
PHONE: (941) 355-7153 home

EMAIL: drmcs@mail.com  OFFICE HOURS: After class or by Appointment

CLASS: TBA

**Required Texts:**

**Course Documents Posted on:** Blackboard

**Reference Texts:**

**COURSE DESCRIPTION**

This course is designed to broaden your understanding of various instructional planning methods required to teach effectively in today’s expanding schools. This course explores the current knowledge of best practices of a variety of teaching and management strategies and methods deemed appropriate for a diverse elementary classroom setting including ESOL students and other exceptionalities. Specifically, we will explore various philosophical and educational beliefs regarding child-development, teaching, and effective classroom planning. Individually, you will begin to analyze and understand your own belief systems and how these may impact the child.

**COURSE GOALS**

This three-credit course will afford you the opportunity to develop knowledge and skills in the following areas:

- The pre-service teacher will become familiar with current teaching practices and will begin to develop a *philosophy of education* based upon these existing practices.

- The pre-service teacher will be exposed to a variety of classroom *planning models* including cooperative learning, learning centers, individualized instruction, planning units, and the use of positive reinforcement.

- The pre-service teachers will become aware of their own *cultural and individual perceptions* and how these perceptions may impact the culturally diverse pupils in today’s schools.
• The pre-service teacher will become familiar with national, state and local educational objectives and will develop age appropriate unit and lesson plans based on such objectives.

• The pre-service teacher will experience first hand, a classroom environment and will assess their strengths and weakness as a future teacher.

The College of Education CAREs

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework (CF 1-6), visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

ADA Statement: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation and must provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714; plakey@sar.usf.edu; www.sarasota.usf.edu/Students/Disability/

USF Policy on Religious Observances: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Blackboard course information via that address.

Academic Dishonesty: Information can be found in the on line Catalogs: http://www.sarasota.usf.edu/Academics/Catalogs/ All assignments represent the individual work of student unless designated specifically by the instructor to be collaborative in nature. Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

Detection of Plagiarism: http://www.cte.usf.edu/plagiarism/plag.html The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information, go to http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism.

Emergency Information: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, e-mail messaging and/or an alternate...
schedule. It is the responsibility of the student to monitor the Blackboard site for each class for course specific communication and the main USF college websites, e-mails, and MoBull messages.

**Chalk & Wire Expectation:** In previous semesters, the USF SM College of Education required that students submit specific Critical Assignments to an electronic website, Taskstream. The Sarasota Manatee campus has suspended the system for this academic year. If you already have an active Chalk & Wire account, you may submit your critical assignments to it for assessment OR you may submit them to your instructor without posting them to Taskstream.

**Critical Assignments:** Assignments designated as Critical Assignments must receive a passing grade of 3 or above in order to pass the course. If you turn in an assignment that receives an unsatisfactory grade, you will be required to redo the assignment. Your initial grade on the assignment will be used to compute your final grade for the course. The Critical Assignments for this course are the Lesson Plan and Classroom Management Plan.

**ESOL Documentation**
In addition, the ESOL component for this course requires that you include documentation of certain requirements in your ESOL notebook. That notebook will be checked by the ESOL faculty prior to the conclusion of that program.

Please note that certain assignments will serve to fulfill the requirement for the following Florida ESOL Teacher Performance Standards for EDE 4301:

- #4- Relating to Cultural Characteristics of Florida’s LEP/ELL population to enhance instruction,
- #5- Relating to instructional methods for second language learners,
- #6-Applying effective ESOL teaching methodologies,
- #8-Developing appropriate ESOL content,
- #9-Developing interactive literacy activities,
- #11-Applying essential strategies for integrating the four language skills,
- #15-Evaluating, selecting and employing appropriate instructional materials,
- #18-Creating a classroom environment to accommodate learning styles and cultural backgrounds of students; and
- # 19-Consider current trends and issues relating to the testing of linguistic and culturally diverse students.
COURSE REQUIREMENTS

Please note: Assignments are accepted for full credit on the day they are due. Please see me if your assignment will be late. Professionalism includes being on time with responsibilities. Rubrics are located in a separate packet, which can also be found on Blackboard. They should be reviewed for each assignment.

I. Attendance/Participation/Preparation: (15 points)

Much of your learning will require active participation, a willingness to explore new ideas and cooperative interaction with classmates. Please be on time, professional in your conduct at all times, and ready to learn.

Unless you first inform the instructor as to why you are unable to attend class all absences will be considered unexcused and will affect your final grade.

- It is very important that you attend all sessions and participate in the discussions. You are allowed one excused absence for illness or personal reasons. Three points will be deducted for any other absence. More than two absences will require a conversation with the instructor and possible rescheduling of the course to suit your academic needs.

- Professional, active participation is very important. Specifically:
  - be willing to explore new ideas,
  - communicate ideas and concepts in class,
  - display a professional disposition and positive interpersonal skills, and
  - maintain a high level of involvement during class/group discussions.

You are expected to:
Be on time.
Be professional in your conduct at all times.
Be prepared for class by reading the required assignments and ready to discuss/learn.
Use cell phones only for emergencies.
*The use of a laptop is allowed for viewing course documents and related course materials, or for note taking.

II. Cooperative Learning Activity (5 points). Sign up for a date during one of our last three classes.

Cooperative learning comes in many forms. Cooperative learning activities can vary widely in terms of composition and how independent they are designed to be, and you need to consider the age and ability levels of your students. This assignment is designed to familiarize you with the literature, practices and purposes of cooperative learning activities.

Each group of students will be responsible for implementing a five - ten minute cooperative learning activity based on a Kagan’s cooperative learning structure. The topic for your activity must relate to a class topic. Directions for each activity are to be typed on a single sheet, outlining its purpose, the resources used and materials. Photocopies should be made for each student and distributed the day of the activity OR the activity may be posted on Blackboard one week prior to your presentation.
III.  Lesson Plan (10 points)

*Although spontaneous teaching can be excellent, consistently good teaching requires thoughtful planning. Organized lesson plans and long-range unit plans are the trademarks of an excellent teacher. This assignment will help you understand how to develop good lesson plans. CRITICAL TASK*

- Organize a lesson plan outlining an introductory lesson for your thematic unit. This lesson should include brain-based strategies that optimize learning. Prepare all materials and be prepared to teach a mini version of your lesson to a small group of peers in class.
- Follow the USF lesson plan format provided in class.
- The lesson plan must be typed and demonstrate a professional quality.
- You will be sharing ideas and strategies from your lesson plan to a small group of peers in one of our classes.

IV.  Science-Based Long Term Planning Module (30 points).

*Planning short and long range lessons demonstrates professionalism*

Science and social studies topics provide excellent vehicles for integrating subjects. Many thematic studies (i.e. pollution, science/technology, electricity) can be especially exciting when organized into a theme for children. Extra motivation for learning may come when pupils are empowered to make decisions regarding the topic. Moreover, thematic studies in science allow for connections between content areas and the infusion of multicultural issues.

Students will select an interdisciplinary topic appropriate for instruction within the specific school setting and the curricular context. Students will construct a web to brainstorm possible topics and activities for each subject area, taking into account the diversity of their students and incorporating technology as possible. After constructing a matrix/grid that delineates which topic/activity will be covered each day for each subject, students will plan an integrated sequence of lessons (Reading, Writing, Math, Science, Social Studies) for one day of their matrix. Plans should be written in detail, and should include Sunshine State Standards, learner outcomes/objectives, materials to be used, activities, related artifacts, and assessment of student learning. Lessons should include teaching strategies appropriate for the needs of diverse learners (e.g. cognitive and linguistic diversity). ALL LESSON PLANS MUST ADHERE TO THE HIGHEST QUALITY AND REFLECT PAST LEARNINGS FROM THIS COURSE (PART 3).

This assignment may be posted on your Taskstream account in addition to the hard copy presented to me. Your introductory lesson plan must be included with your final product.

USE HEADINGS FOR THE FOLLOWING:

1.  An introduction (general overview of the theme) to your topic including: a rationale (how and why this fits into the curriculum) and 3 - 5 modules goals (Global, long term standards, S.S.S).
2. Construct a matrix/grid that shows an integrated sequence of lessons for the week. These need to cover the major content areas and demonstrate an understanding of effective brain-based teaching strategies.

3. Select one day’s activities from the matrix. Create an in-depth lesson plan for the core areas using your science lesson plan as the introduction to the module. The USF SM lesson plan format must be followed.

4. Be sure to include materials, technology, literature, teaching support, and other resources in your lesson plans.

5. In 2-3 paragraphs, describe how the lessons and activities help showcase your personal beliefs about how children learn.

6. A template will be discussed for other areas to be included.

Finally, with this planning complete, you will be required to showcase your module and display it as a Learning Center in a fashion that is attractive, creative and fun for students to engage in.

V. Practical Classroom Experience (10 Points) Compare/Contrast Classroom observation with Jones via Venn diagram

The first step in learning to do something is often watching someone else do it. An important piece of your education involves watching teachers and beginning to connect what they do in the classroom with what we’re learning about in class. With this in mind, you will be required to spend 6 hours in a classroom setting. I recommend at least 2 sessions, and be sure to allow some time to talk with the teacher when the children are not present.

During the course of the semester you will make contact with a school* (your choice of location and grade) and spend no less than 6 hours visiting the students. Please keep a notebook or log to address the following questions for your narrative assignment. There is a letter attached at the end of the syllabus to help verify this assignment for the teacher whom you visit. I also have contacts at some schools if you have difficulty finding a place to observe.

*If you are visiting a school in Sarasota County, you will need to register on the PALS system at the Landings. There is no charge for registering, but this is part of the security check, including fingerprinting, that results in your clearance for working with children in the district.

On the due date hand in both your observation log and a narrative to the following:  
USE HEADERS TO DISCUSS THE FOLLOWING QUESTIONS

1) Classroom Planning

- Use the Observation log to detail the procedures and routines used in the classroom. Ask the teacher about the topics you are not able to observe. What forms of classroom management tools did you notice? What positive reinforcement and awards are used? What happens when a student is misbehaving?
- Describe the classroom management plan being used.

2) School Safety
• Inquire about the school safety protocols and discuss one in detail.
• Describe in detail how the teachers transition their students from one location to another outside of the classroom.

3) Ethics

• Obtain the Code of Ethics from your school site, the school district, or from the DOE web site. Read through each of the various components and write a one page reflection as to why this is a necessary document for educators.

4) Law

• Read the Top 10 Legal Issues for K-8 principals: A 25 year retrospective.
• See Course Documents for a copy of this article

5) Instructional Methods

• How is the learning environment designed? What material and supplies are available to the children and how do they gain access to them? Who cleans up? How are the desks arranged?
• Notice the visual displays around the room. Are they developed by the students or commercially bought? Is the children’s work displayed?
• What does the look and feel of the room tell you about the teacher’s educational philosophy?
• Does the teacher have children engaged in learning center or thematic unit activities? Briefly describe what types of activities are taking place relating to these methods of instruction.

VI. Classroom Instructional Plan (20 points)

Students will develop an in-depth classroom management plan to include an overview of what a teacher does to prepare for the new school year, a schematic diagram of the classroom, and Welcome to the School Year letter. In addition, they will address procedures and routines, rules and expectations, consequences when rules are not followed/motivational strategies, a first day of school narrative, samples of parent communication, and a weekly newsletter. Particular attention should be paid to any management strategies that reflect legal and ethical considerations and indicate sensitivity to cultural and linguistic differences. Also, the classroom management plan must be in accordance to the principles of a safe and drug-free school. It is the expectation that technology will be utilized, with the demonstration of a more sophisticated use of graphics, programs, etc. resulting in a higher score.

• Write an overview of what a teacher does to prepare for the new school year, including a description of how you will work with students on the first day.

• Draw a schematic diagram of the classroom indicating where your main learning areas will take place; consider student desk arrangements, where your materials are to be located, where centers and other peripheral activities will occur, special areas for reading, computers, etc. (in essence, create your ideal classroom).
• Write a “Welcome to the School Year letter” for your parents (be personal as well as informative).

• Describe the procedures and routines:
  - transition from desk to carpet
  - line-ups, bathroom breaks, lunch
  - after school buses line ups
  - agreements/rules and expectations
  - consequences when agreements/rules are not followed
  - motivational strategies
  - samples of parent communication *this is different from a newsletter
  - weekly newsletter.

• Particular attention should be paid to any management strategies that reflect legal and ethical considerations and indicate sensitivity to cultural and linguistic differences.

This assignment may to be posted on your Taskstream account. Please post it on Blackboard in addition to turning in a hard copy. CRITICAL ASSIGNMENT

VII. Final/Quiz (10 pts)

Graduate Students
Must adhere to a higher quality of work and will be assigned presentations from the texts in addition to the above assignments.

*Revised statement for use on all COE syllabi starting spring 2012*

**TaskStream:** TaskStream is a web-based electronic portfolio required of all students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks **must be uploaded to your electronic portfolio on TaskStream** and be rated with a **mean score of 3 or higher** in order for you to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.

In this course the critical tasks are: (Enter critical task if applicable)
Course Evaluation

The minimum expectations of all students are: class attendance, promptness, completion of all required reading and written assignments, downloading of materials from Blackboard, projects, lesson plans, and participation in all class activities.

If you will not be in class, you are required to notify the instructor prior to the class time by e-mail. It is your responsibility to get the missed content from another student. Participation points will be lost due to any absences and may not be made up. Any assignment that is not turned in at the designated time is considered late except for students with documented extenuating circumstances.

Please hand in hard copies of your assignments with the rubric attached to the back.

EDE 4301 is a three credit course for which you will receive a final letter grade of A-F. Please note that a passing grade of C or higher is necessary to remain in the program.

The following percentages and criteria outline the grading for this course:

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<th>POINTS</th>
<th>DUE DATE</th>
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<td>Cooperative Learning Activity</td>
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<td>10</td>
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<td>Lesson plan</td>
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<td>30</td>
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<td>Science-based planning module and Showcase</td>
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<td>10</td>
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<td>6-hour Practicum Experience Reflections</td>
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<td>Classroom Instructional Plan</td>
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**GRADING SCALE:**

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MEMORANDUM

TO: Sarasota & Manatee County Teachers

FROM: Michael C. Sheldon Ed.D. 355-7153
USF Sarasota-Manatee

REGARDING: USF Elementary Education Practicum Students

Thank you for considering having one of my students visit and observe your classroom. As part of their “Instructional Planning” course they are expected to spend 6 hours in an elementary classroom observing you and your students.

The students are expected to reflect on the instruction and classroom instructional planning practices they observe, and they may be asking you questions regarding your perceptions of the effective tools and strategies you use along with your philosophy of education. They will also be generating discussions relating to safety, ethics, and school policies.

I greatly appreciate you taking the time to open your classroom to these future teachers. If you have any question regarding their visit and/or conduct, please do not hesitate to call me at 355-7153

Thanks again,

Michael C. Sheldon Ed.D.
USF SM