

DEPARTMENT OF CURRICULUM AND INSTRUCTION COURSE SYLLABUS
University of Maryland, College Park

EDCI 397

Instructor

Availability

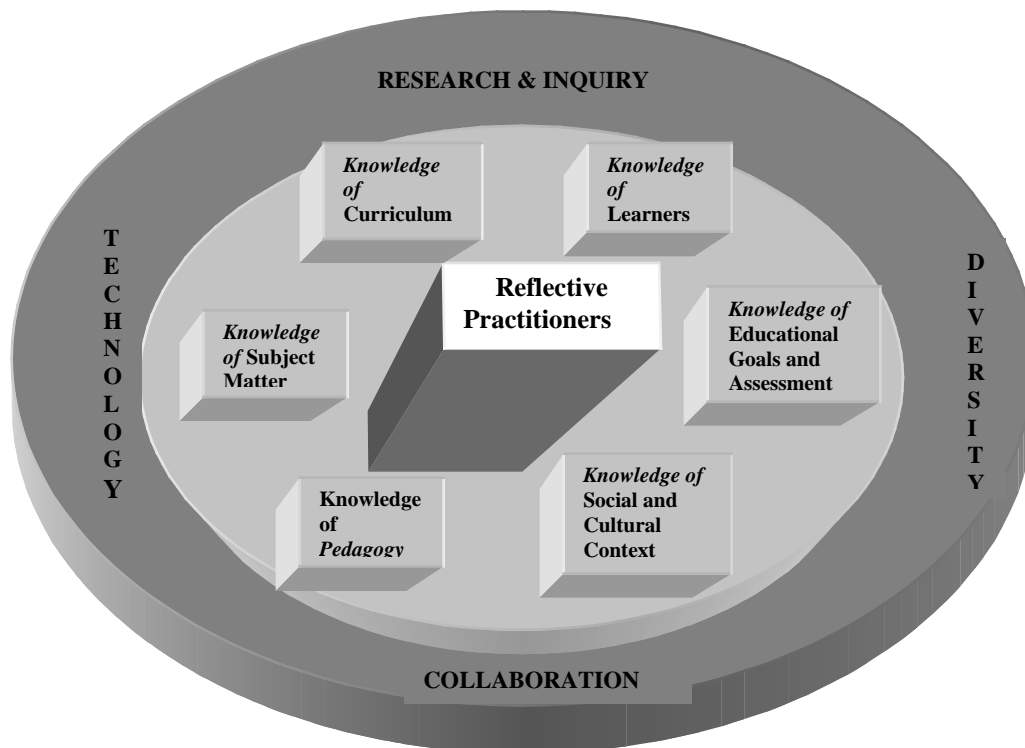
Ms. Susan S. Denvir
2304A Benjamin Building
(w) 301-405-0533 (h) 410-544-0510
susandenvir@msn.com

Monday-Wednesday 10:00 am to 11:00 am
OR by appointment

EDCI 397: Principles and Methods of Teaching in Elementary Schools; (3 credits)

Prerequisites: admission to teacher education program and 2.5 GPA.

INTENT: The intent of the teacher education program at UMCP is to prepare **reflective practitioners** for a diverse society through research based professional programs. Our shared vision is consistent with our mission as a Research I institution that views **Research and Inquiry, Diversity, Collaboration, and Technology** as foundations to our conceptual framework.



Reflective practitioners need to interact with many types of knowledge when they are making decisions in the world of practice. They need to use their **knowledge of subject matter**—their understanding of the facts, concepts, skills, and generalizations within a specific subject domains. As well as the ways in which the fundamental principles of specific subject domains are organized. Reflective practitioners also need to draw frequently upon their **knowledge of curriculum**—their understanding of the programs and materials designed for teaching at various elementary and middle-school levels. They need to have **knowledge of learners**, including knowledge of student characteristics and cognitions as well as knowledge of motivational and developmental aspects of how students learn. Reflective practitioners need **knowledge of educational goals and assessment** of student progress, which contribute to instructional decisions. They also need **knowledge of social and cultural context** to understand how educational goals, learning, and their students interact with such social issues as racism and sexism and such cultural issues as diversity and economic inequalities. Finally reflective practitioners need **knowledge of pedagogy**— knowledge of pedagogical principles and techniques that are specific to specific subject domains and principles and techniques that are not bound by subject matter or topic.

COURSE GOALS: The following course goals were established with consideration to the Department of Curriculum of Instructions Conceptual Framework for Teaching (see above), Essential Dimensions of Teaching (EDOT) (see attached), Interstate New Teacher Assessment and Support Consortium Standards (INTASC) (see attached), and Ms. Denvir’s beliefs about learning, principles and methods of teaching and assessing, and organizing and managing the classroom culture.

Through research, inquiry, and collaboration this course aims to build and strengthen your *Knowledge of Curriculum*, *Knowledge of Learners*, *Knowledge of Educational Goals and Assessment*, *Knowledge of Social and Cultural Context* and *Knowledge of Pedagogy* with the following specific goals:

Knowledge of Learners

- Understand how children learn and develop and plan for learning opportunities that support their intellectual, social, and personal development. (INTASC Principle #2; EDOT 2)
- Understand how students differ in their approaches to learning and plan for learning opportunities that respect and accommodate the diverse needs of learners. (INTASC Principle #3; EDOT 3, 4)

Knowledge of Curriculum, Knowledge of Educational Goals and Assessment

- Use curriculum goals and knowledge of learners to identify desired results of learning and write them as appropriate and worthwhile learning goals. (INTASC Principle # 7)
- Plan learning opportunities based upon knowledge of subject matter, students, the community, and curriculum goals. (INTASC Principle #7)
- Determine what is acceptable evidence of attaining the indicated learning goals. (INTASC Principle #8; EDOT 5)
- Understand and plan for formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners. (INTASC Principle #8; EDOT 5)

Knowledge of Pedagogy

- Investigate and experience a variety of research-based instructional strategies that encourage students' development of critical thinking, problem-solving, and performance skills. (INTASC Principle #4, EDOT 1)
- Plan learning experiences using a variety of research-based instructional strategies to move students towards the desired indicated goals. (INTASC Principle #1; EDOT 1)

Knowledge of Social and Cultural Context

- Use your understanding of individual and group motivation and behavior to consider and plan for a learning community that encourages positive social interaction, active engagements in learning, and self-motivation. (INTASC Principle #5; EDOT 6)
- Use your knowledge of effective verbal, nonverbal, and media communication techniques to consider and plan for active inquiry, collaboration, and supportive interaction in the classroom. (INTASC Principle #6; EDOT 7)

Professionalism

- Become a *reflective practitioner* who continually evaluates the effects of your choices and actions on your own learning and on others (students, peers, other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (INTASC Principle #9; EDOT 8, 9, 10)

MEETING THE GOALS: The following is a list and brief description of responsibilities and activities that will help you meet the goals and objectives of this course. You can find more detail and clarity on these responsibilities and activities in this course syllabus packet and will receive further information during class sessions.

Attendance and Participation

Due to the nature of the class, it will not be possible for you to make up experiences that you miss during class. You are expected to be at each class with your responsibilities completed in a professional manner. In addition, as a member of a community, understanding and growth is influenced by the social nature of this course. Therefore it is your responsibility to your own growth and understanding as well as to your fellow community members that you come to class on time and prepared, and interact significantly. If you are unable to attend a class, it is your professional responsibility to contact the instructor as soon as possible.

Reflection and Inquiry

Reflection is an integral part of this course and the teaching profession. Throughout this course you will be asked to reflect on your past experiences as a learner as well as reflect on present issues related to learning, teaching and assessment, and organizing and managing the classroom culture. Inquiry is also an integral part of this course and the teaching profession. Throughout this course you will be asking critical questions about the profession. It is expected that you actively seek out additional professionals, literature, and situations to answer your questions and support your development.

Reading

The texts offer additional information and insights into learning, teaching and assessment, and organizing and managing the classroom culture that should inform your beliefs and practice. In addition, you will want to continue your pursuit of understanding by reading from other professional resources.

Journaling

You will be keeping a journal to document and reflect on your learning as you move towards the understanding necessary to meet the goals and objectives of this course. While you are reading the assigned chapters and at the end of each class session or at any other times that seem appropriate reflect in your journal about your leaning process and any new understanding you have. Detail “a-ha” moments, roadblocks, questions you have, breakthroughs, etc.

Email Dialogue

You will be carrying on running conversations via email with Ms. Denvir and your peers on issues related to learning, teaching and assessment, and organizing and managing the classroom culture.

Home Tasks

In addition to reflection and reading, you will be asked to complete a variety of mini-tasks outside of class that will support your learning and help you to begin developing your Interview Portfolio.

Long-Range Design

From the Maryland State Voluntary Curriculum and what you know about learners you will be asked to establish curricular priorities resulting in a long-range design.

Learning Episode Plans

From the Maryland State Voluntary Curriculum and what you know about learners, you will be asked to transform you desired learning results, determined acceptable evidence of learning, and ideas for learning experiences and research-based instructional strategies into a plan for learning.

Developing a Professional Portfolio

You will begin to develop an Interview Portfolio that documents your strengths and accomplishments as a teacher candidate.

Vision Statement

You will articulate your beliefs about learning, teaching and assessment, and organizing and managing the classroom culture in the form of a vision statement to be included in your Interview Portfolio.

Final Reflection Display

You will be asked to reflect on, self-assess, and display your learning, growth, and accomplishments based on the goals of this course.

REQUIRED TEXTBOOKS AND MATERIALS:

Burden, P. R. & Byrd, D.M. (2003). *Methods for Effective Teaching*.
Boston: Allyn and Bacon.

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for
Supervision and Curriculum Development (ASCD).

A 1-inch 3-ring binder with loose-leaf paper for journaling.

Colored Pencils

ADDITIONAL RECOMMENDED PROFESSIONAL RESOURCES:

Books

Bigelow, B., Christenson, L., Karp, S., Miners, B., & Peterson, B. (1994). *Rethinking our
Classrooms: Teaching for Equity and Social Justice*. Milwaukee: Rethinking Schools
Limited.

Bigelow, B., Christenson, L., Karp, S., Miners, B., & Peterson, B. (2001). *Rethinking our
Classrooms: Teaching for Equity and Social Justice- Volume 2*. Milwaukee: Rethinking
Schools Limited.

Brooks, G. B. & Brooks, M. G. (1993). *The Case for Constructivist Classrooms*. ASCD

Dewey, J. (1938/1963). *Experience and education*. New York: Macmillan.

Ostrow, J. (1995). *A Room with a Different View*. Maine: Stenhouse.

Wong, H.K. and Wong, R. T. (1991). *The First Days of School: How to be an effective teacher*.
California: Wong Publications.

Journals

AERA Journal Publications

Theory into Practice

Cognition and Instruction

Contemporary Education

Educational Leadership

Journal of Learning Disabilities

Phi Delta Kappan

The Elementary School Journal

EVALUATION: Your final grade will be based on your success in achieving the goals and meeting the objectives of this course as demonstrated throughout the semester and in the course assignments.

Long-Range Design	20
Planning a Learning Episode	20
Email Dialogue	12
Vision Statement	12
Professional Portfolio	12
Final Reflection Display	12
Professionalism	12
TOTAL	100

Grading Scale

A+ (100)	A (93 to 99)	A- (90 to 92)
B+ (87 to 89)	B (83 to 86)	B- (80 to 82)
C+ (77 to 79)	C (73 to 76)	C- (70 to 72)
D (60 to 69)		
F (Below 60)		

UNIVERSITY OF MARYLAND HONOR PLEDGE: The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

NOTE: If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

(INTASC)
INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

For more information please visit <http://www.ccsso.org/intascst.html>

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

(EDOT)
ESSENTIAL DIMENSIONS OF TEACHING

The highly effective classroom is one in which every student is fully engaged at all times with curriculum that is inviting, motivating, and personally relevant. To achieve this, teacher candidates and teachers will:

1. Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.
2. Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching.
3. Incorporate a multicultural perspective, which integrates culturally diverse resources, including those from the learner's family and community.
4. Demonstrate knowledge of strategies for integrating students with special needs into the regular classroom.
5. Use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes, and school goals.
6. Organize and manage a classroom using approaches supported by research, best practices, expert opinion, and student learning needs.
7. Use computer and computer-related technology to meet student and professional needs.
8. Demonstrate an understanding that classrooms and schools are sites of ethical, social, and civic activity.
9. Collaborate with the broad educational community including parents, businesses, and social service agencies.
10. Engage in careful analysis, problem solving, and reflection in all aspects of teaching.

Maryland State Department of Education (MSDE). (nd). *State Standards: Essential Dimensions of Teaching* (EDOT). Baltimore, MD.