personal reactions to the activity. Have fun with this one!!! INTASC Principles 1, 2, 3, 9

Scoring Rubric for Learning Something New					(25 points)
Main Idea of activity, addressing study guide questions					10 points
10	8	6	4	2	0
Excellent	Very Good	Average	Missed mark	Needs Improve	Not done
Application to this course and to this course					10 points
10	8	6	4	2	0
Excellent	Very Good	Average	Missed Mark	Needs Improve	Not done

Conventions					
5		3		1	0
No mistakes	Minimal errors	Several	Many	Not done	

4) Do a Section 504 (Handicapped Accessibility) paper on Warner Pacific College. Include all buildings on the campus. INTASC Principles 1, 3, 9, 10

Scoring Rubric for Accessibility Paper				(25 points)
Main Idea of activity. All areas discussed. Overall remarks				10 points
10	7	4	0	
Excellent	Very Good	Lacking, Needs Imp	Not done	
Reflections, Personal thoughts, Implications				10 points
10	7	4	0	
Excellent	Very Good	Lacking, Needs Imp	Not done	

Conventions				5 points
5	3	1	0	
Excellent	Few Mistakes	Many mistakes	Not done	

5) Write a paper on INCLUSION. Focus on your attitudes, what you have learned in the class and personal experience. Do not feel that you have to be 'politically correct' when writing this paper. Share your concerns and beliefs in accordance to what you have learned. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Scoring Rubric for Inclusion Paper				(25 points)
Understanding of Accessibility, reactions, thoughts, depth				10 points
10	7	4	0	
Excellent	Very Good	Lacking, Needs Imp	Not done	
Relates to this class, meta-cognitions, personal beliefs verses the law				10 points
10	7	4	0	
Excellent	Very Good	Lacking, Needs Imp	Not done	

Conventions				5 points
5	3	1	0	
Excellent	Few Mistakes	Many errors	Not done	

6) Attendance is important! 3.5 points per day. 1 point per tardy.

Scoring Rubric for Attendance		(100 points)
Each absence – minus 3.5 points		
Each tardy - minus 1 point		

Calendar of Events

Date	Topic	Reading Assignment
1-11	Introduction	
1-13	Freaks and Assignment	Chapter 1
1-18	History of Special Ed	Chapter 2      Freaks
1-20	RTI	
1-25	Test #1 – Freaks, Chapters 1 and 2	Chapter 3
1-27	Working with Others	Chapter 5
2-2	Managing Behaviors	
2-7	Test #2 – Chapters 3 and 5	Chapter 6
2-9	Learning Disabilities	Chapter 7 L/R Paper

2-15	AD/HD	
2-17	Videos	
2-22	Communication Disorders	
2-24	Test #3 – Chapters 6 and 7	Chapter 8
2-28	EBD	Chapter 9
3-1	Autism	New Learning
3-3	Autism	
3-8	Test #4 – Chapters 8 and 9	Chapter 10
3-10	Developmental Disabilities	
3-15	Fragile X	Chapter 11
3-17	Review Activity	504 Paper
3-21/25	Spring Break	
3-29	Low Incidence Handicaps	
3-31	Vision/Hearing	
4-5	Trust Walk – Weather dependent	
4-7	Test #5 – Chapters 10 and 11	Chapter 12
4-12	Remedial Reading	Chapter 13
4-14	Remedial Writing	Chapter 15
4-19	Differentiated Instruction	
4-26	Test #6 – Chapters 12,13,15	

<i>Grading and Summary of Assignments</i>	<i>Points</i>	<i>Due</i>	
1 – Freaks		50	1-18
2 – L/R Reflection Paper	25		2-9
3 - New Learning Activity	25		3-1
4 - Section 504	25		3-17
5 - Inclusion		25	5-2
6 - Attendance		100	
7 – 6 Tests (100 points each)		600	

Grades will be determined according to the compilation of points earned for each of the above assignments and tasks. The breakdown for earning a letter grade is as follows:

<u>TOTAL POINTS</u>	<u>850</u>
A = 775-850	Additions, corrections and/or changes to this syllabus
B = 680-774	may occur. The professor will notify students of such
C = 595-679	changes as they become necessary for the betterment of
D = 510-594	this course.

#### NOTE

Turn off all electronic devices before entering the classroom. No cell phones, ipods or other devices should be used during class. Computers may be used to take notes, not surf the net, write emails, etc. Not complying with the above may result in failure of this course.

Food is allowed in class.

The provisions of this syllabus may be added to, deleted, or otherwise changed, if in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The students will be notified in advance of any such changes.

Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with me.

Late work will not be accepted. All assignments must be turned in on or before time.



Ed 371 Literacy in the Classroom  
4 Credits M/W 11:00-12:40  
W/100 hour practicum

AF Gray #302

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Office Hours:

M/W 10-11 and 1-2:30

T/H 9-10:30 and 11:30-2:15

Others by appointment

Text:

Creating Literacy Instruction for All Students. Gunning, Thomas G. Allyn-Bacon, 7<sup>th</sup> Edition, 2010.

ISBN: 10: 0-13-700926-7

Course Description:

Literacy in the Classroom prepares students to develop reading and language arts skills, which includes reading, writing, speaking and listening for learners age 3 through grade 8. The course content covers reading readiness, emergent literacy, assessment, methods of teaching, materials, current research, and theoretical sound practices for improvement and instruction of reading and language arts skills. All coursework will be evenly distributed between early childhood and elementary authorization levels. A concurrent 100-hour practicum with work sample (Ed 491- Pre-student teaching) is required.

Appropriate department competencies and grade-level licensure authorizations: This course is designed for all ECE/EL education majors and is a required course for licensure. As this is the pre-teacher candidate practicum experience, students must teach 100 hours and successfully complete a work sample in their off area of licensure. Example – A student wishing to teach in the first grade will be assigned to an upper grade classroom for this experience.

Correlation to INTASC Standards:

This course meets requirements for ECE/Elementary licensure and is a continuum of information relating to the; foundational knowledge of reading and writing processes and instruction; a wide range of instructional strategies, approaches, methods and curriculum materials to support reading and writing; a variety of assessment tools and practices to plan and evaluate effective reading instruction from the emergent level through the upper grades; creating and fostering an environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessment and; seeing professional development as a career-long effort and responsibility.

Objectives for Initial Teacher Licensure – 584-017-0100: This course and the work sample will address the following standards:

I – Candidates plan instruction that supports student that supports student progress in learning and is appropriate for the developmental level and demonstrates they are able to:

A) Select and write learning goals and objectives for units of instruction that are consistent with the school's long-term curriculum goals, state content standards, research findings on how students learn, and the physical and mental maturity of one's students.

B) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction

C) Establish objectives within the unit of instruction that will be useful in formulating daily lesson plans and in evaluating the progress of students toward the attainment of unit goals.

D) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery.

E) Select and organize materials, equipment and technologies needed to teach a unit of instruction.

F) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students of varying cultural, social, socio-economic, and linguistic backgrounds.

G) Estimate the time required within a unit for teacher-directed instruction, student managed learning, and practice, student evaluation, reporting, and re-teaching and problem solving.

2 – Candidates establish a classroom climate conducive to learning and demonstrate they are able to:

A) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners

B) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning

C) Employ equitable practices that are just and support a least restrictive environment for all students

D) Model and Reinforce classroom social behavior that supports student learning and development

E) Use knowledge of influence of the physical, social, and emotional climates of student's homes and the community to optimize motivation, learning, and behavior

F) Monitor student conduct, and take appropriate action when misbehavior occurs

G) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts

H) Use classroom time effectively to provide maximum time for learning

I) Manage instructional transitions decisively and without loss of instructional time

J) Arrange and set-up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons

3 – Candidates engage students in planned learning activities and demonstrate they are able to:

A) Choose organizational structures appropriate for the objectives of instruction

B) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished

C) Implement instructional plans that employ knowledge of subject matter and basic skills

D) Use a variety of research-based educational practices that promote student training and are sensitive to individual differences and diverse cultures

E) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking

F) Monitor the engagement of students in learning activities, and the progress they are making to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives

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A) Select and develop non-bias, valid and reliable test, performance measures, observation, student interviews, or other formal or informal assessment procedures to determine the progress of all students

B) Document student progress in accomplishing state-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors and parents about progress in learning.

C) Refine plans for instruction, establish alternative goals or environments or make referrals when appropriate

D) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence or success in fostering student progress in learning and use evidence of effectiveness in planning further intervention

5 – Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

- A) Be dependable, conscientious, and punctual
- B) Meet work schedule demands
- C) Be aware of the importance of dressing appropriately
- D) Be aware of and act in accordance with school policies and practices
- E) Understand the organizational culture and expectations that operate within a school and that impact students and student learning
- F) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families and members of the community
- G) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning
- H) Perform advisory functions for students in formal and informal settings
- I) Function as a member of an interdisciplinary team to achieve long-term curriculum goals and State Content standards and district standards
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- K) Exhibit energy, drive and determination to become a professional educator

## INTASC STANDARDS

### #1 – Content Pedagogy

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The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills

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The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

### #6 – Communication and Technology

The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

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The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

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### #9 – Reflective Practice

The teacher is a reflective practitioner who continually evaluates the effects of his or her choice and actions on others and who actively seeks out opportunities to grow professionally.

#10 - School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being.

Course Objectives:

Upon Completion of this course, the learner will be able to:

Develop insights using material and method frameworks for literacy instruction

Identify their personal literacy framework

Differentiate between Whole-language, Basal, Sight Word, Literature Based reading programs

Know and understand the Oregon Content Standards for Literacy

Know the basics to a phonics program: Decoding, Encoding, Phonological Awareness, Phonemic Awareness, Phonics, Sight Words, Context Use and Fluency

Understand Emergent Literacy

Know and understand the value of Children's Literature in reading programs

Connect reading and writing; vocabulary and literacy

Understand and teach for comprehension

Teach and understand content area reading and study skills

Support literacy through assessment

Specific Learning Activities:

The learner will be graded on the following assignments (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9)

Write a paper comparing and contrasting:

Whole Language

Phonics

Basal Readers

Language Experience

Literature Based reading

Scoring Rubric for Reading Paper (50 points)

25 points – Data on programs

25	20	15	10	5	0
Exceeds	Very Good	Adequate	Below Standard	Unacceptable	Not done

10 points – Presentation, Style, Voice

10	7	4	0
Exceeds	Very Good	Below Standard	Not done

10 points – Conventions

10	8	5	3	0
No Mistakes	1-2 mistakes	3-4 mistakes	5+	Not done

5 points – Bibliography

5	4	3	2	0
Varied and scholarly sources	Adequate	Poor	Not done	

Present 2 lessons to the class, selecting from the above teaching methodologies (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9)

Scoring Rubric for Reading Lessons to the class 100 points

Opening – 15 points Uses Active Participation, Relevant to Objective, Prior Knowledge

15	12	9	6	3	0
Exceptional	Very Good	Pass	Elements missing	Poor	Not done

Statement of Purpose and Reason – 5 points

5	3	0
Clearly states both	States one of two	Not done

Teaching – 50 points Modeling, checking, Task Analysis, PR, M and A

50	40	30	20	10	0
Excellent	Above Ave	Average	Poor	Missed mark	Not done

Practice/Task/Assignment – 10 points – Guided, Independent

10	7	4	0
All elements used well	Elements used adequately	Missing elements	Not done

Closing – 10 points Active Participation, Relevant to Objective, Summary, Preview

10	7	5	3	0
All elements used	One missing	Two missing	Three missing	Not done

Miscellaneous – 10 points Seriousness, Delivery, Posture, Tone, Oks, Umms, Mandating

10	8	6	4	2	0
Outstanding	Some problems	Good	Many problems	Not done	

Design a Work Sample for off-area of licensure, teaching a 10-lesson unit (preferably in Reading). Follow the lesson plan design that you learned in Ed 281. Have your cooperating teacher critique several of your lessons. An assigned college supervisor will formally observe you at least twice. INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9.

Scoring Rubric for Written Lesson Plans (100 points)

Opening – 15 points Uses Active Participation, Relevant to Objective, Prior Knowledge

15	12	9	6	3	0
Exceptional	Very Good	Pass	Elements missing	Poor	Not done

Statement of Purpose and Reason – 5 points

5	3	0
Clearly states both	States one of two	Not done

Teaching – 50 points Modeling, checking, Task Analysis, PR, M and A

50	40	30	20	10	0
Excellent	Above Ave	Average	Poor	Missed mark	Not done

Practice/Task/Assignment – 10 points – Guided, Independent

10	7	4	0
All elements used well	Elements used adequately	Missing elements	Not done

Closing – 10 points Active Participation, Relevant to Objective, Summary, Preview

10	7	5	3	0
All elements used	One missing	Two missing	Three missing	Not done

Conventions – 10 points Grammar, Spelling, Typing, Neatness,

10	7	4	0
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Outstanding work      Few, minor problems      Several major issues      Not done

Read five (5) articles and write one-page reflections about what you learned. Ideas for articles may include: (November 3)

Literacy Instruction

Phonics

Whole language

Guess and Go spelling (may be called "Inventive Spelling)

e. Other (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9.

Scoring Rubric for 5 Articles and reflection papers    *10 points per paper – 50 total*

Sources			2 points
<u>2</u>			<u>0</u>
Scholarly, proper citation	Not properly cited		Not done
Main Idea of article, significant learning			2 points
<u>2</u>			<u>0</u>
Excellent	Very Good		Not done
Application to the course and to teaching			2 points
<u>2</u>			<u>0</u>
Excellent	Very Good		Not done
Personal Value to teacher candidate			2 points
<u>2</u>			<u>0</u>
Reflective, personal	Passing		Not done
Conventions			2 points
<u>2</u>			<u>0</u>
Problem Free	Several mistakes		Not done

Attendance is critical as is being on time. Notify the instructor in advance if you must miss class or arrive late. Each absence will result in a 3.5 point deduction and each tardy will result in a 1 point deduction from your attendance grade.

Scoring Rubric for attendance      100 points

Each absence is a 3.5 point deduction

Each tardy is a 1-point deduction

Do a running record (or a reading inventory) on a student in your practicum placement. INTASC Principles 1, 2, 6, 8, 9.

Scoring Rubric for Running Record/Reading Inventory      50 points

Followed Procedures					20 points
<u>20</u>	<u>15</u>	<u>10</u>	<u>5</u>		<u>0</u>
Outstanding	Some errors	Adequate	Many problems		Not done
Analyzing Data					15 points
<u>15</u>	<u>10</u>	<u>5</u>			<u>0</u>
Insightful	Right idea, adequate	Many problems			Not done

Graphs, Charts, Supporting Data					10 points
10	8	6	4	2	0
Excellent support	Good Support	Adequate	Poor	Lacking Key Pts	Not done

Conventions Spelling, Grammar, Typos, Voice					5 points
5	4	3	2	1	0
No errors	1-2 errors	Few Errors	Several Errors	Many Errors	Not done

Perform a readability assessment on the Literacy Textbook or the book that students are using at your practicum site. INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9.

Scoring Rubric for Readability 50 points

SMOG Test					10 points
10	8	6	4	2	0
No mistakes	1-2 errors	Incomplete Write-up	Many mistakes	Poor	Not done

FRY Test					10 points
10	8	6	4	2	0
No mistakes	1-2 errors	Incomplete write-up	Many mistakes	Poor	Not done

FLESCH-KINCAID Test					10 points
No mistakes	1-2 errors	Incomplete write-up	Many mistakes	Poor	Not done

Interpretation of the Data				10 points
10	7	4		0
Excellent	Very Good	Lacking Depth, understanding		Not done

Write-up and Conventions				10 points
10	7	4		0
Excellent	Very Good	Lacks Depth, Understanding		Not done

Design a Bulletin Board that matches your work sample lessons. Include it in your work sample. INTASC Principles 1, 2, 3, 4, 5, 6, 7, 9.

Scoring Rubric for the Bulletin Board 50 points

Aligns with work sample, lessons					20 points
20	17	13	9	5	0
Excellent	Above Ave	Adequate	Missed Mark	Serious Flaws	Not done

Student Interaction Level				20 points
20	16	12	7	0
Actively engages learners	Some interaction	Minimal Interaction		Not done

Presentation – Color, size, spacing, conventions				10 points
10	8	6	3	0
Excellent	Very Good	Adequate	Needs Imp	Not done

Take tests as appropriate: The information needed by learners to pass the exams is determined by text that matches INTASC Principles 1-9 and the Objectives needed for Initial Licensure 584-017-0100.

Chapters 1 - 3  
 Chapters 4 - 6  
 Chapters 7 – 10  
 Chapters 11 – 13

Scoring Rubric for exams 100 points

Each test will be worth 100 points. Scoring break down as follows”

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69

Calendar of Events

Date	Topic	Chapter Covered
1-10	The Work Sample	
What is Reading?		
1-12	Nature of Reading	Chap 1
1-17	No Class – Martin Luther King Day	
1-19	Role of Language in Reading	
1-24	NCLB – RTI - Diversity	Chap 2
1-26	The Literacy Program	
1-31	No Class – Common Day of Service	
2-2	Assessing for Learning	Chap 3
2-7	Reporting Performance	
2-9	TEST – Chapters 1-2-3	
2-14	No Class – Presidents Day	
2-16	Emergent Literacy	Chap 4
2-21	Early Literacy	
2-23	Phonics	Chap 5
2-28	High Frequency Words	
3-2	Vocabulary	Chap 6
3-7	Techniques for Teaching Words	
3-9	TEST – Chapters 4-5-6	
3-14	Presentation – Reading Lessons (Small Group)	Teach Lesson #1
3-16	Presentations – Reading Lessons (Small Group)	Teach Lesson #1
3-21/25 Spring Break		
3-28	Comprehension Skills	Chap 7
3-30	Strategies for Teaching Comprehension	5 Articles
4-4	Comprehension and the Text	Chap 8
4-6	Comprehension and Teaching	
4-11	Reading in the Content	Chap 9
4-13	Writing in the Content	
4-18	Reading Literature	Chap 10
4-20	TEST – Chapters 7-8-9-10	Assignment #1 Due
4-25	Presentations – Reading Lessons (Whole Class)	Teach Lesson #2
4-27	Presentations – Reading Lessons (Whole Class)	Teach Lesson #2
5-2	Work Sample, Bulletin Board,	

Assignments

Paper on Reading Programs		50
2 Lessons in class (one – whole class, one – small group) (100 each)	200	
Work Sample		P/F
5 Articles		50



Attendance		100
Running Record/Reading Inventory		50
Text/Reader Readability	50	
Bulletin Board		50
Tests (100 points each)	300	
TOTAL	850 points	

Points from all of the above assessments will be compiled and calculated, with a corresponding grade to the total number of points earned.

A = 775-850

B = 680-774

C = 595-679

D = 510-594

#### Additional Information

- 1) The provisions of this syllabus may be added to, deleted, or otherwise changed, if in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. Students will be notified in advance of any such changes.
- 2) Any student who has a documented disability that may require accommodation to fully participate in this class should contact Rod Johanson, Director of the Academic Support Center (ASC). He may be reached at (503) 517-1010. Students with an Accommodation Plan through the ASC who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case of the building must be evacuated should also make an appointment to meet with me.

#### NOTICE

- 1) Turn off all electron devices before entering the classroom. No cell phones, ipods, or like devices will be allowed during class time. Laptops may be used to take notes, not surf the net, correspond with friends via email, etc. The use of a laptop is a privilege, not a right, and that privilege may be lost if abused.
- 2) Food is allowed in my classroom. Be respectful of others in your food choices.
- 3) Late assignments will not be accepted. Work must come in on or before it is due.

**EDTEC/CMPT210 Computers and Technology**  
**Spring 2011**  
**3 Credits/Monday-Wednesday 1-2:15**

Instructor: Bill Flechtner, Associate Professor of Education  
Office: 304, AF Gray  
Phone 503-517-1051  
E-mail: [bflechtner@warnerpacific.edu](mailto:bflechtner@warnerpacific.edu)  
Office Hours: M 2:30-4, W 3-5, H 12-1:30 and by appointment

**Course Description:**

This course focuses on using and integrating technology in all curricular areas. The course enhances students' theoretical and practical knowledge of technology. It also investigates issues surrounding use of multimedia, email, electronic resources, software and hardware. The curriculum is designed to encourage growth and learning experiences for students at a variety of entry levels. Additional fees are charged for this class.

Course web site: [ilearn.warnerpacific.edu](http://ilearn.warnerpacific.edu). Log-in for the first visit is *technology*. Please note: assignments and any syllabus updates will only be given through this site.

**Required Text:**

Wells (2010) *Computer Concepts Basics 4/e* Course Technology, Cengage Learning ISBN-13: 978-1-4239-0462-5/ISBN-10: 1-4239-0462-1

Various on-line readings will be required during the course

You may wish to have a memory stick/flash drive if you desire to save in-class work.

Course Objectives as specified by the *International Society for Technology in Education/National Educational Technology Standards for Students/General Preparation Performance Profile*:

demonstrate an understanding of the nature and operation of technology systems  
use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning  
use content-specific tools (software, exploratory environments, Web tools) to support learning and research  
construct technology-enhanced models, prepare publications, and produce other creative works using productivity tools  
use technology to locate, evaluate, and collect information from a variety of sources  
use technology tools to process data and report results  
use technology tools and resources for managing and communicating information (schedules, addresses, correspondence)  
use a variety of media and formats to collaborate, publish and interact with peers, experts, and other audiences  
demonstrate an understanding of the legal, ethical, cultural and societal issues related to technology

**Learning Activities:**

Demonstrate ability to use word processing procedures discussed in class by completing the exercises provided by the instructor to show ability to create a tabular table or tables using left, right, center and decimal tabs and one leader, header, footer, non-tabular table, graphic, lists and suitable formatting.

Demonstrate ability to use spreadsheet procedures discussed in class by completing the exercises provided by the instructor that show ability to use formulas and functions that are formatted professionally to suit the intended audience and creating two charts that illustrate data from spreadsheets and reflect the proper design for the material, illustrate formatting, and design principles appropriate for the content.

Demonstrate ability to use slide presentation software that includes a minimum of ten slides, plus a title slide. The slides must illustrate professional formatting and include graphics, transitions, animation, and background suitable to the topic and audience.

Demonstrate knowledge of and differences between search engines and directories and how to locate reliable information on the Web by accessing specific information on the web as directed in class.

Demonstrate ability to use criteria to assess the reliability of web sites and give supported reasons for choosing or rejecting a site's contents by completing evaluations of various web sites

Describe the major features and the history of the Internet and how a browser works through various class activities.

Demonstrate ability to develop a web-page using an web page editing program. The page or site should be appropriate for the student's content area or major and illustrate knowledge of basic web page design and elements.

Research the use of technology in the classroom or in a business setting and present findings to class in an oral presentation tied to a PowerPoint presentation.

Demonstrate ability to use Inspiration to complete webbing diagrams as used in brainstorming sessions.

Demonstrate knowledge of the basic computer system components, common input, output, and storage devices, distinguish between hardware and software, and the benefits and disadvantages of networks

Describe and research the impact of technology on education, science, medicine, work and play

#### Calendar of Assignments:

Date	Activity	What's due
Jan. 10	Intro to Course/Syllabus Word (part 1a)	
Jan. 12	Word (part 1b) Read Lesson 10	First reading assignment
Jan. 17	MLK Day (no class)	
Jan. 19	Word (part 2a)	Word (part 1) assignments
Jan. 24	Word (part 2b)	Word (part 2a) assignments
Jan. 26	How Computers Work Read Lessons 1,4, 5	Word (part 2b) assignments
Jan. 31	Quiz 1 Intro to Excel	Computer paper Read Lesson 12
Feb. 2	Intro to Excel	

Feb. 7 Intro to Excel Excel assignments (part 1)  
Feb. 9 Technology's Impact on Society Excel assignments (part 2)  
Read Lesson 17  
Feb. 14 Internet and Browsers Read Lesson 2  
Second reading assignment  
Feb. 16 Searching the Web Read Lesson 3  
Internet use paper  
Feb. 21 Presidents' Day (no class)  
Feb. 23 Evaluating Websites Web site evaluations  
Feb. 28 Inspiration  
Mar. 2 Excel as a Database Read Lesson 13  
Quiz 2  
Mar. 7 Inspiration presentations Inspiration presentations  
Mar. 9 PowerPoint Read Lesson 11  
Mar. 14 PowerPoint  
Mar. 16 PowerPoint Third reading assignment  
Mar. 21 Spring Vacation (no class)  
Mar. 23 Spring Vacation (no class)  
Mar. 28 Presentations PowerPoint presentations  
Mar. 30 Presentations PowerPoint presentations  
Apr. 4 Quiz 3  
Apr. 6 Creating a Web site Fourth reading assignment  
Apr. 11 Creating a Web site  
Apr. 13 No class Instructor at conference  
Apr. 18 Web site lab  
Apr. 20 Web site lab  
Apr. 25 Web site lab  
Apr. 27 Upload sites Web pages due  
Share sites  
May 2 Quiz 4 (tentative date)

### Grading Rubric

Traits	100% to 91% of pts	90%-81% of pts	80%-71% of pts	70%-61% of pts	60 % or below of pts
1) Content	Detailed understanding of the outline, significant points and the subtleties of the area of study	Understands the basic outline and identifies the main points of the area of study	Understands the basic outlines of the area of study	Some confusions of facts; lacks specifics	Misrepresentation of the fact; does not show the relationship of ideas and significant points
2) Quality of Thinking	Ideas are thought-provoking, insightful, focused and substantive	Ideas are clear, interesting and focused	Ideas have potential though at times lack development	Ideas are underdeveloped and vague	Ideas are clichéd, unfocused and weak.
3) Organization	Organization supports meaning; strong organizing thesis	Sequentially organized though transitions may be weak; clear topic sentences	Organization loosely conveys meaning; some gaps; weak or missing topic sentences	Organization suggested; thesis not followed; lacks clear direction	Unorganized; no thesis; problems at the paragraph level
4) Grammar and Conventions	Uses correct grammar, conventions and sentence construction; no	Some errors but they do not distract from the meaning of prose; some editing needed	Several consistent errors; lacks proof of editing	Consistent and persistent errors which detract from the meaning of writing	Fundamental and numerous errors

	proofreading needed				
5) Research	Thorough, current, and fully integrated; variety of citations; followed APA format	Complete and relevant; APA format—minor errors	Relevant, tends to over-rely on research; APA format—some errors	Partial or incomplete research, not integrated; APA format—many errors	Unsatisfactory use of research; APA format not used
6) Professionalism and Presentation skills	Fully prepared; excellent delivery; engaging and applicable to audience	Prepared; positive delivery; interesting	Minor preparation mistakes; delivery not distracting to message; lacks energy or interest	At times appears to be under-prepared, gaps in delivery, lacks confidence	Unprepared; no confidence
7) Computer and technology skills	Fully demonstrates all aspects of skill being studied; understands concepts	Nearly complete demonstration of skill being studied; mostly understands concepts	Adequate demonstration of skill being studied; grasps some main concepts	Some limited demonstration of skill being studied; minimal understanding of concepts	Poor or missing demonstration of skill being studied; lacks understanding of concepts

#### Assessment:

Participation (5 points daily for attendance and participation)*	130
Reading Assignments (1-4 on rubric) 10 pts each	
Word assignment Part 1 (4, 7 on rubric)	20
Word assignment Parts 2a and 2b) (4, 7 on rubric)	20 each
Excel assignment part 1 (4, 7 on rubric)	25
Excel assignment part 2 (4, 7 on rubric)	25
Inspiration diagram (3, 4, 6, 7 on rubric)	20
PowerPoint presentation (1, 2, 4, 5, 6, 7 on rubric)*	100
Web site evaluations (2, 5 on rubric)	20
Web page (1, 2, 4, 5, 6, 7 on rubric)*	100
Computer and Internet papers (1-5 on rubric)	20 each
Quizzes (Quiz 4*)	various points

\*If due date missed, make-up assignments or time will not be possible and points will be lost.

100-91 percent = A  
90-81 percent = B  
80-71 percent = C  
70-61 percent = D  
below 60 percent = F

Those requesting a P/NP grade must have the minimum number of points needed for a C grade in order to receive a P grade

#### Grading Policy:

Final grade for course will be based on the total points earned during the course. The letter grade will be determined by the above scale.

Each assignment will receive points based on the quality of the assignment turned in as reflected in the rubric. Students are expected to actively participate in the activities and class work. Late assignments, if accepted, will receive points no higher than equal to a C grade.

Please turn off all cell phones and beepers when you enter the classroom. This is a courtesy to the professor and other students and keeps you focused on the task at hand. Please limit food to small nibbles and small drinks and place them at a distance from the computers and other machines (floor, lap, windowsill, etc.)

The provisions of this syllabus may be added to, deleted from, or changed, if, in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The student will be notified in advance of any such changes. All changes will be posted on the on-line syllabus only.

#### Accommodation for Disability and Emergency Information:

Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling at 503-517-1119 as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with Dr. Haugen should make an appointment.

Also, students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with Dr. Haugen.

**ED481/2/3: Professional Seminar  
Spring 2011  
2 Credits/Monday 4:15-5:45 p.m.  
in conjunction with  
ED495: Student Teaching**

*These are the wise sayings of Solomon, David's son, Israel's king,  
written down so we'll know how to live well and right,  
to understand what life means and where it's going;  
A manual for living, for learning what's right and just and fair;  
To teach the inexperienced the ropes  
and give our young people a grasp on reality.  
There's something here also for seasoned men and women,  
still a thing or two for the experienced to learn—  
Fresh wisdom to probe and penetrate,  
the rhymes and reasons of wise men and women.  
Proverbs 1:1-6 (The Message)*

Instructor: Bill Flechtner, Associate Professor of Education  
Office: 304, AF Gray  
Phone 503-517-1051 (s); 503-407-0505 (c)  
E-mail: [bflechtner@warnerpacific.edu](mailto:bflechtner@warnerpacific.edu)  
Office Hours: M 2:30-4, W 3-5, H 12-1:30 and by appointment

**Course Description:**

A seminar for the pre-service teacher to learn and refine professional expertise while student teaching. Course content includes the role of the teacher functioning as a member of a learning community; classroom management; professional responsibilities; presentation; accountabilities; and commitment to lifelong learning and professional development. Course emphasizes preparedness for the interview and writing a résumé.

**Required Text:**

None

**Recommended Text (a very strong suggestion):**

Cohen, LeoNora. *Writing a Work Sample/2e* (2004) Mason, Ohio: Thomson Custom Publishing  
ISBN: 0-759-34652-6

**INTASC standards met by this course:**

STANDARD 1: CONTENT PEDAGOGY The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

STANDARD 2: STUDENT DEVELOPMENT The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

STANDARD 3: DIVERSE LEARNERS The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

STANDARD 5: MOTIVATION AND MANAGEMENT The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 6: COMMUNICATION AND TECHNOLOGY The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD 7: PLANNING The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

STANDARD 8: ASSESSMENT The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

This course meets all requirements for grade level and/or content licensure authorizations.

Division 17 standards met by this course

Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level

Candidates establish a classroom climate conducive to learning

Candidates engage students in planned learning activities

Candidates evaluate, act upon, and report student progress in learning

Candidates exhibit professional behaviors, ethics, and values

Objectives:

The student will be able to

- demonstrate an understanding of cultural diversity in today's classroom and how to meet the students' academic, social, and behavioral needs by examining in writing the instruction, students and school climate at the practicum site
- demonstrate knowledge about school rules and building classroom discipline policies by interviewing the cooperating teacher and building administrator and submitting a written evaluation of findings
- apply knowledge of various discipline strategies to classroom situations by discussing in writing how classroom management is structured at the placement site
- analyze behavioral situations and be able to recommend appropriate courses of action for the teacher through classroom discussion
- write a professional resume and cover letter and read a salary and benefit scale
- write a research paper on an educational trend or an in-service topic of the host school
- share verbally what this experience has meant to the teacher candidate

Learning Activities:

1. Write a 500 word paper relating what you have observed regarding instruction, the students and the school.
2. Write a 500 word paper that examines the strengths and weaknesses of the rules and routines used at the site.
3. Complete a resume and cover letter as though you were applying for a particular teaching position.
4. Keep a daily journal concerning your student teaching experience. Spend at least five minutes each day reflecting on the daily experience. Be prepared to share parts of it with your colleagues twice during the semester. Selected items will be submitted for reading.
5. Complete weekly assignments as given
6. Write a 1,000-1,500 word paper on one of the following:
  - a. attend an in-service presentation. Write a reaction paper to the workshop or event that you attended
  - b. research a trend in teaching that your cooperating teacher is concerned about or involved in
  - c. research a current issue that the school you are at is facing
  - d. react to three articles in current professional journals, comparing and contrasting the perspectives and how this information applies to your content area or grade level.
7. Present a short reflection on what the student teaching experience has meant to you.



## Calendar of Assignments:

Date	Activity	What's due
Jan. 10	Intro to class; expectations Getting started	
Jan. 17	MLK Day (no session)	
Jan. 24	Work Sample information Being observed	Learning Activity 5
Jan. 31	Rules and Routines	Learning Activity 1
Feb. 7	Discipline issues	Learning Activity 5
Feb. 14	Resumes, cover letters, interviewing Guest Speaker (?)	Learning Activities 2/5
Feb. 21	President's Day (no session)	
Feb. 28	Those unwritten rules and procedures	Learning Activity 3
Mar. 7	Licensing Requirements	
Mar. 14	Journal sharing (part I)	Learning Activity 4
Mar. 21	Spring Vacation (no session)	
Mar. 28	Teaching Contract	
Apr. 4	Teaching in the Real World Guest Speakers	
Apr. 11	Research project share Ending the classroom experience	Learning Activity 6
Apr. 18	Journal reflections on the experience (part 2) Teacher Education Exit interview	Learning Activity 4
Apr. 25	Commissioning	Learning Activity 7

## Grading Rubric

Traits	100% to 91% of pts	90%-81% of pts	80%-71% of pts	70%-61% of pts	60 % or below of pts
1) Content	Detailed understanding of the outline, significant points and the subtleties of the area of study	Understands the basic outline and identifies the main points of the area of study	Understands the basic outlines of the area of study	Some confusions of facts; lacks specifics	Misrepresentation of the fact; does not show the relationship of ideas and significant points
2) Quality of Thinking	Ideas are thought-provoking, insightful, focused and substantive	Ideas are clear, interesting and focused	Ideas have potential though at times lack development	Ideas are underdeveloped and vague	Ideas are clichéd, unfocused and weak.
3) Organization	Organization supports meaning; strong organizing thesis	Sequentially organized though transitions may be weak; clear topic sentences	Organization loosely conveys meaning; some gaps; weak or missing topic sentences	Organization suggested; thesis not followed; lacks clear direction	Unorganized; no thesis; problems at the paragraph level
4) Grammar and Conventions	Uses correct grammar, conventions and sentence construction; no proofreading needed	Some errors but they do not distract from the meaning of prose; some editing needed	Several consistent errors; lacks proof of editing	Consistent and persistent errors which detract from the meaning of writing	Fundamental and numerous errors
5) Research	Thorough, current, and fully integrated;	Complete and relevant; APA	Relevant, tends to over-rely on	Partial or incomplete research, not	Unsatisfactory use of research; APA

	variety of citations; followed APA format	format—minor errors	research; APA format—some errors	integrated; APA format—many errors	format not used
6) Professionalism and Presentation skills	Fully prepared; excellent delivery; engaging and applicable to audience	Prepared; positive delivery; interesting	Minor preparation mistakes; delivery not distracting to message; lacks energy or interest	At times appears to be under-prepared, gaps in delivery, lacks confidence	Unprepared; no confidence

**Assessment:**

Participation (10 points daily for attendance and participation)*	130
Activity 1: Building expectations paper (1-5 on rubric)	50
Activity 2: Classroom management paper (1-5 on rubric)	50
Activity 3: Resume and cover letter (1, 3, 4 on rubric)	50
Activity 4: Journal entries (1, 2, 4 on rubric)	50
Activity 6: Research paper (1-5 on rubric)	75
Activity 5: Weekly assignments as given (1-5 on rubric)	25 each

\*If due date missed, make-up assignments or time will not be possible and points will be lost.

- 100-91 percent = A
- 90-81 percent = B
- 80-71 percent = C
- 70-61 percent = D
- below 60 percent = F

**Grading Policy:**

Final grade for course will be based on the total points earned during the course. The letter grade will be determined by the above scale.

Each assignment will receive points based on the quality of the assignment turned in as reflected in the rubric. Students are expected to actively participate in the activities and class work. Late assignments, if accepted, will receive points no higher than equal to a C grade.

*For post-bac students:* you have the option of taking this class for a Pass/No Pass Grade. Be sure to register with the registrar and give your professor a copy of the documentation. Advanced registration is required for the Pass/No Pass grade. Please note that more than two (2) absences may result in a grade of No Pass.

*For undergraduate students:* a grade will be awarded upon successful completion of this course. Please note that more than two (2) absences may result in failure of this course.

Please turn off all cell phones and beepers when you enter the classroom. This is a courtesy to the professor and other students and keeps you focused on the task at hand. Please limit food to small nibbles and small drinks (this class may come after a long day and be near meal time, but you'll make it without eating a meal in here).

The provisions of this syllabus may be added to, deleted from, or changed, if, in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The student will be notified in advance of any such changes. All changes will be posted on the on-line syllabus only.

#### Accommodation for Disability and Emergency Information:

Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling at 503-517-1119 as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with Dr. Haugen should make an appointment.

Also, students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with Dr. Haugen.

**ED/SS 371**  
**Elementary School Social Studies**  
**Spring 2011**  
2 Credits  
T/H: 8:00-8:50

Steve Arndt  
AF Gray 302  
503.517.1050  
503.981.4354

Office Hours:

M/W: 10:00-10:50, 1:00-2:30  
T/H: 9:00-10:30, 11:30-2:30  
Others by appointment

NOTICE

Turn off all electronic devices before entering the classroom. No cell phones, ipods, or like devices will be allowed during class time. Laptops may be used to take notes, not surf the net, correspond with friends via email, etc. The use of a laptop is a privilege, not a right, and that privilege may be lost if abused.

Food is allowed.

The provisions of this syllabus may be added to, deleted from or otherwise changed, if in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The students will be notified in advance of any change.

Late assignments will not be accepted. All work must be submitted on or before it is due.

Required Text:

Teaching Elementary Social Studies – Strategies, Standards, and Internet Resources. Duplass, James A. 3<sup>rd</sup> Edition. Wadsworth Cengage Learning. 2011.  
ISBN: 13: 978-0-495-81282-1

Course Description:

An introduction to curriculum goals, development, materials, resources, and instructional strategies for elementary and middle school social studies instruction. An emphasis will be placed on concept development through scope and sequence planning, using district goals and state content standards as well as implementation of an integrated curriculum. The course is designed to cover the curricular offerings presented from K through self-contained middle school classrooms. Pre-requisites: Ed 250, Ed 281, and admission to the Teacher Education Program.

Objectives for Initial Teacher License – 584 – 017-0100: This course and the work sample will address the following standards:

1 – Candidates plan instruction that supports student that supports student progress in learning and is appropriate for the developmental level and demonstrates they are able to:

A) Select and write learning goals and objectives for units of instruction that are consistent with the school's long-term curriculum goals, state content standards, research findings on how students learn, and the physical and mental maturity of one's students.

B) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction

C) Establish objectives within the unit of instruction that will be useful in formulating daily lesson plans and in evaluating the progress of students toward the attainment of unit goals.

D) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery.

E) Select and organize materials, equipment and technologies needed to teach a unit of instruction.

F) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students of varying cultural, social, socio-economic, and linguistic backgrounds.

G) Estimate the time required within a unit for teacher-directed instruction, student managed learning, and practice, student evaluation, reporting, and re-teaching and problem solving.

2 – Candidates establish a classroom climate conducive to learning and demonstrate they are able to:

A) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners

B) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning

C) Employ equitable practices that are just and support a least restrictive environment for all students

- D) Model and Reinforce classroom social behavior that supports student learning and development
- E) Use knowledge of influence of the physical, social, and emotional climates of student's homes and the community to optimize motivation, learning, and behavior
- F) Monitor student conduct, and take appropriate action when misbehavior occurs
- G) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts
- H) Use classroom time effectively to provide maximum time for learning
- I) Manage instructional transitions decisively and without loss of instructional time
- J) Arrange and set-up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons

3 – Candidates engage students in planned learning activities and demonstrate they are able to:

- A) Choose organizational structures appropriate for the objectives of instruction
- B) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished
- C) Implement instructional plans that employ knowledge of subject matter and basic skills
- D) Use a variety of research-based educational practices that promote student training and are sensitive to individual differences and diverse cultures
- E) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking
- F) Monitor the engagement of students in learning activities, and the progress they are making to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives

4 – Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

- A) Select and develop non-bias, valid and reliable test, performance measures, observation, student interviews, or other formal or informal assessment procedures to determine the progress of all students
- B) Document student progress in accomplishing state-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors and parents about progress in learning.
- C) Refine plans for instruction, establish alternative goals or environments or make referrals when appropriate
- D) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence or success in fostering student progress in learning and use evidence of effectiveness in planning further intervention

5 – Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

- A) Be dependable, conscientious, and punctual
- B) Meet work schedule demands
- C) Be aware of the importance of dressing appropriately
- D) Be aware of and act in accordance with school policies and practices
- E) Understand the organizational culture and expectations that operate within a school and that impact students and student learning
- F) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families and members of the community
- G) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning
- H) Perform advisory functions for students in formal and informal settings
- I) Function as a member of an interdisciplinary team to achieve long-term curriculum goals and State Content standards and district standards
- J) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning
- K) Exhibit energy, drive and determination to become a professional educator

## INTASC STANDARDS

### #1 – Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students

#2 – Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social and personal development

#3 – Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

#4 – Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills

#5 – Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

#6 – Communication and Technology

The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

#7 – Planning

The teacher plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals.

#8 – Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner

#9 – Reflective Practice

The teacher is a reflective practitioner who continually evaluates the effects of his or her choice and actions on others and who actively seeks out opportunities to grow professionally.

NCSS Standards: The following NCSS Standards will be covered in this course:

Culture and Diversity

Time, Continuity, and Change

People, Places, and the Environment

Individual Development and Identity

Individuals, Groups, and Institutions

Power, Authority, and Governance

Production, Distribution, and Consumption

Science, Technology, and Society

Global Connections

Civic Ideals and Practices

Oregon Content Standards: The following Oregon State Content Standards will be covered in this course:

Civics and Government

Economics

Geography

History

Social Studies Analysis

Objectives for Initial Teacher License – 584 – 017-0100: This course and the work sample will address the following standards:

I – Candidates plan instruction that supports student that supports student progress in learning and is appropriate for the developmental level and demonstrates they are able to:

A) Select and write learning goals and objectives for units of instruction that are consistent with the school's long-term curriculum goals, state content standards, research findings on how students learn, and the physical and mental maturity of one's students.

B) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction

C) Establish objectives within the unit of instruction that will be useful in formulating daily lesson plans and in evaluating the progress of students toward the attainment of unit goals.

- D) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery.
- E) Select and organize materials, equipment and technologies needed to teach a unit of instruction.
- F) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students of varying cultural, social, socio-economic, and linguistic backgrounds.
- G) Estimate the time required within a unit for teacher-directed instruction, student managed learning, and practice, student evaluation, reporting, and re-teaching and problem solving.

2 – Candidates establish a classroom climate conducive to learning and demonstrate they are able to:

- A) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners
- B) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning
- C) Employ equitable practices that are just and support a least restrictive environment for all students
- D) Model and Reinforce classroom social behavior that supports student learning and development
- E) Use knowledge of influence of the physical, social, and emotional climates of student's homes and the community to optimize motivation, learning, and behavior
- F) Monitor student conduct, and take appropriate action when misbehavior occurs
- G) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts
- H) Use classroom time effectively to provide maximum time for learning
- I) Manage instructional transitions decisively and without loss of instructional time
- J) Arrange and set-up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons

3 – Candidates engage students in planned learning activities and demonstrate they are able to:

- A) Choose organizational structures appropriate for the objectives of instruction
- B) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished
- C) Implement instructional plans that employ knowledge of subject matter and basic skills
- D) Use a variety of research-based educational practices that promote student training and are sensitive to individual differences and diverse cultures
- E) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking
- F) Monitor the engagement of students in learning activities, and the progress they are making to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives

4 – Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

- A) Select and develop non-bias, valid and reliable test, performance measures, observation, student interviews, or other formal or informal assessment procedures to determine the progress of all students
- B) Document student progress in accomplishing state-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors and parents about progress in learning.
- C) Refine plans for instruction, establish alternative goals or environments or make referrals when appropriate
- D) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence or success in fostering student progress in learning and use evidence of effectiveness in planning further intervention

5 – Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

- A) Be dependable, conscientious, and punctual
- B) Meet work schedule demands
- C) Be aware of the importance of dressing appropriately
- D) Be aware of and act in accordance with school policies and practices
- E) Understand the organizational culture and expectations that operate within a school and that impact students and student learning

- F) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families and members of the community
- G) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning
- H) Perform advisory functions for students in formal and informal settings
- I) Function as a member of an interdisciplinary team to achieve long-term curriculum goals and State Content standards and district standards
- J) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning
- K) Exhibit energy, drive and determination to become a professional educator

Course Goals:

- Identify the knowledge, skills and democratic participation of the social studies curriculum.
- Create an integrated social studies curriculum for an elementary school or self-contained middle school classroom.
- Define the objectives and goals for teaching social studies in the state of Oregon.
- Examine and define disciplinary relationships between social studies and the human experience.
- Develop instructional themes based on the Oregon Common Curriculum Goals in the area of social studies.
- Analyze and select content, purpose, and utilization of social studies materials, resources and teaching activities.
- Prepare and present a thematic unit of study based on the WPC work sample model.
- Plan instructional activities integrating access skills and process skills regarding social studies content.
- Develop and direct lessons employing principles of managing group based instructional models.
- Build and create a resource file containing innovative social studies activities for all elementary school grade levels.

Learning Activities:

- Read and react to 5 articles on social studies. Select articles from 5 different professional journals, magazines or books. Articles are to be 1 page in length and include:
  - Complete bibliographic reference
  - Summary of the strategy, technique or teaching method
  - An explanation of how this could be used or adapted to a specific grade level
  - Usability and utility to your grade level of choice (50 pts) Due: 3-17

Scoring Rubric – Five Articles	10 points each – 50 points total	
Sources		2 points
2 _____   _____		0
Varied	1 the same	2 or more the same
Main Idea of article, significance of learning		2 points
2 _____   _____		0
Well defined, significant	Weak	Missed target
Application to the course		2 points
2 _____   _____		0
Significant, directly relates	Close to mark	Off-base
Personal value to Teacher Candidate		2 points
2 _____   _____		0
Strong connection	Good Connection	Weak, poor connect
Conventions		2 points
2 _____   _____		0
No errors	Few errors, typos	Many errors

Plan a 5-day social studies unit of study for the grade level of your choice. Include all lesson plans, activities, worksheets, field trips, videos, DVD's, etc. Follow the WPC lesson plan design and include State of Oregon CCG's. Create 2 bulletin boards that would accompany your unit. (100 pts) Due: 5-2



Scoring Rubric – Unit of Study  
5- Day Social Studies Unit

100 points

Opening					15 points	
15	12	9	6	3	0	
All Elements	Most	Average	Missing Elements	Not done		

Teaching (Task Analysis – Content)					50 points	
50	40	30	20	10	0	
Excellent	Very Good	Average	Poor	Not done		

Practice/Task/Assignment					10 points	
10	7		4		0	
All elements	Most elements		Missing key points		Not done	

Closing					10 points	
10	7		4		0	
All elements	Most elements		Missing key points		Not done	

Write-up/Reflection					10 points	
10	7		4		0	
Strong	Very Good	Average	Weak	Not done		

Collect and assemble materials in which to build a SS resource file. (P/NP) Due: 4/28

Resource File Rubric – Collection of Teaching Resources		P – NP	
Pass			No Pass
Student submits material			Not done

Evaluate a 4<sup>th</sup>-5<sup>th</sup> -6<sup>th</sup> grade social studies textbook. Perform 3 (three) readability tests and one learnability test on the textbook. Readability instruments will include the SMOG, Fry and Flesch-Kincaid. Write a 500-750 word paper regarding your findings, thoughts and feelings. Due: 2-10

Scoring Rubric for Readability/Learnability of SS Text 50 points

SMOG Test					10 points	
10	8	6	4	2	0	
No mistakes	1-2 errors	Incomplete Write-up	Many mistakes	Poor	Not done	

FRY Test					10 points	
10	8	6	4	2	0	
No mistakes	1-2 errors	Incomplete write-up	Many mistakes	Poor	Not done	

FLESCH-KINCAID Test					10 points	
10	8	6	4	2	0	
No mistakes	1-2 errors	Incomplete write-up	Many mistakes	Poor	Not done	

Interpretation of the Data					10 points	
10	7		4		0	
Excellent	Very Good		Lacking Depth, understanding		Not done	

Write-up and Conventions					10 points	
10	7		4		0	
Excellent	Very Good		Lacks Depth, Understanding		Not done	

Write a final evaluation and reflection paper that includes:

Diversity

Purpose of Social Studies

Values

Role of Schema in SS

Your reactions, feelings about SS instruction (past and present) Due 5-2

Scoring Rubric – Reactions to SS Instruction

100 points

Introduction					20 points
20	15	10	5		0
Strong	Clearly Stated	Conveys Topic	Lacking, Poor		Not done
Body of Paper					50 points
50	40	30	20	10	0
Excellent	Logical, Organized	Mostly Relates	Lacking, Poor		Not done
Closing/Summation					20 points
20	15	10	5		0
Strong	Clearly Stated	Adequately Stated	Lacking, Poor		Not done
Conventions					10 points
10	8	6	4		0
No errors	1-2 errors	3-5 errors	6+ errors		Not done

Tests and Examinations: Examinations, covering the content of the assigned textbook readings, will be administered following each unit of instruction. Each test will be worth 100 points.

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

Attendance (100 pts) Students will receive 3.5 points for each class they attend.

They will lose 3.5 points for each absence and 1 point for each tardy. The point breakdown will be a follows:

A = 90-100

B = 80-89

C = 70-79\

D = 60-69

Evaluation:

Each assignment will receive a percentage of points based on student competency. The semester grade will be determined by a percentage of points earned, with 90-100% earning an A, 80-89% a B, 70-79% a C, and 60-69% a D.

Late work will not be accepted. All work must be submitted on or before the due date.

All work will be submitted in a ready to publish format. Late work will be penalized on a grade per day basis. Part of the grade will come from attendance and punctuality to class.

The syllabus may be adjusted according to the needs of the class and its requirements.

NOTE

Turn off all electronic devices before entering the classroom. No cell phones, ipods or other devices should be used during class. Computers may be used to take notes, not surf the net, write emails, etc. Not complying with the above may result in failure of this course.

Food is allowed in class.

The provisions of this syllabus may be added to, deleted, or otherwise changed, if in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The students will be notified in advance of any such changes.

Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with me.

Late work will not be accepted. All assignments must be turned in on or before time.

### Calendar

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
1-11	Introduction, Expectations	Chap 1	
1-13	What is Social Studies?	Chap 2	
1-18	Content Standards		
1-20	SS Knowledge	Chap 3	
1-25	Character Ed	Chap 4	
1-27	Citizenship Ed		
2-1	Values Activities	Chap 5	
2-3	Multi-Cultural/Global Ed		
2-8	Test – Unit 1	Chap 6	
2-10	Core Knowledge Frameworks	Chap 7	
2-15	Instructional Models	Chap 8	
2-17	Choreography of Instruction	Chap 9	
2-22	Who Wants to be President?		
2-24	Differentiated Instruction	Chap 10	
3-1	Internet Resources	Chap 11	
3-3	Creating Lesson Plans	Chap 12	
3-8	Adapting Lesson Plans		
3-10	Cementing the Learning		
3-15	Test – Unit 2		
3-17	Presentations	Chap 16	
3-21-25	Spring Break		
3-29	National Standards	Chap 17	
3-31	SS Standards	Chap 18	
4-5	History Standards	Chap 19	
4-7	Economics Standards	Chap 20	
4-12	Government Standards	Chap 21	
4-14	SS Standards	Chap 22	
4-19	Test – Unit 4	Chap 19	
4-21	Presentations	Chaps 23-31	
4-26	Presentations	Chaps 32-37	
4-28	Presentations	Chaps 38-48	

### Presentations:

Students will work in teams of threes. Each person will read a chapter of their choosing with the parameters, and then teach that chapter to the assigned group. The student will be the expert, providing handouts and providing any information that the group will need to master the content of that selected chapters. Students will self-evaluate and the group will also evaluate in accordance to the Ed 281 lesson plan design. Students will collect the observation data from their peers, self-evaluate their lessons, and submit a paper on their findings. Rubric to follow.

ED. / PSY. 420

DR.

LOU FOLTZ, INSTRUCTOR

THREE SEMESTER UNITS

A.F. GRAY 313 503-517-1042

SPRING TERM, 2011

lfoltz@warnerpacific.edu

CLASS: TUES. AND THURS. 9:00- 10:15 A.M.

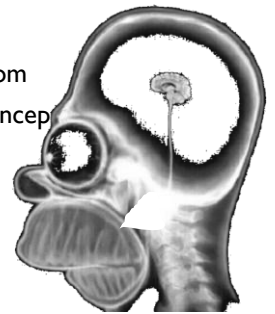
OFFICE: TUESDAY AND THURSDAY, 1:00 - 3:30 P.M.

OFFICE HOURS ALSO AVAILABLE BY PRE-ARRANGED APPOINTMENT

# Learning theory

WARNER PACIFIC COLLEGE

Classical and contemporary theories of learning and instruction shall be applied to a variety of classroom situations. Classroom management techniques will parallel the development of learning theory. Self-concept, cognitive and affective potential, lesson planning, and learning hierarchies shall be addressed.



## Texts:

Bigge, M., Shermis, S. (1999). *Learning theories for teachers*. (sixth edition). New York: Longman.

Zull, J. (2002) *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus.

## SOCIAL SCIENCE DEPARTMENT INTENDED EDUCATIONAL OUTCOMES:

Demonstrate awareness of the basic concepts, theories, models and vocabulary necessary to understand the field studied.

Give expression to a historical view of each field approached and the current status related to that history.

Be able to critically evaluate social science research, integrating the following: the scientific method, various research designs, and the construction of researchable questions.

Experience "hands on" learning and contextual networking in the field(s) of their choice

Identify the major issues of the field(s) and observe how these influence both self and others.

Analyze differences between structures and practices of various world views as they relate to social science.

Comprehend and explore the implications of ethical challenges for their discipline.

Synthesize concepts learned into holistic view of persons and their interacting systems.



### DISCLAIMER:

THIS SYLLABUS MAY BE REVISED, IF, IN THE JUDGMENT OF THE PROFESSOR/INSTRUCTOR, SUCH CHANGE WILL IMPROVE THE COURSE. THE STUDENT WILL BE NOTIFIED IN ADVANCE OF ANY SUCH CHANGES.

# COURSE OBJECTIVES:

Upon completion of the course, the student receiving a grade of "C" or higher shall be able to:

Define educational psychology and areas of study that it includes.

Apply learning theory principles to the field of family life education, moving educators through the transmission and transaction perspective to the transformation paradigm

Identify the primary divisions of the human nervous system and regions of the brain as well as cite the functions provided by each.

Explain several contrasting definitions of the term: "intelligence" and the classroom ramifications of each.

Identify the concerns of beginning teachers and describe how these concerns change developmentally.

Discuss the potential problems in categorizing and labeling students...List factors that influence the development of self-concept and specific ways in which teachers can encourage positive self esteem.

Describe developmentally appropriate education for students of different ages. List the problems of early and late maturers.

Compare top-down and bottom-up perceptual processing.

Contrast the short-term and long-term memory systems and relate to regions of the brain. Compare older children's metacognitive abilities with those of younger children.

Examine the work of Jerome Bruner by discussing his basic assumptions, his view of the learning process, and classroom implications and applications of his ideas.

State Ausubel's views about the learning process.

Explain the steps of Gagne's phases of learning and instructional events.

Identify the level of cognitive development displayed by a student's response to clinical analysis prescribed by Piaget.

List four influences on cognitive development according to Piaget.

Describe the processes of organization and adaptation and their relation to: schemes, assimilation, accommodation, and equilibration.

Discuss Vygotsky's theory of cognitive development, including the concept of a "zone of proximal development."

Trace the development of language through the beginning of the school years.

Differentiate four theories for the development of human language.

Differentiate measurement and evaluation and describe the relationship between them.

Evaluate the credibility of published research on learning through application of specific analytical criteria..

Explain the concepts of reliability and validity, including definitions, importance, types and related concepts.

Define the following terms: standardized testing, normative sample, frequency distribution, central tendency, mean median, mode, standard deviation, and normal distribution.

Be able to interpret percentile rank score, grade-equivalent scores, and three types of standard scores; give the advantages or limitations of each type of score.

Discuss the uses and misuses of testing and name areas where decisions are made on the basis of test scores.

Describe purposes of readiness tests, and of minimum competency and teacher assessment tests.

State the sources of test bias, and identify attempts that have been made to ensure the fair use of tests.

Define authentic assessment, and give examples of approaches.

Evaluate the validity of published research, stating criteria for questioning applicability to the teaching environment.

Describe authentic assessment approaches, including portfolios and exhibitions.

Give examples of criterion-referenced and norm-referenced grading systems.

Identify the range of Piagetian cognitive level appropriate for different categories of written examination.

Describe the role of planning in teaching.  
Define "instructional objectives" and list the benefits of communicating objectives to students.  
Compare and contrast general, specific, behavioral, and cognitive objectives. Give an example of each.  
Integrate Mager's methods for writing objectives into a useful approach.  
Generate several criticisms of the use of instructional objectives.  
Contrast objectives in the cognitive, affective and psychomotor domains in their definitions uses, and assessment.  
Recite the classical hierarchies for cognitive and affective levels of learning Bloom, Krathwohl, Gagne.  
Outline the taxonomies of the cognitive, affective, and psychomotor domains in their definitions, uses, and assessment.  
Assess the criteria for effective home-base schooling.  
Describe various methods by which teacher effectiveness has been defined and measured.  
Name the characteristics of effective teachers and the effects of these characteristics on student learning.  
Contrast constructivist views of learning with a direct-instruction view; applying the contrast to that between developmental and behavioral philosophies.  
Describe the special managerial demands of classrooms.  
Differentiate between management goals by the Piagetian cognitive level of the learner.  
Differentiate between developmental and behaviorist management styles.  
Describe more than one philosophy for conflict management.  
Develop a personal theory of classroom management through the analysis and synthesis of published endorsement of practices.  
Analyze the effectiveness of the structure of measurement used in a particular classroom or lesson.  
Produce a lesson plan which justifies the structure and processes of cognitive and affective development implemented in its design.

**DISABILITY POLICY:**

***If any student feels that she or he has a disability and needs special assistance, please contact the instructor during the first week of instruction..***

**LATE WORK POLICY**

Note: "work" = anything that is graded to include tests, quizzes, papers, reflections, projects, etc.

**No**  **WORK WILL BE ACCEPTED.**

If the student has experienced an issue, circumstance or problem that has prevented the work being turned in when due, the student can complete the following steps:

1. fill out the late work petition form (one is attached to your syllabus and/or can be obtained through your instructor)
2. turn the completed form in to the Social Science Department Chair

The members of the Social Science Department will consider the student's request and determine whether or not the work will be accepted and if it is, how many of the original points on which it will be evaluated. The outcome of the request will be stated on the petition form, a copy of which will be given to the student.

**No Electronic Final Submissions !**

By consensus of the faculty of the Social Science Department, final copies of required work will be accepted in PAPER FORMAT only.

# Course Readings:

## Week

### Zull text:

INTRODUCTION

THE SWEET EDGE

#### PART I: FOUNDATIONS

Holding a just balance

Our trade and our art

A feeling of this business

Summary

#### PART II: KNOWLEDGE: NEURONAL NETWORKS, CHANGE, AND TEACHER.

What we already know

Only connect

Summary

#### PART III: USING MORE OF THE CEREBRAL CORTEX TO DEEPEN LEARNING

Sense Luscious

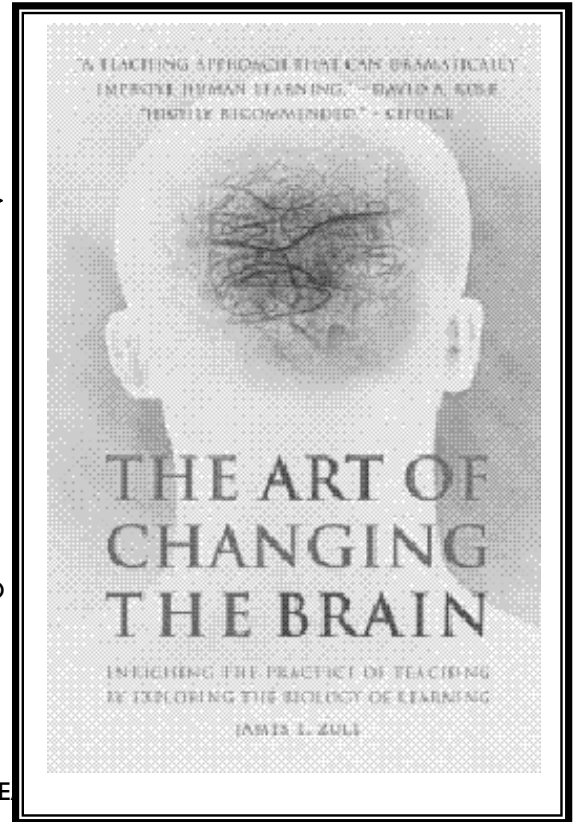
Waiting for unity

The courageous leap

Test by trial

We did this ourselves

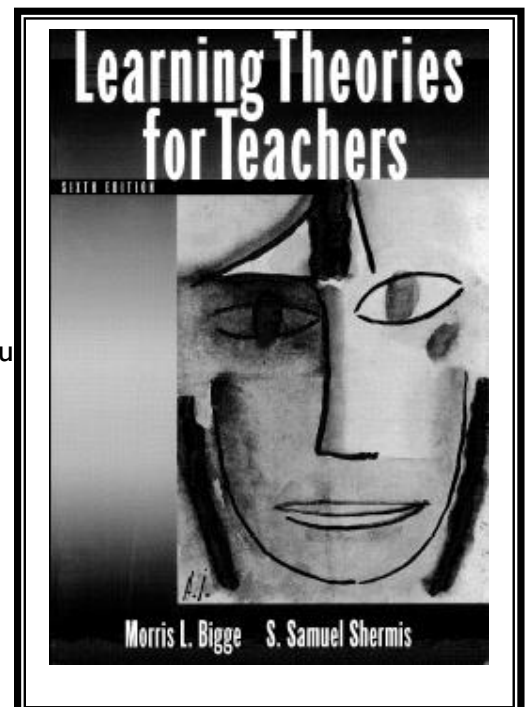
Summary



### Bigge and Shermis text:

CH. 1: Why is classroom learning a problem?

CH. 2: What Historical theories of learning are reflected in current classroom practice?



## Course Readings, continued

### Week

### Bigge and Shermis text, continued

CH: 3: What are the two current major families of contemporary learning theory?



CH. 4: How do the two families of contemporary learning theory describe the learning process?

CH. 5: How does Skinnerian operant conditioning work?

CH. 6: How does Vygotsky's *Thought and Language* imply a theory of learning?

CH. 7: How does Bruner's Cognitive-Interactionist, Narrative-Centered Psychology Treat Learning and Teaching?

CH. 8: What is Bandura's Linear-Interactionist Social Cognitive Learning Theory?

CH. 9: What is the Cognitive-Field Interactionist theory of Learning?

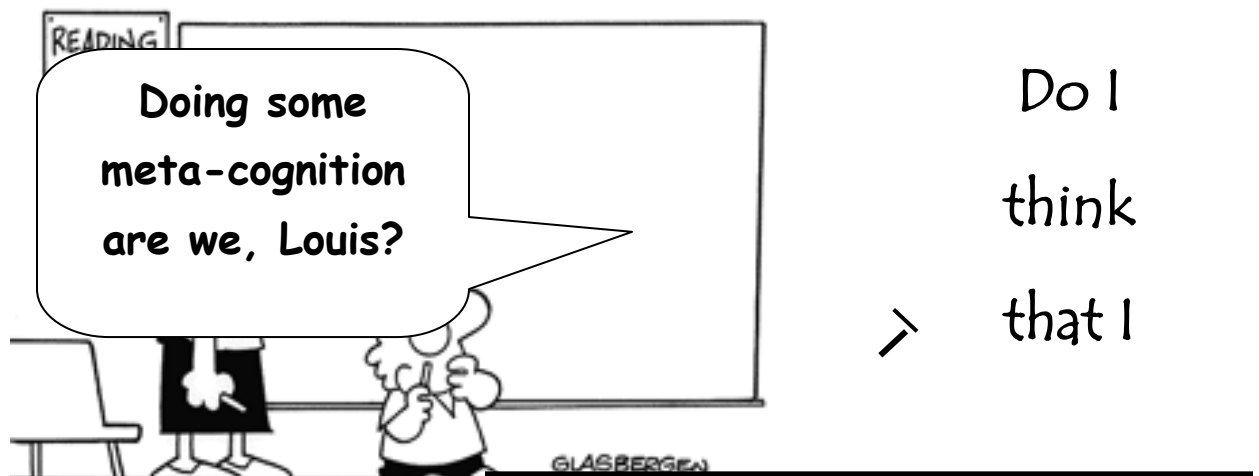
CH. 10: How does learning transfer to new situations?

CH. 11: How is learning theory related to teaching practices?

CH. 12: How may teachers teach for explanatory understanding?

CH. 13: How does exploratory-understand-level teaching and learning proceed?

CH. 14: How are teaching-learning theories related to computer education?



# Evaluation:

## Brain Test:

Estimate Readiness: **Week 8**

In Class. Closed book. Open Note. 20 points

### Research Assignments :

**Approx: Week 10**

20 Points

Brain Physiology, Culture, and Intelligence

**Approx: Week 13**

20 Points

Contrasting Behaviorist and Developmental Models of Learning

## Multiple Choice Final Examination

In-class examination April 28

40 Points

### Absences:

**No** points are awarded for merely attending class.

**Five** points will be deducted for EACH INAPPROPRIATE ABSENCE.



The two one-minute free writes will be used to recognize cognitive "presence" in the class.

### Grade Scale:

91 - 100 = A

81 - 90 = B

71 - 80 = C

61 - 70 = D



## EXPECTED LEVEL OF STUDENT PARTICIPATION:

HOURS PER WEEK: 8:00

Our participation breaks down as follows.

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TWO CLASS SESSIONS @ 1:15 EA. = 2:30

Presentation / Reception and Analysis of Seminal Concepts

READING OF THE ZULL AND BIGGE TEXTS: 2:00 HOURS EVERY WEEK

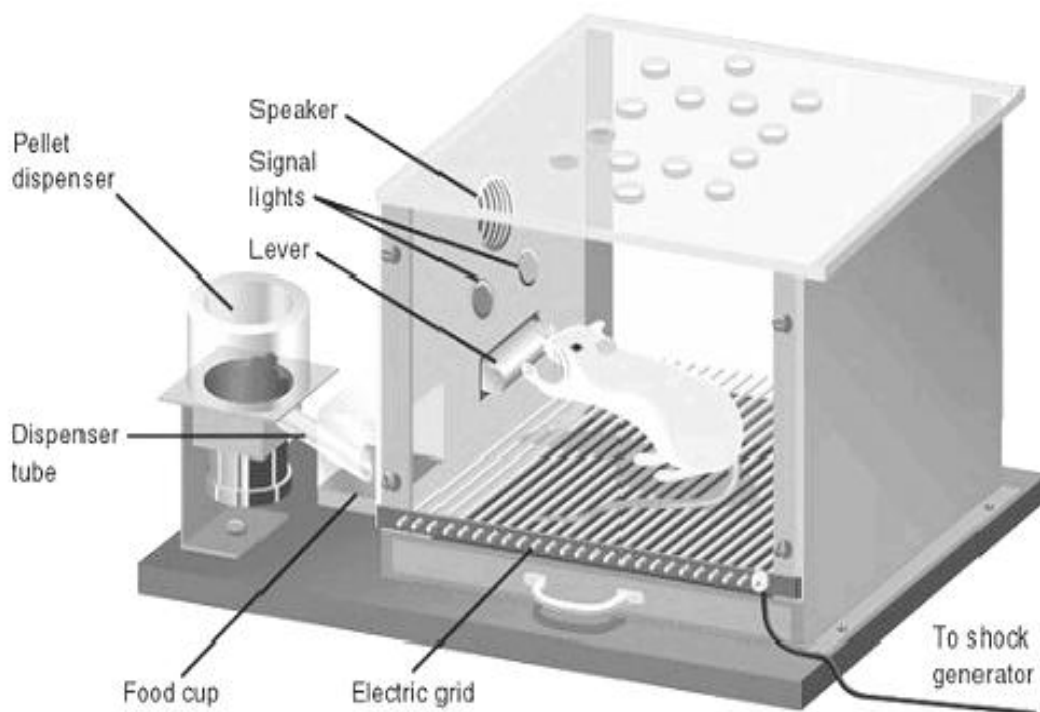
Texts present details and critical tangential examples which the student must demonstrate the ability to apply to personally constructed synthesis...

SYNTHESIZING OF MATERIAL FROM CLASS AND TEXTS: 2:00 EVERY WEEK

The student is expected to demonstrate the inter-weaving of the course material from class, texts, and other academic venues.

CONSTRUCTING COURSE PROJECTS: 1:30 EVERY WEEK.

The course projects are designed to be initiated during the first week of class. Their date of completion/submission represents the depth of expected content and complexity of thought.



**Why is the subject "hungry"???**

Monograph One:  
**Brain Physiology, Culture, and Intelligence**

Date will be set by class. Approximately during week 10.

Max. Points: 20

The student will select a published journal article which addresses a particular definition of “intelligence”. The article will be critiqued through application of class and text concepts as to its recognition of variation in neural plasticity and variance in cultural ramifications.

### The Format:

**PAGE ONE: An annotated list - Class Concepts and Vocabulary.**

List the vocabulary words and concepts from class sessions which you will be using in the construction of the paper. Name the color by which they will be highlighted in the monograph.

E.g. :

1. "Word or Concept"

What it means.

How it will be applied to the monograph.

2. "Word or Concept"

What it means.

How it will be applied to the monograph.

3. Etc

### **Expected minimum of five concepts.**

**PAGE TWO: An annotated list -Concepts and Vocabulary from *The Art of Changing the Brain*.**

List the vocabulary words, concepts, and application examples from the Zull text which you will be using in the construction of the paper. Name the color by which they will be highlighted in the monograph

E.g.

"Word, Concept, or example"

Where it is found in *Art of Changing the Brain*

What it means.

How it will be applied to the monograph.

Etc.

### **Expected minimum of five concepts.**

**PAGE THREE: Begin the monograph of a maximum of an additional eight pages.**

**AFFIX** a photocopy of the journal article behind the monograph.

Maximum length: Ten pages total.... Including the cover sheets.

**PHOTOCOPY THIS PAGE AND PLACE AS THE FINAL PAGE OF YOUR SUBMISSION..**

ED/PSY. 420:                      LEARNING THEORY                      SPRING SEMESTER,  
2011

SCORING RUBRIC: MONOGRAPH ONE

Brain Physiology, Culture, and Intelligence

Student : \_\_\_\_\_

\_\_\_/20

\_\_\_/2                      Cover Sheet for Class Concepts:

- 1: some relevant concepts contributing to the construction of the monograph
- 2: a **considerable number** of relevant concepts applied to the monograph.

\_\_\_/2                      Cover Sheet for Zull :

- 1: some relevant concepts contributing to the construction of the monograph
- 2: a **considerable number** of relevant concepts applied to the monograph.

\_\_\_/2                      Quality of selected article

- 1: Tangential to the assignment
- 2: Carefully chosen for its relevance

\_\_\_/4                      Application of concepts:

- 1: **Some/most** concepts employed without precision in the monograph
- 2: **All** concepts listed in the coversheets employed without precision in the monograph
- 3: **Some/most** concepts precisely employed in the monograph
- 4: **All** concepts listed in the coversheets precisely employed in the monograph

\_\_\_/8                      Construction of a compelling case:

- 2: scattered **fragments** affixed linearly
- 4: cohesive progression of concepts in a **linear** sequence
- 6: **woven** themes based upon commonality of notions
- 8: single **woven** theme supported by woven conceptualizations

\_\_\_/ 2                      Writing Style:

- 1: **conversational** tone with application of informal idioms
- 2: **academic** tone with professional vocabulary and sentence structure

Grammatical/Format Errors:

- None
- Typos / Misspellings
- Need attention to grammar structure \_\_\_\_\_ -

Monograph Two:

## **Contrasting Behaviorist and Developmental Models of Learning**

Date will be set by class. Approximately during week 13.

Max. Points: 20

The student will select a professional journal article which advocates the application of a particular technique for the facilitation of learning. The author's presentation will be critiqued, both complimented and criticized, through the application of behaviorist and developmental perspectives.

The Format:

Page One: An annotated list - Class Concepts and Vocabulary.

List the vocabulary words and concepts from class sessions which you will be using in the construction of the paper. Name the color by which they will be highlighted in the monograph.

E.g. :

1. "Word or Concept"

What it means.

How it will be applied to the monograph.

2. "Word or Concept"

What it means.

How it will be applied to the monograph.

3. Etc

**Expected minimum of eight concepts.**

Page Two: An annotated list -Concepts and Vocabulary from *Learning Theories for Teachers*.

List the vocabulary words, concepts, and application examples from the Bigge and Shermis text which you will be using in the construction of the paper. Name the color by which they will be highlighted in the monograph

E.g.

"Word, Concept, or example"

Where it is found in *Learning Theories for Teachers*

What it means.

How it will be applied to the monograph.

Etc.

**Expected minimum of eight concepts.**

PAGE THREE: Begin the monograph of a maximum of an additional eight pages.

AFFIX a photocopy of the journal article behind the monograph.

Maximum length: Ten pages total.... Including the cover sheets.

**PHOTOCOPY THIS PAGE AND PLACE AS THE FINAL PAGE OF YOUR SUBMISSION..**

ED/PSY. 420:  
SEMESTER, 2011

LEARNING THEORY

SPRING

SCORING RUBRIC: MONOGRAPH TWO

## **Contrasting Behaviorist and Developmental Models of Learning**

Student : \_\_\_\_\_  
\_\_\_\_/20

\_\_\_\_/2      Cover Sheet for Class Concepts:

- 1: some relevant concepts contributing to the construction of the monograph
- 2: a **considerable number** of relevant concepts applied to the monograph.

\_\_\_\_/2      Cover Sheet for Bigge and Shermis :

- 1: some relevant concepts contributing to the construction of the monograph
- 2: a **considerable number** of relevant concepts applied to the monograph.

\_\_\_\_/2      Quality of selected article

- 1: Tangential to the assignment
- 2: Carefully chosen for its relevance

\_\_\_\_/4      Application of concepts:

- 1: **Some/most** concepts employed without precision in the monograph
- 2: **All** concepts listed in the coversheets employed without precision in the monograph
- 3: **Some/most** concepts precisely employed in the monograph
- 4: **All** concepts listed in the coversheets precisely employed in the monograph

\_\_\_\_/8      Construction of a compelling case:

- 2: scattered **fragments** affixed linearly
- 4: cohesive progression of concepts in a **linear** sequence
- 6: **woven** themes based upon commonality of notions
- 8: single **woven** theme supported by woven conceptualizations    SINGLE CLEAR CONTRAST

\_\_\_\_/ 2      Writing Style:

- 1: **conversational** tone with application of informal idioms
- 2: **academic** tone with professional vocabulary and sentence structure

Grammatical Errors:

- None
- Typos / Misspellings
- Need attention to grammar structure \_\_\_\_\_-

APRIL 28, 2011.

A MULTIPLE CHOICE EXAMINATION

FORTY MULTIPLE CHOICE QUESTIONS

ONE POINT AWARDED FOR EACH.

---

### Applicable INTASC Standards:

#### STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

#### STANDARD 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.



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EDSCI 371  
SCIENCE AND TECHNOLOGY  
IN THE CLASSROOM  
SPRING SEMESTER 2010

Instructor: Jennifer T. Fullilove, B.S. Ecology; M.A.T. Science Education  
Class Location/Time: SCI2001 Tuesdays 4:00-5:40 PM  
Telephone: (503) 867-0473  
Office Hours: Tuesdays 5:40-6:40 PM, or by appointment  
E-mail: [jfullilove@warnerpacific.edu](mailto:jfullilove@warnerpacific.edu)

Description: A methods course designed to enable students to learn age appropriate teaching techniques within the K-8 science curriculum and to correlate lessons to the Oregon Content Standards for Science. Students will also be exposed to various resources and equipment technologies for use in teaching both in and out of the classroom. (2 credits)

Required Text:

Tomecek, S. (2007) [Teaching Science: Yes, You Can!: 100 Hands-on Activities and Easy Teacher Demonstrations That Reinforce Content and Process Skills to Get Kids Ready for the Tests.](#) New York, NY: Scholastic Teaching Resources.

ISBN-13: 978-0439813129

Recommended Text:

Norris, J. (2002) *Read and Understand Science, Grades 1-2.* Monterey, CA: [Evan-Moor Educational Publishers.](#)

ISBN-13: 978-1557998545

EDSCI 371 is designed to prepare students to effectively teach elementary and middle school science using a variety of reliable approaches and techniques, and through strengthening science content knowledge. Successful students will complete all assignments in an earnest and thoughtful manner to meet the following objectives.

Course Objectives: As a result of the reading, activities, assignments, projects, and presentations in this course, science education students will:

Become experienced, confident, and comfortable engaging students in inquiry style science aligned with national and state curriculum standards.

2. Recognize the importance of “talking science” in engaging students in science exploration and investigations.

3. Learn to phrase questions that sustain interest, promote thinking, and encourage participation.

Consider the importance of teaching science in historical and cultural context.

5. Help children plan safe investigations with attention to the role of variables.

6. Promote differentiated student growth using various forms of assessment and instruction.

Select, modify, develop, and share primary science curriculum.

Craft encounters with nature that encourage appreciation of the natural world.

We will also address the INTASK Standards and Objectives for Initial Teacher Licensure (found below:

The INTASC Standards

#### STANDARD 1: CONTENT PEDAGOGY

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#### STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

#### STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#### STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

#### STANDARD 6: COMMUNICATION AND TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#### STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

584-017-0100

Objectives for Initial Teacher License

Candidates for an Initial Teaching License demonstrate knowledge, skills, and competencies in each of the five (5) teacher functions.

(1) Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level.

(2) Candidates establish a classroom climate conducive to learning.

(3) Candidates engage students in planned learning activities.

(4) Candidates evaluate, act upon, and report student progress in learning.

(5) Candidates exhibit professional behaviors, ethics, and values.

**Learning Activities and Standards Addressed:**

Learning Activity	Date	Course Objectives	INTASC Standard	Objectives for I.T.L.
Scrapbooking Science	1/11	1, 4, 6	2,3,4,6,8	1,3,4
Broken Stick	1/18	1, 2, 3, 8	1, 2	1,3,4
Reflection and refraction tutorial	1/18	1	1	1,3,4
Read "Safety in the Science Classroom"	1/18	5	7	2,5
Read "Concept-Focused Teaching."	1/18	1, 2, 6,7	1,2,3,4	1,3,4
Read, Discuss, and "Talking Science"	1/25	1,2, 3	1,2,3,4	1,3,4
Practice "Talking Science" and follow-through with Journal, Word Wall, Computer Resources	1/25	1,2,3,6,7	1,2,3,4,8	1,3,4
Read Aztra Zeneca's "Talking Science" resources	1/25	1,2,3	1,2,3,4	1,3,4
Using Graphic Organizers in Science	1/25	6,7	2,3,7	1,3,4
Physical Science Lesson Presentations	2/1, 2/8	1-7	1-8	1-5
Preview Constructivism Method	2/1	1-6	1,2,3,4	1,3,4
Using the Scientific Method	2/15	5,6	1,7,8	1,3,4
Consulting Oregon State Standards	2/15	9	1,7,8	1,3,4, 5
Midterm Paper: Comparing teaching methodologies in primary science	2/15	1,6	1-4,6-8	1,3,4
Scientific Method Practice (Earth Science)	2/22	1-7	1,7,8	1,3,4
Read "Differentiation for Science"	2/22	1,6	1,2,3,4	1,3,4
"Talking Science" (Space Science)	3/1	1,2,3,6	1,2,3,6,8	1,3,4
Read "Teaching Science to English Language Learners"	3/1	1,6	1,2,3,4	1,3,4
Earth/Space Science Co-Teaching	3/8, 3/15	1,2,3,6,7	1-4,6-8	1-5

Presentation				
View Science Blog/find additional resource	3/8	1,4,7	2,4,6,7	1,3,4
“Talking Science” Animal Populations	3/29	1,2,3	1,2,3,6,8	1,3,4
Scientific Method Inquiry: Pill bugs	3/29	5	1,7,8	1,3,4
Read “Science Misconceptions	3/29	1,2	1,2,3,4	1,3,4
Nature Observations	4/5	8	1,2,3,4	1,3,4
Life Science/Nature Lesson Presentations	4/12, 4/19	1-8	1-4,6-8	1-5
Final Exam Item Preparation	4/19	1	1,2,3,4	1,3,4
Science at the Zoo	4/26 (2:00-5:00)	1,2,3,7,8	1-4,6-8	1,2,3,5
Final Exam	5/3	1-8	1-4, 6-8	1-5

## Course Calendar:

1/11/11

### Introductions

### Syllabus Review

### Scrapbooking Science

For the next class, prepare an autobiographical-style scrapbook based on a scientist of your choice. Your scrapbook should include at least 10 pages or 5 minutes, and based on the scientist’s life and discoveries. Your format may be paper and mixed media (glitter, glue, etc.), slideshow, video, or live monologue with visual aid(s). You will take approximately 5 minutes during the next class to present your product. Make your product a good student example.

Your scrapbook will be grading based on the following rubric:

Points	Completed Project	Quality	Creativeness	Bibliography/references
16-20	75-100%	exemplary	exemplary	three or more
11-15	50-75%	good	good	two
6-10	25-50%	adequate	some	one
0-5	0-25%	poor	low	none

Points Earned: \_\_\_\_\_

Total: \_\_\_\_\_/100\_\_\_\_\_

1/18/11

### Scrapbooking Presentations

**Broken Stick.** Based upon Rousseau’s lesson for *Emile* on the importance of attending to direct experience and the development of meaning without haste, the class examines a pencil when viewed using clear plastic cups of water as lenses. Surprising changes in the appearance of the pencil when viewed using the cup of water are shared and these observations are grouped, using the language expressed by the class, into categories. The categories are further developed as examples of “What happens to light to make the pencil appear strange?” in order to introduce

concepts of reflection, refraction, color, and transparency. An excerpt from Hoban's *A Baby Sister for Frances* suggests a link between whimsical children's literature and the conceptualization of light: "What does the tomato say early in the dawn? Time to be all red again, now that night is gone." The notion of being red "again" is used to prompt a "Science Talk" on the phenomena of color and light among the students. Read for next class:

Reflection and refraction tutorial: <http://www.myschoolhouse.com/courses/O/1/36.asp>

[http://www.tooter4kids.com/Light\\_Color/Rainbows.htm](http://www.tooter4kids.com/Light_Color/Rainbows.htm)

Safety in the Science Classroom:

<http://www.nsta.org/pdfs/SafetyInTheScienceClassroom.pdf> (Objective 5)

Joanne K. Olson. (2008). "Concept-Focused Teaching." *Science & Children*, 46 (4), Dec.

S. Rená Smith & Sandra K. Abell. (2008). "Using Analogies in Elementary Science." *Science & Children*, 46 (4), Dec.

1/25/11

Today we practice "Talking Science" using productive questions. The class will read and discuss the Productive Questions article at <http://maisk-6scienceinquiry.org/questions.htm> (adopted from Wynne Harlan (Ed.), *Primary Science... Taking the Plunge*)

Students will practice using limited, yet productive questions with a small group of peers acting as students during a physical investigation the teacher group has gained some background on (either pendulums or Cartesian divers). Journal writing in science will be addressed. Student conclusions will be supported using computer search techniques, and finding the most legitimate sources. The use of a word wall will be put into place.

For the next two classes, students will prepare a physical science investigation to lead with a small group of peers (1/2 of the class will present each day). Lessons may be adopted from the Physical Science section in the text, or another source (references must be provided). Before class begins, students should have shared their activity via e-mail or prepared a hard copy for each student. *Always consult NSTA Safety Guidelines*

*Guidelines for conducting your activity:*

1. Start with Safety Concerns. Consult the NSTA guide.
2. Choose your activity from the text. If from another source, please bring the directions/reference to distribute in class.
3. If possible, try out your activity first.
4. Expect support from your classmate audience.
5. DO NOT prepare a lecture explaining the phenomenon.
6. DO try to begin with a question that requires your audience to commit to a prediction or focus on something puzzling and unexpected. For example, try to phrase questions in the form, "What do you think will happen when . . .?" rather than "Why does \_\_\_\_\_ occur/not occur?" Avoid, "Why do you think that happened?" as your first question.
7. Direct attention to what happens by asking numerous questions that call for noticing and describing the event. These are questions that have answers easily found by observing closely.
8. Ask questions that call upon members of the audience to clarify their ideas.
9. Ask questions that call upon your audience to make simple inferences, prompted by a review of observations.
10. Refrain from asking intimidating "why" (or explanatory) questions unless you have established momentum toward their resolution.

11. As you near the end of your presentation, solicit several plausible explanations or multiple answers to a key question. Accept all hypotheses as reasonable. Your role is to encourage contributions of plausible, competing, clearly expressed ideas.

12. See if you can prompt a Science Talk about the phenomena of interest—a phase where you step back and the group “theorizes,” based upon each other’s thinking.

Grading Rubric for Teaching Presentations:

Points	Participation	Preparation	Execution	Sharing with peers
16-20	On time	exemplary	exemplary	exemplary
11-15	late (excused)	good	good	good
6-10	n/a	adequate	some	inadequate
0-5	late (unexcused)	poor	low	none

Points Earned: \_\_\_\_\_  
 Total: \_\_\_\_\_/100\_\_\_\_\_

For the next class, read:

The AstraZeneca Science Teaching Trust’s Resources:

<http://www.azteachscience.co.uk/resources/materials/talking-science.aspx>

(Read the home page and the Year 6 “Talking Science” Materials, also taking the time to look at several of the power point presentations.)

Consider using a graphic organizer in your lesson. See some examples at:

[http://science-class.net/Teachers\\_Graphic\\_Organizers.htm](http://science-class.net/Teachers_Graphic_Organizers.htm)

2/1/11

First Day of Peer Physical Science Lesson Presentations.

*Audience Role:*

When you are not presenting, you are still active. First, you are learning science. Secondly, you are a source of feedback to the presenter about his or her questioning skills. Record observations, take notes, and make sketches as appropriate to the exercise. For example, write down predictions when prompted to do so. Secondly, keep track of your own questions as they arise. Finally, write down several examples of “productive questions” posed by the presenter. Refer to this list of questions at the end when the group provides feedback to the presenter

For the next class:

Preview the Constructivist approach to teaching science at:

<http://faculty.mwsu.edu/west/maryann.coe/coe/inquire/inquiry.htm>



2/8/11

Second Day of Peer Physical Science Lesson Presentations.

Upon completion of presentations, we will consider the Constructivist approach to teaching science: <http://faculty.mwsu.edu/west/maryann.coe/coe/inquire/inquiry.htm>, examining the “5 Es” outlined by Carin for teaching science: “Elicit, Explore, Engage, Explain, Evaluate.”

**For the next class:**

**Review and consider all previous class materials.**

2/15/11

**Today we will investigate flight using the scientific method. Students will work in teams of 3 to form an investigation paying close attention to variables, control, sample size, and other factors.**

**We will consult the Oregon State Standards to ensure correlation and compliance.**

**For the next class:**

**Write a two-page, double-spaced (500 word minimum) paper comparing the scientific method with other methods of learning and teaching science (including at least one method not presented in class). This paper is worth 100 points and counts as your midterm grade. (Objs. 1,6,9)**

**Grading rubric for Midterm paper:**

Points	Organization	Spelling/Grammar	Supportive Examples	References
16-20	Exemplary, (ex: includes strong thesis statement).	Exemplary (no noticeable errors)	4 or more	4 or more
11-15	Good, thesis statement present	good (1-2 errors)	3	3
6-10	Adequate, thesis statement may not be present	adequate(3-4 errors)	1-2	1-2
0-5	Poor, no thesis statement.	poor (5 or more errors)	none	none

Points Earned: \_\_\_\_\_

Total: \_\_\_\_\_/100\_\_\_\_\_

2/22/11

**Students will share and discuss midterm papers.**

**The scientific method will be practiced on an Earth Science topic (TBA).**

**For the next class:**

**Read “Differentiation for Science”:**

[http://www.k8accesscenter.org/training\\_resources/sciencedifferentiation.asp](http://www.k8accesscenter.org/training_resources/sciencedifferentiation.asp) (The Access Center)

3/1/11

**Talking Science on a puzzling space science phenomenon (TBA). Students paired up for co-teaching for the next presentations (Earth/Space science lessons) and are allowed some time for preparation (lesson selection, etc.).**

**For the next class:**

**Read “Teaching Science to English Language Learners”:**

<http://www.nsta.org/publications/news/story.aspx?id=57231>

For the next two classes, students will prepare an earth/space science investigation to co-teach with a small group of peers (1/2 of the class will present each day). Lessons may be adopted from the Physical Science section in the text, or another source (references must be provided). Before class begins, students should have shared their activity via e-mail or prepared a hard copy for each student. *Always consult NSTA Safety Guidelines!*

3/8/11

**Earth/Space Science Presentations Day One**

**For the next class:**

**Peruse the resources on the following teaching science blog:**

<http://www.science-lessons.ca/blog/>

**Search for a similar site that sparks your interest and bring the URL and description to class.**

3/15/11

**I, Earth/Space Science Presentations Day Two**

**3/22/11**

**Spring break—NO CLASS**

**3/29/11**

**Talking Science: Animal Populations  
Life Sciences Scientific Method Investigation: Pill Bugs**

**For the next class, read:**

Patricia E. Blosser. (1987). "Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students." ERIC/SMEAC Science Education Digest, No. 1, 1987

Article Found online at:

<http://www.ericdigests.org/pre-925/science.htm>

**4/5/11**

**Making Observations in Nature (Mt. Tabor) using senses and scientific instruments.**

**Forming a life sciences investigation:**

**For the next class:** For the next two classes, students will prepare a physical science investigation to lead with a small group of peers (1/2 of the class will present each day). Lessons may be adopted from the Physical Science section in the text, or another source (references must be provided). Before class begins, students should have shared their activity via e-mail or prepared a hard copy for each student. *Always consult NSTA Safety Guidelines!*

**4/12/11**

**Life Science & Nature Presentations, Day One**

**4/19/11**

**Life Science & Nature Presentations, Day Two**

Ending conversation (in class time to compose, then share orally):

- a) How does learning life science and the study of nature contribute to the conception of the self as a learner in elementary education?
- b) What about science and nature are of most value to the development of the child?
- c) What have you learned from the peer presentations that have contributed to these insights?

For the next class, to submit in hard copy format (at the zoo):

Prepare 4 potential final exam questions, in a variety of styles (multiple choice, short, answer, matching, etc.):

Two questions based on the methodology of teaching science

Two questions associated with scientific content knowledge learned in exercises and presentations

**4/26/11**

**Science at the Zoo (2:00-5:00 PM). Work on comparative anatomy through art and natural history of particular animals. There may be the opportunity to team up with a group of elementary students for this class (TBD).**

**5/3/11**

### **Final Exam**

Grading:	Points:
Participation/Attendance (15 classes excluding final exam @ 20 pts/class)	300
Scientist Scrapbook	100
Midterm paper	100
Physical Science Lesson Presentation	100
Earth/Space Science Lesson Presentation	100
Life Science Lesson Presentation	100
Final Exam	200
<b>Total Points Available</b>	<b>1000</b>

Final grade for course will be based on the total points earned during the course, as listed above. The letter grade will be determined by the scale below.

Each assignment will receive points based on the quality of the assignment turned in as reflected in the rubrics. Students are expected to actively participate in the activities and class work. Late assignments, if accepted, will receive points no higher than equal to a C grade.

Final Course Grade:	Total Points:
A Exemplary Performance/Participation	900-1000
B Good Performance/Participation	800-899
C Average Performance/Participation	700-799
D Below Average Performance/Participation	600-699
F Inadequate Performance/Participation	0-599

*To minimize disruption to your learning:*

*Please remember to turn off all cell phones, PDAs, and other electronic devices upon entering the classroom in order to minimize disruptions to learning.*

*Computer use is restricted to note-taking and websites related to the course. Inappropriate computer and/or internet usage (Facebook, gaming, etc.) will result in a loss of participation points and/or loss of the ability to use the computer in class.*

*Food and covered drinks are allowable in small portions when appropriate (may be unsafe during some lab activities).*

*\*Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, the Director of Career and Life Counseling at 503-517-1119 as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with me.*

*\*\*The provisions of this syllabus may be added to, deleted from, or otherwise changed if, in the opinion of the instructor, it becomes necessary in order to achieve the objectives of the course. The student will be notified in advance of any such changes.*

*\*\*\* Many thanks to Kip Ault for sharing his resources and approach to teaching elementary science.*

**SPRING 2011**  
**2 credits**

**EDHHK 371/372**

(P.E./Health)

**Instructor:** Tom Kunke, Senior Associate Professor of Health and Human Kinetics

**Office:** A.F. Gray 209

**Phone:** (503) 517-1068

**Meeting Time:** T 12:50-2:30

**Office Hours:** tba

**Email:** tkunke@warnerpacific.edu

**Course Description:** A seminar and laboratory course that offers basic content, methods, and materials for teaching health and physical education. The focus will include developmentally appropriate practices at the early childhood and elementary levels. Students will learn to assess, plan, and implement activities for learner centered classrooms.

**Required Text:**

Pangrazi, Robert P., Dynamic Physical Education for Elementary School Children. Pearson/Benjamin Cummings. Latest Edition.  
ISBN-13: 978-0-321-56163-3

**Course Objectives:** ,

1. Students will gain understanding about current P.E. and Health content at the elementary level.
2. Students will gain understanding of their purpose in teaching P.E. and Health at the elementary level.
3. Students will gain knowledge in the writing of lesson plans, instructional and performance objectives.
4. Students will gain understanding of different styles and methods of teaching.
5. Students will define problems unique to this age group and suggest suitable solutions. (classroom management)
6. Students will gain experience in student, teacher, and program assessment.
7. Students will understand the implications of the legal liabilities in physical education.
8. Students will list and describe the proper execution of basic motor skills.
9. Students will gain understanding of movement education.
10. Students will identify the educational value of selected games, calisthenics, relays, rhythmic movements and sports.
11. Students will study the skills to prepare them to integrate P.E. with the curriculum in the following developmental levels:

**Early Childhood/Elementary Level:**

\*include vigorous games and stunts in curriculum

\*develop specialized skills of throwing, catching, and dribbling \*use music and rhythm with

skills

- \*use activities of short duration and intersperse physically demanding activities with less vigorous ones
- \*give opportunity to handle different objects, such as balls, beanbags, and hoops
- \*give practice in balance-unilateral, bilateral, and cross-lateral movements \*give attention to posture problems and provide abdominal strengthening activities
- \*stress safe approaches
- \*change activity often and give short, concise explanations

Elementary Level:

- \*continue creative rhythms, singing movement songs, and folk dancing \*provide movement experience and practice in perceptual-motor skills (right and left, unilateral, bilateral, and cross-lateral movements)
- \*begin introductory sport and related skills and simple lead-up activities \*emphasize practice in these skill areas through simple ball games, stunts, and rhythmic patterns
- \*introduce some specialized fitness activities
- \*avoid highly organized ball games that require and place a premium on quickness and accuracy
- \*begin team concept in activity and relays
- \*offer challenges involving movement problems and more critical demands in stunts, tumbling, and apparatus work
- \*include big-muscle program and more group activity \*include dodging games and other active games
- \*organize practice in a variety of throwing, catching, and moving skills
- \*teach need to abide by rules and play fairly ,
- \*begin to stress quality in physical movement

Middle level:

- \*continue emphasis on teaching skills through drills, lead-up games and practice periods
- \*match teams evenly so that individual skill levels are less evident
- \*include posture correction and special posture instruction emphasizing the effect of body carriage on self-concept
- \*keep genders together for skill development but separate for competition in certain rougher activities
- \*continue vigorous program to enhance physical development \*include instruction on rules, traditions, and regulations
- \*emphasize strategy, as opposed to merely performing a skill without concern for context
- \*include many team games
- \*offer a variety of sports in season, with emphasis on lead-up games
- \*offer coeducational activities with emphasis on individual differences of all participants, regardless of gender
- \*stress physical fitness
- \*establish and enforce fair, rules

#### STANDARD 1: CONTENT PEDAGOGY

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#### STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

#### STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#### STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

#### STANDARD 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### STANDARD 6: COMMUNICATION AND TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#### STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

#### STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

#### STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

#### Objectives for Initial Teacher License

The unit assures that candidates for an Initial Teaching License demonstrate knowledge, skills, and competencies in each of the five (5) teacher functions.

(1) Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:

(a) Select or write learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;



- (b) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;
  - (c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;
  - (d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;
  - (e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;
  - (f) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds; and
  - (g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.
- (2) Candidates establish a classroom climate conducive to learning and demonstrate they are able to:
- (a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;
  - (b) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;
  - (c) Employ equitable practices that are just and that support a least restrictive environment for all students;
  - (d) Model and reinforce classroom social behavior that supports student learning and development;
  - (e) Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;
  - (f) Monitor student conduct, and take appropriate action when misbehavior occurs;
  - (g) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;
  - (h) Use classroom time effectively to provide maximum time for learning;
  - (i) Manage instructional transitions decisively and without loss of instructional time;
  - (j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and
  - (k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.
- (3) Candidates engage students in planned learning activities and demonstrate they are able to:
- (a) Choose organizational structures appropriate for the objectives of instruction;
  - (b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;
  - (c) Implement instructional plans that employ knowledge of subject matter and basic skills;
  - (d) Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;
  - (e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and

(f) Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

(4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

(a) Select or develop non-biased, valid and reliable tests, performance measures, observations student interviews, or other formal or informal assessment procedures to determine the progress of all students;

(b) Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;

(c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate; and

(d) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

(5) Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

(a) Be dependable, conscientious, and punctual;

(b) Meet work schedule demands;

(c) Be aware of the importance of dressing appropriately;

(d) Be aware of, and act in accordance with, school policies and practices;

(e) Understand the organizational culture and expectations that operate within a school and that impact students and student learning;

(f) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;

(g) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;

(h) Perform advisory functions for students in formal and informal settings;

(i) Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;

(j) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and

(k) Exhibit energy, drive and determination to become a professional educator.

Knowledge, Skills and Abilities for Health Education Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for health education and completing the required practicum experience, the following requirements must be met to add a health education endorsement onto any Initial or Continuing Teaching License. The requirements to add a health education endorsement onto a Basic or Standard Teaching License can be found at: OAR 584-038-0110 and 584-040-0100.

(2) Candidates Assess Individual and Community Needs for Health Education. Candidates will:

(a) Obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students;

(b) Distinguish between behaviors that foster and those that hinder well-being; and

(c) Candidates determine health education needs based on observed and obtained data.

(3) Candidates Plan Effective Health Education Programs. Candidates will:

(a) Recruit school and community representatives to support and assist in program planning;

(b) Develop a logical scope and sequence plan for a health education program;

- (c) Formulate appropriate and measurable learner objectives; and
- (d) Design educational strategies consistent with specified learner objectives.
- (4) Candidates Implement Health Education Programs. Candidates will:
  - (a) Analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs);
  - (b) Select resources and media best suited to implement program plans for diverse learners;
  - (c) Exhibit competence in carrying out planned programs; and
  - (d) Monitor educational programs, adjusting objectives and instructional strategies as necessary.
- (5) Candidates Evaluate the Effectiveness of Coordinated School Health Programs. Candidates will:
  - (a) Develop plans to assess student achievement of program objectives;
  - (b) Carry out evaluation plans;
  - (c) Interpret results of program evaluation; and
  - (d) Infer implications of evaluation findings for future program planning.
- (6) Candidates Coordinate Provision of Health Education Programs and Services. Candidates will:
  - (a) Develop a plan for coordinating health education with other components of a school health program;
  - (b) Demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;
  - (c) Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals; and
  - (d) Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals.
- (7) Candidates Act as a Resource Person in Health Education. Candidates will:
  - (a) Utilize computerized health information retrieval systems effectively;
  - (b) Establish effective consultative relationships with those requesting assistance in solving health-related problems;
  - (c) Interpret and respond to requests for health information; and
  - (d) Select effective educational resource materials for dissemination.
- (8) Candidates Communicate Health and Health Education Needs, Concerns, and Resources. Candidates will:
  - (a) Interpret concepts, purposes, and theories of health education;
  - (b) Predict the impact of societal value systems on health education programs;
  - (c) Select a variety of communication methods and techniques in providing health information; and
  - (d) Foster communication between health care providers and consumers.
- (9) Candidates Apply Appropriate Research Principles and Methods in Health Education. Candidates will:
  - (a) Conduct thorough reviews of health-related literature;
  - (b) Use appropriate qualitative and quantitative research methods; and
  - (c) Apply research to health education practices.
- (10) Candidates Have the Skills to Administer Health Education Programs. Candidates will:
  - (a) Develop and manage health education program fiscal resources;
  - (b) Develop and manage human resources; and
  - (c) Exercise organizational leadership.
- (11) Candidates Advance the Profession of Health Education. Candidates will:

- (a) Provide a critical analysis of current and future needs in health education;
  - (b) Assume responsibility for advancing the profession;
  - (c) Apply ethical principles as they relate to the practice of health education.
- (12) Candidates Have the Ability to Differentiate Instruction. Candidates will:
- (a) Demonstrate competencies in delivering differentiated instructional strategies that promote equitable learning opportunities and success for all students regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics;
  - (b) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and
  - (c) Use appropriate services and resources in the delivery of differentiated instruction.

This course meets requirements for grade level ECE and Elementary licensure

**Demonstrated Content Knowledge.** Candidates demonstrate an understanding of physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.

**Demonstrated Knowledge of Growth and Development.** Candidates demonstrate an understanding of how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development.

**Demonstrated Ability to Differentiate Instruction.** Candidates demonstrate competencies in differentiated instruction for diverse learners by demonstrating an understanding of how individuals differ in their approaches to learning and create appropriate instruction opportunities adapted to individual differences.

**Demonstrated Competency in Classroom Management and Individual and Group Motivation.** Candidate demonstrates ability to understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation

**Demonstrate Competencies in Learner Assessment.** The candidate demonstrates an understanding and use of formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.

**Demonstrate Competency in the Ability to Reflect and Make Appropriate Adjustments in Teaching Quality.** Candidates demonstrate the ability to reflect and evaluate the effects of her or his actions on others.

### **Course Content:**

1. Lectures/Class Discussions
2. Assigned Readings
3. Class Assignments
4. Examinations

### **Evaluation:**

Teaching Assignments(2)	100 points
File Folder	50 points
Equipment Construction	25 points
Game Assignment	25 points
Integrated warm-up	25 points
Rhythmic Activity Assignment	25 points

Attendance/Participation

25 points

**Total Points = 275**

A = 90-100%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59% and below

Final Grade: The students final grade will be calculated based on the percentage of points accumulated out of 275. The scale above will determine the letter grade based on the percentage of points out of 275 the student earns during the semester.

### Health and P.E. in the Elementary School

#### Individual Teaching Assignments

Each student will teach two 25-30 minute lessons, one lesson in physical education and one in health education. The assignment includes selecting objectives, assessing student skill levels, prescribing and carrying out instruction, and evaluation. A copy of lesson plans must be given to the instructor one class meeting prior to teaching. It is the students' responsibility to have materials ready for teaching and set up beforehand.

#### File Folder

An organized selection of resources for elementary P.E./Health including: handouts, class lesson plans, class assignments, and other resources that would be helpful in teaching. Also, students will summarize 5 chapters of their choosing from the text. Chapter summaries should be 1-2 typed pages in length.

#### Equipment Construction

Each student will construct a piece of equipment for use in the elementary P.E. setting. Be creative. You will give a short demonstration for the class. Examples will be discussed in class.

\* Integrated Warm-Up

\* Game Assignment

\* Rhythmic Activity Assignment

#### Evaluation Criteria for Assignments:

Assignment completed/presented/turned in at the appropriate class session.

Copies of assignment provided for other students in class.

Instructions followed correctly to appropriately complete the assignment.

Obvious effort and creativity demonstrated in the assignment.

Clear verbal communication skills demonstrated in the assignment.

Thoughtful pedagogical strategies demonstrated in the assignment.

100-90% student demonstrates successful completion of all of the above criteria.

89-80% student demonstrates successful completion of at least 5 of 6 of the above criteria.

79-70% student demonstrated successful completion of at least 4 of 6 of the above criteria.

69-60% student demonstrated successful completion of at least 3 of 6 of the above criteria.

59% student demonstrates successful completion of 2 or fewer of the 6 criteria above.

\* Format for these assignments to be covered in class

Note: Late work will not be accepted after the date it is due.

Note: Students should come to each class prepared for some type of movement. Each student should have a pair of tennis shoes and comfortable clothing that is appropriate for class activity. This syllabus may be changed in order to meet the objectives of this course. Students will be notified in advance of such changes.

#### TENTATIVE COURSE OUTLINE

Week 1 Introduction

Week 2 Integrated Warm-Up Assignment

Week 3

Week 4 Individual teaching Assignments Begin:

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Week 5

Week 6 Rhythmic Activity Assignment

Week 7

Week 8 Game Activity Assignment

Week 9

Week 10

Week 11

Week 12 Equipment Construction

Week 13

Week 14 File Folders Due

## Week 15

### Accommodation for Disability & Emergency Information

Any student who has a documented disability that may require accommodation to fully participate in this class should contact Dr. Denise Haugen, Director of Career and Life Counseling at 503-517-1119 as soon as possible. Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with me should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with me.

## **Evidence that all student work samples from fall and spring semester include the incorporation of literacy.**

The following information has been added to the work sample handbook. Work samples from fall 2010 are available for review. Also, the grading rubric has been updated to reflect that literacy is incorporated.

- Modifications for special needs students **MUST** be included. These need to be more than just extra handouts, or less work completed. These must be planned modifications that meet the needs of the students.

Ways to incorporate Literacy in your lessons

Elementary Teachers –Follow the CCG’s and specifically identify those that match lesson plan instruction. The student must address specific Oregon CCG’s when writing and teaching their lessons.

Secondary Teachers – It is imperative that each teacher candidate address literacy in their content area during the professional seminar when writing work samples. You are encouraged to differentiate instruction and follow the Response to Intervention model when writing your lesson plans.

Be sure to include specific literacy goals (Oregon Grade Level Standards) for your appropriate grade level and content area. Refer to [www.ode.state.or.us](http://www.ode.state.or.us) for assistance in identifying appropriate literacy CCG’s and grade-level standards.

Some possible examples of ways to incorporate literacy into your lesson plans are:

- 1 - Teach specific vocabulary and assess learning
- 2 - Have students listen to content information and write reports on topics germane to the subject
- 3 - Write letters, read textbooks and biographical sketches, write directions and procedures, read and write essays, read magazines and other periodicals , read and write technical directions and similar activities that can be assessed and are appropriate for your grade level and content
- 4 - Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams or summaries
- 5 – Predict future outcomes, in writing or orally,
- 6 - Speak on a topic germane to the student’s grade level and content area
- 7 - Draw conclusions after reading or listening to a story, essay, and movie
- 8 - Listen to a story and make connections to historically or culturally significant works of literature by writing or reporting on the connections
- 9 - Analyze interactions between characters and content in the classroom and write or speak about what is discovered or understood
- 10 - Identify, teach and have students follow the standards that are used in the Oregon Official Writing Scoring Guide. Develop a rubric to match instruction and student task.



11 – Review and/or teach conventions (spelling, grammar, punctuation, capitalization) incorporate the student’s knowledge of the above via a rubric an assigned writing task

12 – Others as learned in other courses

- Differentiated Instruction

Incorporate the Response to Intervention model into your instruction and focus on how to meet the needs of all learners (TAG, Special Needs, ELL, students under section 504 of the Rehabilitation Act and the Americans with disabilities Act)

Ways to Adapt lessons to meet a diverse population

All Learners

Create an environment that feels physically and emotionally safe

Vary your setting

Prepare students for transitions

Adjust presentation requirements

Model – Provide clearly stated or written expectations – Focus on positives

Give positive feedback and use positive reinforcement

Adjust assignments to meet the individual needs of learners

Identify student strengths

Adapt homework requirements

Alter testing methods and assessment procedures

Involve parents/Resource teachers

TAG Students

Give choices to the learners

Encourage and listen

Pick up the pace

Go into greater depth and breadth of content

Create an environment where it is OK to make mistakes

ELL

Establish a safe, low anxiety classroom

Help learners to contextualize ideas and information

Use visuals and concrete materials

Use gestures, facial expressions, and body language

Role play

Modify lessons to meet the needs of your population

Repeat, paraphrase, rephrase key ideas, concepts and directions

Explain idioms and slang