

EDAT 7132
FRAMEWORK FOR TEACHING

Semester Hours: 3

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CATALOG DESCRIPTION: A study of teaching and learning strategies associated with effective teaching practices. Emphasis is placed upon the relationships that exist between student development, instructional practices, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession. Prerequisite: NONE

COURSE OBJECTIVES: Upon completion of this course, students will have the ability to:

1. provide rationales for curriculum and instructional modality selection;
2. plan and carry out instruction based on knowledge of the content appropriate to their professional goals;
3. demonstrate an understanding of culturally responsive teaching and learning practices that support the intellectual, social, physical, and personal development of all learners;
4. create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation;
5. understand and use a range of formal and informal assessment and instructional strategies to evaluate and ensure the continuous development of all learners;
6. design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments;
7. develop an understanding of the dispositions expected of professional educators who promote social justice, passion for teaching, commitment to diversity, critical thinking, and communities of learners.

SUBJECT MATTER /CONTENT OUTLINE:

1. key concepts in the educational field

2. the role of diversity and how to create an environment that supports diversity
3. the role of positive learning environments and how to create a learning environment that encourages reflection, involvement, and critical thinking
4. diversity awareness and management
5. multiple assessment strategies
6. instructional strategies that accommodate all learners
7. dispositions expected of professional educators at the accomplished level.

REQUIRED TEXT: Eggen, P. & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills*. (6th ed.). Boston: Allyn & Bacon.

REQUIRED WEBSITE: The required text is available through the etext.

Curriculum and Instruction Program Standards: The following Curriculum and Instruction program standards are addressed in this course:

Standard 1 Knowledge of Curriculum:

Element 1.1 Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design (KA#6)

Element 1.3 Completers provide evidence of knowledge of resources, including technology, to support best teaching practices. (KA#4)

Standard 2 Knowledge of Instruction:

Element 2.1 Completers demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data. (KA#2)

Element 2.2 Completers exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources and culturally responsive pedagogy (KA#4)

Standard 3 Knowledge of Content:

Element 3.1 Completers exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success. (KA#4)

Element 3.2 Completers exhibit sufficient pedagogical content knowledge to plan, implement and assess the important ideas and organizational structure of the domains represented in the content body of knowledge to benefit each student. (KA#4)

Standard 4 Knowledge of Students:

Element 4.1 Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning. (KA#2)

Element 4.2 Completers exhibit ability to meet the diverse needs of students. (KA#2)

Standard 6 Knowledge of Assessment:

Element 6.3. Completers demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning. (KA#2 and KA#4)

Standard 7 Professional Practices:

Element 7.1 Completers establish high standards for academic rigor, intellectual inquiry and professional integrity. (KA#6)

Element 7.2 Completers participate in and/or lead professional learning experiences to promote effective practices. (KA#6)

Element 7.3 Completers advocate for the profession by modeling collaboration, leadership and professionalism. (KA#6)

Conceptual Framework Georgia Southern University College of Education

The College of Education assumes leadership for the preparation and continuing development of teacher candidates and other professional school personnel in collaboration with other colleges on campus, public schools, and related educational agencies. Further, we believe in the inclusive nature of the term *educator* as it refers to candidates in all programs of the College of Education who work in schools or other educational agencies. We understand our work affects both our candidates and the individuals (including students) with whom they work. Toward that end, our conceptual framework extends beyond the traditional boundaries of the College to form a professional community. The Teacher Education Committee (TEC), which includes representatives from the College of Education, other colleges on campus, public schools, and related agencies, provides a forum for coordinating these efforts.

Georgia Southern University's College of Education has adopted *Reflective Educators for Diverse Learners* as the theme for its conceptual framework. This theme reflects and extends the mission of Georgia Southern University, which is "rooted in South Georgia, a largely rural region. Our hallmark is a comprehensive university experience that promotes student growth and success through creative strategies for using technology, enhancing learning, and connecting all we do to those around us." The College of Education's professional community frames its work on the commitments described below. Embedding these commitments in the competencies in all programs ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program. These commitments are to: The Knowledge and Dispositions of the Profession (**KD**); Diversity (**D**); Technology (**T**); and the Practice of Continuous Reflection and Assessment (**R**).

RELATIONSHIP TO COE CONCEPTUAL FRAMEWORK: Students will complete coursework that will encompass the four key areas of knowledge identified in the College of Education's Conceptual Framework. Instruction in planning and instruction that affect knowledge and professional dispositions will be addressed. A working knowledge of technology, both for retrieval of resources and presentation of information will be developed. Discussions will address diversity, particularly with regard to how it can be used with diverse learners. Finally, candidates will demonstrate strengths in reflective decision-making through the application of this knowledge base to educational planning and instruction.

Portfolio Upload: Georgia Southern students are required to upload key assessments and artifacts into their portfolio. Currently the portfolio repository is being redesigned and will be available March 1, 2014.

REQUIRED COURSE ACTIVITIES:

1. completing assigned readings and participation in online discussion
2. completing quizzes/tests on topics identified in course outline
3. participating in planned online activities including collaborative small group
4. completing assignments identified in course outline
5. completing examinations

STUDENT PERFORMANCE REQUIREMENTS:

1. Participate in online discussions and activities.
2. Successfully complete written assignments.
3. Demonstrate mastery of content through quizzes, written assignments and online activities.
4. Participate in collaborative activities and assignments with classmates.

ATTENDANCE POLICY: Posting is required for attendance verification. The instructor may schedule virtual office hours, but attendance during this time is not required. Attendance is assumed through weekly assignment completion.

WRITTEN ASSIGNMENT POLICY: Written assignments are due on assigned date. There will be no acceptance of late submissions, postings, etc. All written submissions will follow APA Sixth Edition style (font, print size, margins, references, etc.).

QUIZ/DISCUSSION POSTING POLICY: Quizzes and postings are due on the assigned date. Quizzes have time limits. No quizzes or discussion topics will be reopened after the due date. Missed quizzes may not be retaken.

KEY ASSESSMENTS/ARTIFACTS: There are three key assessments for GSU students located in this course: Strategy Adjustment (KA #2), Instructional Unit Plan (KA #4), and Professional Dispositions (KA #6). GSU students are responsible for uploading key assessments into their Portfolio. VSU and CSU students may be asked to upload these assignments as artifacts for their particular portfolios to meet the requirements of the six standards. **Failure of any one of the Key Assessments for any student will result in failure of the course.** Students who earn a score of less than 70% on a Key Assessment will be required to revise and resubmit their assignments until it meets a minimum acceptable standard (thus ensuring they do not automatically fail the course). The maximum score students will be able to earn on resubmitted Key Assessments is 70%

Key Assessment #2

This key assessment (KA) is linked to the Curriculum and Instruction Standards 2, element 2.1, 4, Element 4.1 and 4.2 and Standard 6, element 6.3, and is also based on the NBPTS standards 1, 2, and 3. The KA#2 is intended to offer students a lesson plan within a working unit that they might continually improve upon during the planning, presenting and assessing of instruction. The strategy adjustment involves modifying a lesson plan within the unit to address the needs of a special population. Research must be cited to support the modifications used to adjust instruction. The key assessment will be graded on the following criteria and key indicators: objectives, content, modifications, references, instructional activities, lesson plan format and mechanics/professional presentation

Project Outcomes:

1. Provide a best practice lesson plan within the unit content that links research to instructional adjustment targeting a specific special needs population of students (i.e., ELL, students with disabilities, gifted students, and deaf students).

2. Provide a description of current research that supports the accommodations and modifications suggested for the strategy adjustment.
3. Provide a rationale for the strategy adjustment that addresses best practice, state standards lesson plan format.

Key Assessment #4

This key assessment (KA) is linked to the Curriculum and Instruction Standards 1, Element 1.3, Standard 2, Element 2.2, Standard 3, Element 3.1 and Standard 6, element 6.3. The instructional unit plan is a 5-10 day unit of instruction that promotes the candidates' integration of technology, reflection, student self-assessment, and student interest inventories to create instruction that is motivational and allows access to the curriculum for a wide range of learners

Project Outcomes:

1. Identification of best practice instructional strategies for student achievement;
2. Adherence to scope and sequence of GPS standards to content presentation;
3. Creation of a variety of instructional activities that motivate and appeal to a diverse student population;
4. Use student input to select and implement strategy instruction;
5. Develop student and teacher rubrics that identify over-arching learning outcomes through a variety of criteria.

Key Assessment #6

This key assessment (KA) is linked to the Curriculum and Instruction Standards 1, Element 1.1, And Standard 7, Element 7.1-7.3. KA#6 is a rubric completed by the instructor as the culminating assessment for this class. **THIS KEY ASSESSMENT MUST BE DOWNLOADED FROM THE GRADEBOOK AND SAVED.** The professional disposition rubric is provided to students for inclusion in their portfolio. This assessment is designed to ensure that candidates have the professional dispositions needed to be an effective teacher and demonstrate these dispositions in their practice. The assessment emphasizes the need to demonstrate professional integrity; to uphold professional standards that promote effective practices; and to model collaboration, leadership, and professionalism.

FIELD EXPERIENCE ASSIGNMENT: The instructional unit plan acts as the field experience component. It is assumed that students have taught or will teach this unit in their classrooms.

PERFORMANCE REQUIREMENTS AND CORRESPONDING POINT VALUES

1. Attendance verification (2 pts)
2. Lesson plan with rationale (5 pts)
3. Strategy Adjustment (KA #2) (10 pts)
4. Interest inventory (5 pts)
5. Student self-assessment (5 pts)
6. Teacher Rubric (6 pts)
7. Small group development of professional development workshop (15 pts)
8. Lesson plan with technology integration (10 pts)
9. Feedback on group member lesson plan (8 pts)
10. Module Quizzes-7 (14 pts total)
11. Professional dispositions (KA#6) (5 pts)
12. Instructional Unit Plan with all five lesson plans (KA #4) (15 pts)

A total of 100 points are possible in this course; therefore,

- 100. A
- 89. B
- 79. C

69 and under D (course must be repeated)

ACADEMIC INTEGRITY

All incidences of academic dishonesty are reported to the student's degree-granting institution with copies of offending documents provided and the student may be subject to consequences listed within the policy of that institution.

Academic Dishonesty

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

Plagiarism: While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism. The four main types are stealing verbatim, misquoting, paraphrasing or summarizing without citing, and duplicating publication.

Stealing Verbatim: This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism.

Misquoting: If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

Paraphrasing or Summarizing Without Citing. An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

Cheating: Additionally, cheating (the unauthorized use of materials or resources) under any circumstances is not permitted. This includes using resources prepared by another student without that student's express consent or knowledge, the use of resources expressly prohibited by the instructor, and the wholesale inclusion of documents produced by others—even when cited properly—in course assignments.

Unauthorized Collaboration: Finally, collaborating with other students or academic faculty on assigned work, regardless of the type of work, is expressly prohibited unless otherwise authorized by the course instructor. Students are to assume that they are never

permitted to collaborate with anyone on their assignments unless the assignments are explicitly collaborative in nature.

Consequences

First Offense. A first offense for academic dishonesty will result in one of the two following possible consequences: (a) a maximum grade of zero on the offending assignment with no opportunities for remediation or resubmission; (b) immediate and automatic failure of the course.

Second Offense. A second offense for academic dishonesty will result in immediate and automatic failure of the course.

Responsibility

Remember: It is the individual student's responsibility to be fully aware of the consequences of academic dishonesty and of the details pertinent to his or her home institution's Student Honor Code. Ignorance of these codes and the stipulations contained therein are no excuse for academic dishonesty.

DISABILITY ACCOMMODATIONS: If a student has a documented and declared disability, accommodations will be provided if requested by the student according to the recommendations of the GSU Student Disability Resource Center or the student's home institution.

Tentative Schedule and Class Activities for Written Assignments

Specific descriptions, resources, and rubrics are found in each of the GOView modules. The schedule and assigned due dates are available in the Start Here module