

EDEC 7160/EDMS 7090 Syllabus

Fall 2005

Instructional Strategies for Teachers
Tuesdays, 5:00-7:45
Plant Sciences (Bldg. 1061), Room 1102

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Office Hours: Available by Appt

University of Georgia College of Education Conceptual Framework

The College of Education prepares exemplary, reflective professionals to serve a diverse global community; it seeks to achieve that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.

Course Objectives: To discuss, explore, and implement many of the research-based strategies and methodologies used in elementary and middle school classrooms, which have been proven successful in increasing student learning.

Course Procedures: This course requires discussion, sharing, and practice centered on learning about instructional strategies. Lectures will be minimal. Instead, this course will rely on discussions, small group work, and student demonstrations. We will all be experimenting with teaching strategies. Your willingness to share your experiences, ideas, and questions will enhance this course.

Required Texts:

1. Marzano, R. et al. ((2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.
2. Marzano, R. (2003). Classroom Management that Works: Research-Based Strategies for Every Teacher. Alexandria, VA: Association for Supervision and Curriculum Development.
3. **Elementary Only**
Tomlinson, C. & Eidson, C. (2003). Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades K-5.
1. **Middle School Only**
Tomlinson, C. & Eidson, C. (2003). Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades 5-9

******Supplemental readings will also be required throughout the course.**

Additional Sources

Irvine, J. & Armento, B. (2001). *Culturally Responsive Teaching: Lesson Planning for Elementary and Middle Grades*. New York: McGraw-Hill.

Tate, M. (2003). (2003). *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain*. Thousand Oaks, CA: Corwin Press, Inc.

Culture of Honesty

This course will adhere to the university policy of a culture of honesty as described in the document found at the following link: <http://www.isd.uga.edu/faculty/part-time/documents/AcademicHonesty05.pdf>

Standards

This course addresses the following PSC standards for the Early Childhood Program.

PSC Standards

STANDARD II: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- (xi) Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
- (xiv) Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.

<h4>STANDARD III: Family and Community Relationships (continued)</h4>
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<p><i>The program shall prepare early childhood professionals who:</i></p>
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| <ul style="list-style-type: none"> (ii) Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences. |
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NATIONAL MIDDLE SCHOOL ASSOCIATION
...devoted to improving the educational experiences of young adolescents

National Middle School Association Masters Level Teacher Preparation Standards for EDMS 7090

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

4. Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
5. Have an in-depth knowledge of a wide variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.

Standard 2. Middle Level Philosophy and School Organization

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Have a comprehensive understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
3. Comprehend the rationale and characteristic components of developmentally responsive middle level schools.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Knowledge:

Middle level masters candidates:

1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.

Standard 4. Middle Level Teaching Fields

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

2. Know how to use content knowledge to make interdisciplinary connections.
4. Are knowledgeable about teaching and assessment strategies that are effective in their teaching fields.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Knowledge

Middle level masters candidates:

1. Understand the principles of instruction and assessment, including the theories and research that support them.
2. Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
3. Understand that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach core concepts, skills of inquiry, problem solving, collaboration, and communication to all young adolescents.
5. Know how to evaluate the effectiveness of teaching, learning, and assessment strategies.
6. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
7. Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.
9. Understand and analyze the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).

Standard 6. Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Knowledge

Middle level masters candidates:

2. Have a comprehensive understanding of ways prior learning, differing experiences, and family and cultural backgrounds influence the learning of all young adolescents.
5. Understand that middle level schools are organizations within a larger community context and are aware of the implications of these relationships for effective teaching and learning.

Standard 7. Middle Level Professional Roles

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Understand their role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Understand their responsibility for upholding high professional standards (e.g., school, community).
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Are knowledgeable about the skills of research/data based decision making.

Belief Statements About Diversity for the EDMS and EDEC Undergraduate and Graduate Programs

Beliefs About Students

- All students can learn.
- All children deserve respect and caring.
- The similarities and differences among students should be honored.

Beliefs About Appropriate Curriculum, Instruction, and Assessment

- Children's experiences in and out of school should be a foundation for curriculum, instruction, and assessment.
- Teachers should adapt their practices based on the diverse needs and characteristics of students.
- Teachers should utilize a variety of curriculum resources to meet diverse students' needs.
- Teachers should utilize a variety of teaching and learning strategies to meet diverse students' needs.
- Teachers should utilize a variety of assessment strategies to meet diverse students' needs.

Beliefs About Teachers and Teacher Candidates

- Teachers and teacher candidates should continually examine their beliefs about diversity based on research and school practice.
- Teachers and teacher candidates should continually examine their attitudes and assumptions about diversity.
- Teachers and teacher candidates should help their students value diversity.

Beliefs About Family and Community

- Teachers should know the communities from which their students come and use those communities as a resource for curriculum and instruction.
- Teachers should engage their students in learning about and taking action to improve their communities.
- Teachers should engage families of diverse students in classroom and school activities.

Beliefs About Field Experiences

- Teacher candidates should interact with students from diverse backgrounds in diverse settings.

EDEC 7160 and EDMS 7090 Course Requirements

Note: All written assignments must be typed using a 12 point font and double-spaced with 1-inch margins.

All Students

A. Literature Circles:

Select one of the books listed below to read as part of a reading circle. Throughout the semester, those reading the same book will meet in a “Reading Circle” to discuss the book. The Reading Circle will be responsible for a critical review and presentation of the book, which can then be posted on the Web CT for other class members to read. **Note:** Reading Circle may need to meet outside of class at times.

1. Hankins, K. (2003). *Teaching through the Storm: A Journal of Hope*. New York: Teachers College Press.
2. Delpit, L. (1995). *Other People’s Children: Cultural Conflict in the Classroom*. New York: The New Press.
3. Whitaker, T. and Fiore, D. (2001). *Dealing with Difficult Parents: And With Parents in Difficult Situations*. Larchmont, NY: Eye on Education, Inc.
4. Berman, S. and La Farge, Phyllis. (Eds.). (1993). *Promising Practices in Teaching Social Responsibility*. Albany, NY: State University of New York Press.
5. Trumbull, et al. (2001). *Bridging Cultures Between Home and School: A Guide for Teachers*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
6. Stephenson, F. (2001). (Ed.) *Extraordinary Teachers: The Essence of Excellent Teaching*. Kansas City: Andrews McMeel Publishing.

B. Reflections:

Reflection Format

Indicates prior knowledge	Thoughts or experiences regarding the topic or strategy BEFORE reading and discussing in class.
Demonstrates developing knowledge	Thoughts regarding the topic or strategy AFTER reading, discussing, and possibly implementing topic or strategy. Consider the <i>multiple perspectives</i> discussed regarding the topic of strategy. Where do you stand and why?
Identifies remaining questions	What questions linger regarding implementation of a particular strategy discussed in class? Consider application in the larger context of a classroom. <i>This may also be a critique of the strategy or topic discussed.</i>
Considers role in future work	Share how you might use this strategy in your future work, if at all.

B. Reflection continued

In-service Teachers: Select and implement two of the strategies found in our texts to implement in your class. Be prepared to share the results of the strategy implementation. Have work samples to share. Provide feedback/reflections to help guide your classmates to learn from your experience. A one-two page reflection should also be handed in using the format above.

Pre-Service Teachers: You should reflect on each topic or strategy discussed in class. However, to meet the reflection requirement you will only have to formally write up reflections on two of the strategies discussed in class following the format illustrated above. Please see course schedule to determine when your reflections are due.

C. Instructional Strategy Research

Identify an instructional strategy or approach of interest to you or one that troubles you to research further. Use GALILEO, other research-based databases, or the library to search for research articles on your selected topic. Make sure your article is based on research, not someone's opinion. You'll need a minimum of five articles to have a somewhat well-developed and well-balanced perspective. To fulfill this requirement, you will be expected to present a review and critique of your findings. In addition, you should develop a sample lesson to demonstrate the instructional strategy, or you may share sample lesson plan to be used for class discussion. **You may select strategies covered in class EXCEPT differentiation and cooperative learning.**

D. Mid-Term Exam

There will be a mid-term exam. This exam will serve as a review of some of the principals of teaching and learning as well as the major components of strategies explored up to the time of the mid-term. Mid-term will consist of short answer questions and possibly true/false items.

Course Grading

Attendance and Participation	15%
Reading Circle Project	25%
Instructional Strategy Research	25%
Reflections	20%
Mid-Term Exam	15%

Assignments will be graded based on the standard scale 90 – 100 = A, etc. Rubrics will be provided for the Reading Circle Project and the Instructional Strategy Research assignment.

Course Schedule

***Note: This course schedule is a work in-progress as topics assigned to particular class meetings may change over the semester. Revised course schedules will be posted to our WEBCT course.**

DATE	TOPICS	ASSIGNMENTS
August 23 rd	Introductions, Context, & Syllabus	
August 30 th	Identifying similarities and differences/ summarizing and note taking/ reinforcing effort and providing recognition	<ul style="list-style-type: none"> • Select text for Reading Circle • Select strategy for research assignment • Read Classroom Instruction p. 1-59
September 6 th	Homework/Practice/Graphic Organizers/Setting Objectives and Providing Feedback	<ul style="list-style-type: none"> • Read Classroom Instruction p. 60 – 83, p. 92-110 • Order/purchase Reading Circle Text
September 13 th	Generating and Testing Hypotheses/Cues, Questions, and Advance Organizers/Brain-Based Learning	<ul style="list-style-type: none"> • Read Classroom Instruction, p. 103 – 120 • Tate, Brain Based-Learning <u>[Hand out to be provided]</u>
September 20 th	Cooperative Learning	<ul style="list-style-type: none"> • Read Classroom Instruction Ch 7 • Read Cooperative Learning Packet
September 27 th	Cooperative Learning and/or Culturally Responsible Teaching Guest Speaker: Lew Allen Democratic Practices	<ul style="list-style-type: none"> •
October 4 th *	Culturally Responsible Teaching/Culturally Relevant Pedagogy	<ul style="list-style-type: none"> • Read Irvine & Armento [Handout to be Provided]
October 11 th (mid-point)	Mid-Term Quiz **Reading Circles Progress Reports	** Reading Circle Will Meet Today
October 18 th	Classroom Management	Read, Marzano, p. ** Reading Circle Will Meet Today

DATE	TOPICS	ASSIGNMENTS
October 25 th	Teaching Specific Types of Knowledge/Using the Nine Categories of Instructional Planning	<ul style="list-style-type: none"> • Read, Classroom Instruction Ch. 11-13
November 1 st	Differentiation Instruction	
November 8 th	Differentiation Instruction	
November 15 th	Differentiated Instruction Guest Speaker:	
November 22 nd *	Reading Group Presentations	
November 29 th	Reading Circle Group Presentations	
December 6 th	Reading Circle Group Presentations <i>Last Day of Class</i>	
December 9 th	READING DAY	