

COURSE APPROVAL DOCUMENT

Southeast Missouri State University

Department: Elementary Education

Course No.: EL310

Title of Course: Pedagogy: Elementary Instructional Models/Strategies

Date: 12-3-14

Please check: New

I. Catalog Description (Credit Hours of Course): Develops pedagogical knowledge of instructional models and teaching strategies integration into instruction at the elementary school level. (3)

II. Prerequisite: Admission to the Teacher Education Program

III. Purposes or Objectives of the Course (optional):

Teacher Candidates will:

1. demonstrate and apply an appropriate knowledge base of the characteristics, curricular structures, issues and trends related to effective elementary level schools.
2. create lesson plans that utilize multiple teaching strategies that accounts for elementary level students' prior experiences, multiple intelligences, strengths, and needs that impact learning.
3. demonstrate the use of teaching methodologies that meet the needs of elementary level learners through the development of technology-infused lessons.
4. identify and apply the special characteristics of elementary children and implications of those characteristics to selection of relevant instructional strategies in the learning environment.
5. describe components and organization of an effective elementary level curriculum and classroom environment.
6. locate national and state standards and align to learning outcomes.
7. identify and analyze a content unit that utilizes appropriate instructional models and theories to differentiate instruction for identified student needs including those of ELLs as short- and long-term goals.
8. identify specific methods for helping students learn to use self- and peer-assessments to better understand how to address the demands of particular assessment formats and to set their own learning goals.

IV. Student Learning Outcomes (Minimum of 3):

Student Learning Outcomes	Assessment
1. Create lesson plans in order to account for elementary level students' prior experiences, multiple intelligences, strengths, and needs impact learning.	Lesson Plan Rubric
2. Describe components and organization of an effective elementary school curriculum and classroom environment.	Research Paper Rubric
3. Identify and analyze a content unit that utilizes appropriate instructional models and theories to differentiate instruction for identified student needs including ELLS as short- and long-term goals.	Curriculum Analysis Paper Rubric

Optional departmental/college requirements: none

V. Course Content or Outline (Indicate number of class hours per unit or section):

Course Objectives	MOSPE QI	ACEI
1. Demonstrate and apply an appropriate knowledge base of the characteristics, curricular structures, issues and trends related to effective elementary level schools.	1.2 1.3	3.1
2. Create lesson plans that utilize multiple teaching strategies that accounts for elementary level students' prior experiences, multiple intelligences, strengths, and needs that impact learning	2.5	3.2
3. Demonstrate the use of teaching methodologies that meet the needs of elementary level learners through the development of technology-infused lessons.	1.3	1.0
4. Identify and apply the special characteristics of elementary children and implications of those characteristics to selection of relevant instructional strategies in the learning environment.	4.1	3.2 3.4
5. Describe components and organization of an	3.1	

effective elementary level curriculum and classroom environment.		
6. Locate national and state standards and align to learning outcomes.	3.1	
7. Identify and analyze a content unit that utilizes appropriate instructional models and theories to differentiate instruction for identified student needs including ELLs as short- and long-term goals.	2.2 3.3	3.4
8. Identify specific methods for helping students learn to use self- and peer-assessments to better understand how to address the demands of particular assessment formats and to set their own learning goals.	7.1 7.3	4.0

Course Content or Outline (Indicate number of class hours per unit or section):

TOPIC	Course Hours
Introduction to course	1 hour
Explore major research related to the needs of the elementary level student	3 hours
Compare effective characteristics of elementary schools	3 hours
Identify national standards and curriculum design	4 hours
Identify contextual factors and how to use them in lesson plan design	5 hours
Evidence-based instructional teaching models/theories and how to incorporate them into lesson design	8 hours
Identify various types of assessment and how to use in lesson plan design	3 hours
Create effective lesson plans and identify/analyze components of an evidence-based content unit	8 hours
Identify the components of effective differentiated instruction lessons	2 hours
Explore various classroom environments	3 hours
Identify and integrate technology tools and resources	5 hours
TOTAL	45 hours

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

COURSE SYLLABUS

Southeast Missouri State University

Department: Elementary, Early and Special Education

Course No.: EL 310

Title of Course: Pedagogy: Elementary – Interdisciplinary Methods

Date: 12-3-14

Please check: X New

Semester:

Class Meeting Time and Location:

Instructor Name and Contact Information:

Office Hours:

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- III. **Purposes or Objectives of the Course:**

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IV. Student Learning Outcomes (Minimum of 3):

Student Learning Outcomes	Assessment
1. Create lesson plans in order to account for elementary level students' prior experiences, multiple intelligences, strengths, and needs that impact learning.	Lesson Plan Rubric
2. Describe components and organization of an effective elementary school curriculum.	Research Paper Rubric
3. Identify and analyze a content unit that utilizes appropriate instructional models and theories to differentiate instruction or identified student needs including ELLs as short- and long-term goals.	Curriculum Analysis Paper Rubric

V. Class Concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of Elementary, Early and Special Education

VI. Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

VII. Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

VIII. Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat,

or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

IX. Grading scale and policies:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

X. Text: TBD

Class content—outline or schedule

Week	Topic	Readings	Assignments
1	Introduction		
2	Who are our elementary students?		
3	Effective elementary level education		

4	Student diversity & contextual factors (MO PTA Task 1)		
5	Organizing Curriculum (Lesson Plans/Unit Planning, Role of Technology)		
6	State, National and Common Core Standards		
7	Role of Assessment (MO PTA Task 2)		
8	Creating an Instructional Plan: Units (MO PTA Task 3)		
9	Organizing and guiding instruction (1-to-1)		
10	Differentiated Instruction (RTI)		
11	Instructional Models: Teacher Centered, Questioning, Direct, Indirect, Inquiry, Interactive, Experiential, Cooperative Learning, Marzano's 9 Essentials		
12	Instructional Strategies/Learning Strategies Student Centered: Cooperative, Problem Solving, Project Centered, & Interdisciplinary (Webquests)		
13	Student Centered Instructional Strategies that also work well with differentiated instructional strategies.		
14	Classroom Environments reviewed		
15	Conclusion: Reflections		
16	Final Exam		

Potential Readings and Resources

Chambers, B., Cheung, A. C. K., Madden, N. A., Slavin, R. E., & Gifford, R. (2006). Achievement effects of embedded multimedia in a Success For All reading program. *Journal of Educational Psychology, 98*(1), 232–237.

Consortium of College and University Media Centers. *Fair use guidelines for educational multimedia*. Retrieved January 12, 2012, from <http://www.adec.edu/admin/papers/fair10-17.html>

Dean, C., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). *Using technology with classroom instruction that works* (2nd ed.). Alexandria, VA: ASCD.

- Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD.
- International Society for Technology in Education. (2014). *Essential conditions*. Retrieved October 10, 2014, from <http://www.iste.org/standards/essential-conditions.html>
- International Society for Technology in Education. (2007). *Standards*. Retrieved October 10, 2014, from <http://www.iste.org/standards/essential-conditions.html>
- Kilbane, C.R. & Milman, B. (2014) *Teaching Models: Designing Instructions for 21st Century Learners*. Pearson ISBN-10: 020560997X • ISBN-13: 9780205609970©2014
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2012). *Classroom instruction that works: Research based strategies for increasing student achievement(2nd ed)*. Alexandria, VA: ASCD.
- Mize, C. D., & Gibbons, A. (2000). *More than inventory: Effective integration of instructional technology to support student learning in K-12 schools*. (ERIC Document Reproduction Service No. ED 444 563).
- Moore-Partin, T. C., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2010). Using teacher praise and opportunities to respond to appropriate student behavior. *Preventing School Failure, 54*(3), 172–178.
- Simonson, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*(3), 351–380.
- Wong, H. K., & Wong, R. T. (2009). *How to be an effective teacher: The first days of school (4th ed)*. Mountain View, CA: Harry K. Wong Publications, Inc.