

## EDEC 7160/EDMS 7090 Syllabus

Fall 2006

Instructional Strategies for Teachers  
Tuesdays, 5:00-7:45  
Aderhold 626

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### 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. Finally, this course uses a service learning strategy to develop a compilation project consisting of class-tested, research-based, instructional strategies.

#### **Required Texts:**

Holt, L. & Kysilka, M. (2006). *Instructional Patterns: Strategies for Maximizing Student Learning*. Thousand Oaks, CA: Sage Publications, Inc.

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

#### **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.

<b>STANDARD III: Family and Community Relationships (continued)</b>
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<i>The program shall prepare early childhood professionals who:</i>
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| (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 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

### Summary of Course Requirements and Grading

#### Course Requirements

Attendance and Participation	<b>15%</b>
Quizzes	<b>10%</b>
Mid-Term	<b>25%</b>
Reflections	<b>25%</b>
Compilation Project	<b>25%</b>

#### Grading Scale

100 – 95 = A

94 – 90 = A-

89 - 85 = B

84 – 80 = B-

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

#### A. Compilation Project

Students will work in groups to create a compilation project of instructional strategies using a service learning approach. Compilation projects will include instructional strategies based on class discussions. Class demonstrations and student research. Groups will take turns demonstrating various types of strategies in class prior to including them in the compilation project. Specific components of compilation project will be determined by a class-developed rubric. Final projects will be provided to pre-service elementary and middle school students.

#### B. Reflections:

##### Reflection Format

<b>Indicates prior knowledge</b>	Thoughts or experiences regarding the topic or strategy <b>BEFORE</b> reading and discussing in class.
<b>Demonstrates developing knowledge</b>	Thoughts regarding the topic or strategy <b>AFTER</b> 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?
<b>Identifies remaining questions</b>	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>
<b>Considers role in future work</b>	Share how you might use this strategy in your future work, if at all.

## Course Schedule

**\*Note: This course schedule is a work in-progress as topics assigned to particular class meetings may change over the semester in order to accommodate guest speakers.**

DATE	TOPICS	ASSIGNMENTS
August 22, 2006	Introductions, Context, & Syllabus	
August 29th	<b>Topics:</b> Service Learning Guest Speaker: Kathy Thompson	
September 5 <sup>th</sup>	<b>Topics:</b> Context of Instruction Planning	Chapter 1 – chapter 3 <hr/>
September 12 <sup>th</sup>	<b>Topics:</b> Practical Issues of Instruction	Chapters 4 – 5 <hr/>
September 19 <sup>th</sup>	<b>Topic:</b> Role Play Strategy **BaFa BaFa cultural simulation	pages 189-203
September 26 <sup>th</sup>	<b>Topics:</b> Culturally Relevant Strategies Diversity Multicultural Education	<ul style="list-style-type: none"> <li>• <b>Reflection 1[Cultural Simulation]</b></li> <li>• Readings to be distributed</li> </ul>
October 3rd	<b>Topics: Teacher-Centered Patterns</b> Direct Instruction	<ul style="list-style-type: none"> <li>• Chapter 6</li> </ul>
October 10 <sup>th</sup>	<b>Topics: Teacher-Centered Patterns</b> Mastery Learning	<ul style="list-style-type: none"> <li>• <b>Reflection #2</b></li> <li>• Chapter 7</li> </ul>
October 17 <sup>th</sup>	<b>Topics: Teacher-Student Interactive Patterns</b> Cooperative Learning	<ul style="list-style-type: none"> <li>• Chapter 8</li> </ul>
October 24 <sup>th</sup>	<b>Mid-Term</b>	

October 31st	<b>Topics: Student-Centered Patterns</b>  Nondirective Learning Self-Taught Instruction	<ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Chapter 11</li> </ul>
November 7 <sup>th</sup>	<b>Topic: Thinking and Organizing the Content</b> Thinking Patterns	<ul style="list-style-type: none"> <li>• <b>Reflection #3</b></li> <li>• Chapter 12</li> </ul>
November 14 <sup>th</sup>	<b>Topic:</b> Using Technology	<ul style="list-style-type: none"> <li>• Reflection # 4</li> </ul>
November 21st	<b>Topic:</b> Democratic Strategies in the Classroom	
November 28 <sup>th</sup>	Project Presentations	Last Day of Class