

1999

## Teacher Education Curricula

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## Teacher Education Curricula.

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**Author(s):**

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VAR

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1999

**Number of Pages:****Resource Type:**

Serials , Reference

**Subject Heading:**

Experiential Education

**Notes:****Abstract:**

These are course descriptions and/or syllabi from teacher education and education-related classes in various colleges and universities. Courses and schools include: Human Growth and Development at Hampton University; Growth and Development (school not listed), Social Justice and Diversity Education (school not listed), Education in a Democratic Society at Ball State University; Service Leadership at Seattle University; Principles of Education at New England College; Theory and Practice in Service Learning Pedagogy (school not listed); Methods and Materials in Reading Service Learning Strand at Providence College; Elementary Social Studies at University of Iowa; Teaching in Secondary Schools at Hampton University; Social Studies Teaching Methods at Hampton University; Assessment and Curriculum Methodology for Teaching Students with Mild and Moderate Disabilities at Providence College; and Curriculum and Methods of Inclusive Education for Diverse Learners at University of San Diego.

**Where to Obtain this Resource:**

University of California at Berkeley  
Service Learning Research and Development Center  
615 University Hall #1040  
Berkeley , CA94720-1040  
**PHONE:** 510-642-3199



HAMPTON UNIVERSITY  
Hampton, Virginia 23668

Department of Education

**COURSE TITLE:** Education 302 - Human Growth and Development

**DATE:** Spring Semester 1999

**INSTRUCTOR:** Dr. G. B. Henry  
Office: Phenix Hall, Room 304  
Hours: As Posted  
Phone: 757-727-5538

**TEXTBOOK:** Bee, Helen (1994). Lifespan Development.  
New York: Harper Collins Publishing Company.

**COURSE DESCRIPTION:**

Principles of human growth and development from conception through adolescence with special emphasis on educational implications. A practicum experience will be arranged, which includes 10 hours of service learning.

**COURSE OBJECTIVES:**

At the conclusion of this course the student will be able to:

1. Delineate and discuss theorists and their contributions to the study of child development.
2. Compare and contrast the methods for studying child development.
3. Explain the domains of human development and the types of changes observed over time.
4. Summarize the major aspects of the experimental method by describing an experiment and identifying the independent variable, dependent variable, experimental group, and control group.
5. Identify and discuss the major ethical concerns that are incorporated into guidelines for doing research with human subjects.
6. Discuss the focus of behavioral theory, and explain the significance of the following terms: conditioning, reinforcement and behavior modification.

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c/o ETR Associates  
4 Carbonero Way  
Scotts Valley, CA 95066

7. Contrast humanistic psychology with psychoanalytic and behavioral viewpoints by characterizing the self actualizing personality.
8. Describe Piaget's view of the cognitive development process, and define the roles of schemes, assimilation, accommodation, and equilibrium in the process.
9. Trace the characteristics of children at each of Piaget's stages of cognitive development and evaluate the current status of Piagetian theory.
10. Explain cognitive learning and why it is important.
11. Trace the earliest development of a child by relating genes and the environment to individual development.
12. Describe the interaction of the genes and the environment as the organism develops in the womb.
13. Describe the birth of a child, ways of evaluating a newborn's immediate condition, and the normal abilities of a newborn.
14. Demonstrate an understanding of the four developmental areas (physical, intellectual, personality and social) at each period of childhood (prenatal, infancy, toddlerhood, childhood and adolescence).

**COURSE TOPICS/OUTLINE:**

Week:

- 1 - Setting the Stage
- 2 - Theories of Development
- 3 - Prenatal Development and Birth
- 4 - Physical Development in Infancy
- 5 - Perceptual and Cognitive Development
- 6 - Social and Personality Development
- 7 - Mid term review and exam
  
- 8 - Physical and Cognitive Development:  
Preschool from 2 to 6
- 9 - Middle Childhood, Social Development 6 to 12
- 10 - Middle childhood, Physical & Cognitive
- 11 - Physical Development in Adolescence
- 12 - Adolescence Social Development
- 13 - Summing up Adolescence
- 14 Clinical Due April 19 Section 01 & April 20 Section 02  
Final Exam Review

Mark your calendars!!

- 1-18-99 Dr. M. L. King Jr. Holiday
- 1-31-99 Founder's Day
- 2-22-99 Mid- term week begins
- 2-27 to 3-7 Spring break
- 3-10 to 3-12 Black Family Conf.
- 3-17-99 Career Fair ED Dept.

**COURSE REQUIREMENTS:**

1. Read chapters. Be prepared to participate in large and small group discussions and assignments.
2. Class attendance is a must. Be on time.
3. Periodic quizzes on key terms and ideas at end of four (4) selected chapters.
4. Two tests will be given for the semester, a Midterm exam and the final exam.
5. Keep log of clinical experiences. Must be typed (double-spaced). Due date

**GRADES:**

98-100A+  
94- 97A  
90- 93A-  
88- 89B+  
84- 87B  
80- 83B-  
78- 79C+  
74- 77C  
70- 73C-  
68- 69D+  
64- 67D  
60- 63D-  
BELOW 60F

**STUDENT EVALUATION:**

Class Participation 5%  
Mid-Term Examination 25%  
Final Examination 25%  
End of Chapter Quizzes 20%  
Clinical 25%

Eleven (11) points will be deducted from all late work.

**STUDENT RESPONSIBILITIES  
AT HAMPTON UNIVERSITY**

1. To respect himself or herself.
2. To respect the dignity, feelings, worth and values of others.
3. To respect the rights and property of others and to discourage vandalism and theft.
4. To prohibit discrimination, while striving to learn from differences in people, ideas and opinions.
5. To practice personal, professional and academic integrity, and to discourage all forms of dishonesty, plagiarism, deceit, and disloyalty to the Code of Conduct.
6. To foster a personal professional work ethic within the Hampton University family.
7. To foster an open, fair and caring environment.
8. To be fully responsible for upholding the Hampton University Code.

Taken From:  
Student Hand Book (Revised 93)

**BIBLIOGRAPHY:**

- Bee, Helen.(1992). The Developing Child. New York: Harper Collins.
- Comer, James & Poussaint, A. (1992). Raising Black Children. New York: Penguin Books.
- Fulghum, Robert.(1989). All I really need to know I learned in Kindergarten. New York: Villard Books.
- Hale-Benson, Janice. (1982). Black Children: Their Roots, Culture and Learning Styles. Baltimore: John Hopkins Univ. Press.
- Maxim, George. (1993). The Very Young. New York: Merrill.
- McLaughlin, Clara. (1976). Black Parents' Handbook. New York: Harcourt Brace.
- Morrison, George. (1988). Education and Development of Infants, Toddlers, and Preschoolers. Illinois: Scott Foresman.
- Schickedanz, Judith; Schickendanze, D.; Hansen, K.; and Forsythe, P. (1993). Understanding Children. California: Mayfield Publishing.

**Current Issues of Professional Journals:**

Child Development  
Developmental Psychology  
Journal of Youth and Adolescence  
Human Development  
Journal of Learning Disabilities  
Phi Delta Kappan

Dr. G. B. Henry  
Spring 1999

## Clinical

### Course Description

|   |   |           |
|---|---|-----------|
| EDU 302-01 Human Growth and Development | - | 4 credits |
| EDU 302-60 Clinical Experience          | - | 0 credits |

EDU 302 is a course offered by the Department of Education in the teacher preparation sequence.

### Purpose of Clinical Experiences (25% of EDU 302 - grade)

The Commonwealth of Virginia's Department of Education states in Area 1 - Human Growth and Development under III, Basic Preparation Programs for Certification, that competencies in this area shall contribute to an understanding of the development of physical traits, learning and intelligence, social and emotional behavior and personality, and group behavior of children. The differences in children and youth, including identification techniques and referral procedures and the implications which these differences have for guiding learning experiences, shall be emphasized. A 10 hour service learning component is included in this clinical experience.

#### NOTE:

- Physical Education majors must select from the following clinical:  
# 6.10.11.13.14.15.16.17.20.21.22.23.24.

HONOR STUDENTS: MUST INCLUDE #21 or#23

- **IMPORTANT!!!**

**For each observation and interview:** give dates, times, location and number of persons observed. Use observation format from the course with each activity with an (\*) beside it.

### Activities for final clinical report

#### Basic Concepts and Methods

- 1A. Review parenting magazines and other popular magazines to collect samples of popularized research in human development. Examine one article.  
Analyze and report the article in terms of:

observation format. Write 1 discussion which includes your report of the differences and similarities among the grade levels.

- \*22. Observe students in elementary, middle, and high school schools to determine the physical, emotional or intellectual needs of students at each level. Report differences and similarities in each domain. Write 3 separate observations, one from each school, using the observation format. Write 1 discussion which includes your report of the differences and similarities among the different grades.

#### PERSONAL STUDY!

23. Personal study: select one of the developmental areas and present evidence of growth from 5 different periods of time. Decide if the changes are nature or nurture, state why. Support your answer with readings from the text.

OR

Personal study: Discuss your own previous and current relationships. How would you classify each of them in Sternberg's system of Eight Variety of Love (Table 14.2 p.363) You MUST have 7 examples to complete this activity. Show evidence with pictures or documents of at least 7 of the 8 varieties of love.

#### SERVICE-LEARNING

24. Volunteer experience: volunteer 10 hours of service (direct contact with children or adolescence). Volunteer sites (select one). You CAN NOT include nap time.

- a. Talent search - you must follow the preset schedule.
- b. Lab School
- c. Community program (first approved by Dr. G. B. Henry)
- d. Public School (first approved by Dr. G. B. Henry)
- e. Head Start
- f. CUPS
- g. HU's tutoring program

Must have a completed clinical signature form from Dr. G. B. Henry and a one page reflective summary of the total experience.

OR

Make weekly observations for 5 weeks. Observe one child in the Lab School twice a week. Must have signature form completed



with 10 one hour observations. Observations can not include more than 5 minutes of sleeping time. This activity includes 10 observation forms.

Please note: Number 24 can not be done together. You must select one site, only.

## POINTS

|      |       |       |        |
|------|-------|-------|--------|
| 1. 2 | 6. 3  | 12. 1 | 18. 2  |
| 2. 2 | 7. 2  | 13. 3 | 19. 2  |
| 3. 2 | 8. 2  | 14. 2 | 20. 4  |
| 4. 3 | 9. 3  | 15. 3 | 21. 5  |
| 5. 2 | 10. 3 | 16. 2 | 22. 5  |
|      | 11. 2 | 17. 4 | 23. 5  |
|      |       |       | 24. 10 |

Select activities to total 25 points for final clinical report.

Honor students see p.1 and Dr. Henry.

Physical Education majors see page 1.

## GRADING

|          |    |
|----------|----|
| 98-100   | A+ |
| 94-97    | A  |
| 90-93    | A- |
| 88-89    | B+ |
| 84-87    | B  |
| 80-83    | B- |
| 78-79    | C+ |
| 74-77    | C  |
| 70-73    | C- |
| 68-69    | D+ |
| 64-67    | D  |
| 60-63    | D- |
| BELOW 60 | F  |

Clinical due :

11 points subtracted from ALL LATE reports.

## COURSE SYLLABUS

EDUCATION 137  
SOCIAL JUSTICE AND DIVERSITY EDUCATION

SPRING 1999  
3 S.H.

Instructor: Dr. Daniel Zukergood  
Office: 306 Locklin Hall  
Phone: 748-3354

### Course Description:

This course provides students with an understanding of multicultural education, its purpose and goals, and the impact of social class, gender, race, ethnicity, language, religion, age, ability, sexual orientation and current social issues on education. Issues of diversity and the education of children in a pluralistic society are discussed. Emphasis is placed on the importance of being able to create inclusive multicultural learning environments.

### Course Objectives:

1. Students will increase their multicultural awareness so that they will (1) recognize their culturally learned attitudes, opinions and assumptions and (2) articulate their own professional responsibilities in a multicultural setting.

2. Students will increase their multicultural knowledge so that they will (1) have better insight and content knowledge on topical issues dealing with multiculturalism and (2) identify specific similarities or differences between their own cultural background and other cultural perspectives.

3. Students will increase their skill so that they will (1) more accurately assess the needs and perspectives of people from different cultures and (2) develop appropriate strategies for working with them.

4. Students will take actions which are intended to have each student make a difference in creating a world with greater tolerance among its inhabitants.

### Course Requirements:

#### 1. Attendance and Class Participation:

You are required to attend all scheduled sessions unless otherwise excused. Each UNEXCUSED absence will result in the loss of one grade from the final average. An unexcused absence is one in which the instructor was not notified BEFORE CLASS of an intended absence. There is no penalty for any absence due to sickness, emergency or approved college-sponsored co-curricular activities as long as you call BEFORE class begins to explain why you will not be attending.

Tardiness is highly discouraged as it interrupts learning for all concerned. Final grades will be lowered by one grade if you have been late for three or more classes, unless the matter has been discussed beforehand.

Much of what you learn in this course will be learned from others in the class. Thus, you are expected to participate actively in class discussions and group activities.

## 2. Homework/Assigned Readings:

This course is designed as a service learning course. You are required to spend four hours every two weeks working in the field on an approved service project. We will use this experience as a basis for reflecting upon the topics being discussed in class.

Assessment for the course will take the form of a portfolio. This portfolio will have two sections:

1. Section one will be a journal/reflection of your service experiences. You should apply, whenever possible, key terms, ideas and concepts being discussed in class to what you are experiencing in the field. The depth of this analysis will determine your grade.

2. Section two will consist of reading reactions for each of the readings assigned. These reactions are NOT to be a summary of the reading, but rather a personal reaction to the content of the reading. Again, the depth of your analysis will determine your grade.

All homework is to be typed and must be handed in on time. Portfolios will be collected every five weeks. The penalty for not handing homework in on time is the loss of one grade for each class it is late. After three days, a grade of zero will be recorded.

## 3. Group Projects:

As a member of a group, you are expected to design and present in class a lesson that would cover some aspect or topic related to multicultural education/social justice. Each group will have between 45-60 minutes for their presentation.

## GRADING SCALE:

|                              |     |
|------------------------------|-----|
| Attendance and Participation | 25% |
| Portfolio                    | 50% |
| Group Project                | 25% |

## ACCOMMODATIONS

If you have a documented disability that requires an accommodation, please notify me within the first week of the semester.

## THE JOURNAL

There are several purposes for having you create a journal:

1. One purpose is for you to show that you understand the key concepts, terms and theories expressed in the readings and in class
2. The second purpose is for you to show that you can apply the terms, theories and ideas that you have read in the book/discussed in class to what you have experienced in the field.
3. The third purpose is for you to show that you can compare differences among children related to the ideas discussed and attempt to account for those differences.
4. The last purpose is for you to show that you understand why it would be important for teachers to know this theory, concept or idea and show how you can use it to improve your teaching.

Reflecting upon and applying key concepts terms and theories to your child will give you another way of "seeing" him/her from a perspective that may be different than the way you would normally "see" him/her. Theorists cited in class and in the book have spent many years studying children and have much to teach us that can add to our intuitive sense of children. It is important that we understand their findings and use them to make us more effective as teachers.

The journal should NOT be a diary of your activities with your child. It should be an ANALYSIS AND APPLICATION of key terms, concepts and theories. Grades are determined by the depth and breadth of your analysis and application. Use specific examples to back up your statements.

You will be paired with a college partner during this course. For every reading assignment, EACH OF YOU will select TWO theories, concepts or ideas from the reading that you feel you can relate to your child partner. One of these entries must come from the first half of the reading and the other must come from the second half. For example, if your reading assignment was pages 117-149, one entry must come from pages 117-133 and the other from 134-149. You must call your college partner to make sure that you DO NOT PICK THE SAME TOPICS.

Then read over your partner's responses and pick ONE of his/her topics and compare your child's relationship to that topic. Note the differences and similarities. Hypothesize as to why these differences and similarities exist.

A short review:

1. Read the assigned pages in the book. Apply two key concepts, ideas or theories from the assigned weekly reading to your child partner. How, if at all, does your partner exhibit the idea, concept or theory? Does his/her actions correspond to what you have read in the book? What could explain the differences or similarities with what you are reading? How, if at all, could you use this idea in order to help your child partner? Use specific examples to back up your main points.

2. Discuss or have your college partner read what you have written about your child partner regarding these two ideas, concepts or theories. Then EACH OF YOU will write your own reaction to ONE of the ideas/concepts described by your college partner.

You will write about how your child partner compares to the other child that you have just read about in regards to that particular idea, concept or theory. Again, use specific examples. You need only reply to ONE of the two ideas your partner has addressed.

NOTE: It is important that you are responsible in giving your partner time to read and respond to your homework. Do not wait to the last minute to do this. Cooperation and responsibility are key elements in the success of your journals.

Two assignments will be collected together every two weeks. Your papers will be handed in together but will receive separate grades. You will be graded equally upon your application of the two items you chose from the book and the response to the item your college partner has chosen. The depth of your analysis will determine your grade. Remember - the purpose of the journal is to show that you can apply key concepts, terms and theories in a real world setting. I am not interested in a diary of what you did each day.

All homework must be typed and must represent who you are as a teacher. Spelling and grammar are critical elements in these assignments. Papers will be returned ungraded if numerous mistakes in these areas occur. You may be asked to use the writing center if it is deemed necessary by the instructor.

Each homework paper will receive a grade along with ideas for improvement. You will each hand in 10 assignments by the end of the course. You will also hand in an overall analysis/summary at mid-semester and at the end of the course. This will be discussed in class.

You are given an opportunity to resubmit any assignment which you feel can be improved at the end of the semester. Grades will be adjusted accordingly. Do this by handing in a "final exam" which CLEARLY SHOWS the improvements you have made. For your final "exam," you must hand in your original paper (with professor comments) along with any changes you have made on them (highlighted in some way so I can EASILY spot the changes). Again, this will be discussed in greater detail in class.

## COURSE SYLLABUS

EDUCATION 60  
Growth and Development

Spring 1999  
3 S.H.

Instructor: Dr. Daniel Zukergood  
Office: 306 Locklin Hall  
Phone: 748 - 3354

### Course Description:

This course develops a fundamental understanding of the cognitive, affective and physical growth of children and the implications of these trends for curriculum planning. It includes a field experience in which students work closely with children in neighborhood schools. Students will mentor these children in specific areas of need, apply theories learned in class and reflect upon the application of theory on practice.

### Course Background:

The two decades that followed the end of World War II were perhaps the greatest period of child-centeredness in our society (Zigler, 1987). During that time there was a very high birth rate (referred to as the postwar baby boom) and a strong child and family orientation, which was fueled in part by the persuasive arguments of researchers and childrearing experts such as Bowlby and Spock. These authors wrote about the importance of the mother in the child's life and of the pleasures of childrearing. The affluence of that time allowed the majority of families to be supported by the husband's income so the mother was able to stay home and devote her time to caring for the children.

Since the early 1970's, however, our society has moved away from its focus on the child and the family (Zigler, 1987). There is ample evidence that many children are no longer adequately cared for and there are strong indications of a general devaluation of children and childrearing. Consider some of the following:

- According to the U.S. Census Bureau, more than 21% of U.S. children under age 12 and 25% of children under age 6 are poor. Children make up 40% of all poor Americans. That is double the child-poverty rate of any other industrialized country.

- Four million U.S. children under the age of 12 are hungry and another 9.6 million are at risk of hunger. That means almost one-third of American children are either hungry or at risk of hunger.

- The Report of the Select Committee on Children, Youth, and Families reports problems faced by children including inadequate health care, high infant mortality rates, child abuse and neglect, an increase in youth unemployment and a high incidence of depression and suicide among youth.

- Research findings indicate negative effects of television viewing (the effects of violence, advertising, etc.) and tremendous increases in television viewing time among children.

- Additionally, such issues as AIDS, divorce, teen pregnancy, crime, drug and alcohol use, gang violence, poor home and school environments and the lack of positive role models have affected the growth and development of children.

#### The Purpose of the Course:

There is an increasing recognition among child development specialists that human existence, at any period of life, occurs not in isolation, but within a social context. Given the conditions and issues that contemporary children and adolescents face, we must understand child development and the modern contexts in which it occurs in order to provide effective solutions for the problems facing this segment of the population. Thus, the application of child development research is an important endeavor, and one which will be used in this course. The philosophy of Humanics demands that we do not study child development theory as an end in itself, but use this knowledge as a basis for improving the conditions of children both here and abroad.

This course strives to combine theory and practice by studying important issues in child development and applying this data in the field. It aims to equip each student with the awareness, knowledge and skills needed to understand the needs of children so that they can best be able to serve them in their future capacities as teachers, coaches, counselors, etc. The primary teaching strategy used in this course, service learning, has been selected because it allows students to learn content in a real-world setting while at the same time helping a child in a local school.

In order to accomplish this, each student will be expected to work with children in local schools for a minimum of three hours per week. A formal program has been set up in order to meet these requirements. Students will use these experiences in order to synthesize theory and practice while reflecting in their journals. Students who are not able to meet their partner at the hours of the formal program will be expected to make their own arrangements with the aid of the Office of Student Volunteers (Dale Allen, x3219).

#### Course Objectives:

This course is designed to provide students with a knowledge of the sequence of child development from the prenatal stage through adolescence. The context of the course is described by the following six philosophical ingredients that I regard as essential for a thorough understanding of child development:

1. An understanding of major theories and the strengths and shortcomings of each.
2. Knowledge of both the sequence of child development and the processes that underlie it.
3. An appreciation of the impact of context and culture on child development.
4. A sense of the interdependency of all aspects of development - physical, cognitive, emotional, spiritual and social.



5. An appreciation of the interrelatedness of theory, research and applications.

6. The development of a personal perspective on child development, which may emphasize one theory or blend aspects of several or many theories.

Course Requirements and Grading:

1. Class Participation. An important goal of this course is to challenge you to think critically and reflect upon your knowledge of theory and how it applies to your experiences in the field. Consequently, you are expected to contribute to class discussions and activities. Much of what you will learn in this course will be from listening to the reflections of others.

As this course is developmental in nature, attendance and punctuality are mandatory for all classes. Each UNEXCUSED absence will result in the loss of one grade from the final average. An unexcused absence is one in which the instructor was not notified BEFORE CLASS of an intended absence. There is no penalty for an absence due to sickness, emergency or approved college-sponsored co-curricular activities as long as you call BEFORE class begins to explain why you will not be attending. Tardiness interrupts learning for all concerned. Final grades will be lowered by one grade if you have been late for three or more classes, unless this matter has been discussed beforehand.

2. Homework/Assigned Readings. All assignments must be typewritten, unless otherwise stated and must be handed in on time. The penalty for not handing work in on time is the loss of one grade for each class it is late.

3. Fieldwork Journals. Sixty percent of your grade will be based upon your journals. Your journal gives you the opportunity to apply key concepts, theories and ideas discussed in class or in the readings to your experiences in the field. The journal will also chronicle your development in working with children at different stages of their development.

4. Groupwork. In this course, you will be offered a significant opportunity to collaborate with other students in specified assignments, classroom activities, readings and discussions. While individual grades will be assigned at the end of the semester, the course lends itself to group cooperation, problem-solving and investigation. Peer grading will also be used to help assess each student's progress. Grades will be derived in the following way:

- a. class participation (10%)
- b. homework assignments and groupwork grades (40%)
- c. final journal (50%)

Accommodations: If you have a documented disability that requires an accommodation, please notify me as soon as possible.

Text: Child and Adolescent Development for Educators, Meece, 1997



Course Outline:

- I. Studying Development
  - A. the nature, history and methods used
  - B. principles of child development
- II. Theories of Development
  - A. psychodynamic development theories
  - B. behavioral and social learning developmental theories
  - C. cognitive developmental theories
  - D. contextual developmental theories
- III. Genetics/Prenatal Development and Birth
  - A. prenatal stages of development
  - B. prenatal influences on the child
  - C. birth
- IV. Infancy
  - A. physical development - nervous system, sensory and motor
  - B. cognitive development - perception, cognition, language acquisition, behavioral learning
  - C. psychosocial development - emotions, early relationships, attachment formation, autonomy
- V. The Preschool Years
  - A. physical development - brain development
  - B. cognitive development - relationships between language and thought
  - C. psychosocial development - gender development
- VI. The Middle Years
  - A. physical development - effects of growth on thinking and feeling
  - B. cognitive development - concrete operational skills, information processing skills, thinking styles, measuring intelligence, moral development
  - C. psychosocial development - peer, family and school relationships
- VII. Adolescence
  - A. physical development - puberty, psychological effects
  - B. cognitive development - social cognition
  - C. psychosocial development - identity, sexuality, special problems
  - D. moral development

## THE JOURNAL

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1. One purpose is for you to show that you understand the key concepts, terms and theories expressed in the readings and in class
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3. The third purpose is for you to show that you can compare differences among children related to the ideas discussed and attempt to account for those differences.
4. The last purpose is for you to show that you understand why it would be important for teachers to know this theory, concept or idea and show how you can use it to improve your teaching.

Reflecting upon and applying key concepts terms and theories to your child will give you another way of "seeing" him/her from a perspective that may be different than the way you would normally "see" him/her. Theorists cited in class and in the book have spent many years studying children and have much to teach us that can add to our intuitive sense of children. It is important that we understand their findings and use them to make us more effective as teachers.

The journal should NOT be a diary of your activities with your child. It should be an ANALYSIS AND APPLICATION of key terms, concepts and theories. Grades are determined by the depth and breadth of your analysis and application. Use specific examples to back up your statements.

You will be paired with a college partner during this course. For every reading assignment, EACH OF YOU will select TWO theories, concepts or ideas from the reading that you feel you can relate to your child partner. One of these entries must come from the first half of the reading and the other must come from the second half. For example, if your reading assignment was pages 117-149, one entry must come from pages 117-133 and the other from 134-149. You must call your college partner to make sure that you DO NOT PICK THE SAME TOPICS.

Then read over your partner's responses and pick ONE of his/her topics and compare your child's relationship to that topic. Note the differences and similarities. Hypothesize as to why these differences and similarities exist.

A short review:

1. Read the assigned pages in the book. Apply two key concepts, ideas or theories from the assigned weekly reading to your child partner. How, if at all, does your partner exhibit the idea, concept or theory? Does his/her actions correspond to what you have read in the book? What could explain the differences or similarities with what you are reading? How, if at all, could you use this idea in order to help your child partner? Use specific examples to back up your main points.

2. Discuss or have your college partner read what you have written about your child partner regarding these two ideas, concepts or theories. Then EACH OF YOU will write your own reaction to ONE of the ideas/concepts described by your college partner.

You will write about how your child partner compares to the other child that you have just read about in regards to that particular idea, concept or theory. Again, use specific examples. You need only reply to ONE of the two ideas your partner has addressed.

NOTE: It is important that you are responsible in giving your partner time to read and respond to your homework. Do not wait to the last minute to do this. Cooperation and responsibility are key elements in the success of your journals.

Two assignments will be collected together every two weeks. Your papers will be handed in together but will receive separate grades. You will be graded equally upon your application of the two items you chose from the book and the response to the item your college partner has chosen. The depth of your analysis will determine your grade. Remember - the purpose of the journal is to show that you can apply key concepts, terms and theories in a real world setting. I am not interested in a diary of what you did each day.

All homework must be typed and must represent who you are as a teacher. Spelling and grammar are critical elements in these assignments. Papers will be returned ungraded if numerous mistakes in these areas occur. You may be asked to use the writing center if it is deemed necessary by the instructor.

Each homework paper will receive a grade along with ideas for improvement. You will each hand in 10 assignments by the end of the course. You will also hand in an overall analysis/summary at mid-semester and at the end of the course. This will be discussed in class.

You are given an opportunity to resubmit any assignment which you feel can be improved at the end of the semester. Grades will be adjusted accordingly. Do this by handing in a "final exam" which CLEARLY SHOWS the improvements you have made. For your final "exam," you must hand in your original paper (with professor comments) along with any changes you have made on them (highlighted in some way so I can EASILY spot the changes). Again, this will be discussed in greater detail in class.

**COURSE SYLLABUS**  
**EDEL 100: Education in a Democratic Society (3)**

I. CATALOGUE DESCRIPTION

This course will serve as an initial investigation into teaching and the teaching profession. Students will participate in civic activities as a way of coming to understand children and various conditions that influence the teaching profession.

II. CLINICAL EXPERIENCES AND CLINICAL HOURS

|                      |           |
|----------------------|-----------|
| Clinical Field Hours | <u>50</u> |
| Laboratory           | <u>X</u>  |
| Approved School      | <u>X</u>  |
| Other                | <u>X</u>  |

III. COURSE OBJECTIVES

As a result of learning experiences in this course, students will:

1. Explore trends that shape education in a democratic society.
2. Engage in civic activities that influence the lives of children.
3. Examine professional traits and strategies necessary for successful teaching and learning in a democratic society.
4. Develop an understanding for the complexities of teaching and learning in a democratic society.
5. Identify and reflect on personal educational experiences that influence teaching practices.
6. Begin an inquiry into the nature and aims of education in a democratic society.
7. Become actively involved in the learning process established as part of the Elementary Education teacher preparation program.

IV. COURSE MATERIALS

Course Packet (available at TIS)

Benson, P. L. (1997). All kids are our kids. San Francisco, CA.: Jossey-Bass Publishers.

## V. SERVICE GUIDELINES

1. Perform a minimum fifty (50) hours of service in an approved community agency.
2. Complete procedures and assignments found in the *EDEL 100 Service Notebook*.
3. View the agency mentors and the recipients of the service as teachers, with the college student playing the role of learner.
4. Evaluation of performance will be based on the college student's attendance, interaction, and reflection activities.
5. Professionally appropriate dress will be defined by each agency.
6. Nametags must be worn at all times in a form dictated by each agency.
7. **FAILURE TO COMPLETE THE SERVICE REQUIREMENTS OF THIS COURSE DURING THE SEMESTER OF ENROLLMENT WILL RESULT IN A FINAL COURSE GRADE OF "F".**

## VI. GENERAL EXPECTATIONS

Regular class attendance and active class participation (More than two seminar absences will lower the participation and attendance grade by one letter grade.)

*University policy states, "a student's official course program is regarded as a contract with the university. Since full performance requires, in part, regular and punctual attendance, students are expected to attend all classes for which they are registered". (Undergraduate Catalogue, 18)*

Attendance and participation in a minimum 50 hours of service in an approved community agency. Because of the heavy emphasis on the service component of the course, **failure to satisfactorily complete the service during the semester of enrollment will result in an "F" being recorded as a final course grade.**

Class assignments (listed in section VII).

\*Assignments are due at class time on the due date.

\*Materials turned in after class will be considered late. Late materials submitted within two days of the due date will be accepted and marked one letter grade lower than the quality of the work represented.

\*Materials turned in three days after the due date will be accepted until April 30, 1999 and will be marked two letter grades lower than the quality of the work represented.

\*Please staple multiple page assignments before submission. Include name and section number on all assignments.

Professional appearance, attitudes, participation, and language usage are all indicators of a teacher's commitment. Standard English should be used in all written and oral communications. Written assignments with multiple errors will be returned to be rewritten. A maximum grade of "C" can be earned on the re-submitted paper. (See writing rubric on page \_\_\_\_).

College students will need a small photo to attach to the Student Information Sheet in the *EDEL 100 Service Notebook*. (Page \_\_\_\_\_). Please refrain from chewing gum, wearing caps and hats, and smoking when completing the service requirement.

VII. GRADED ASSIGNMENTS (Individual directions will be distributed in class)

Participation & Attendance - (20%)

Attitudes, commitment & professional behavior are indicators of your desire to become an effective teacher. In addition to regular attendance, you will be graded on demonstration of responsibility, active class participation, dependability, and your ability to grow as you acquire knowledge and skills.

Service Notebook - (40%)

The *Service Notebook* contains all the forms and assignments related to your service placement. *Service Notebooks* will be checked periodically during the semester. The *Service Notebook* grade will be assigned based on the quality of individual assignments.

Topic Report - (10%)

Midterm Exam - (10%)

Final - (20%)

VIII. GRADING

Grades will be assigned using the University plus/minus system. Quality points are allocated to each recorded grade according to the following scale:

|          |          |           |          |     |
|----------|----------|-----------|----------|-----|
| A =4.00  | B+=3.333 | C+=2.333  | D+=1.333 | F=0 |
| A-=3.667 | B =3.000 | C = 2.000 | D =1.000 |     |
|          | B-=2.667 | C-=1.667  | D-=0.667 |     |

Expectations for each graded assignment will be discussed in class.

IX. STUDENTS WITH SPECIAL NEEDS

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment as soon as possible. Contact information for EDEL 100 faculty can be found in this syllabus and in the *Service Notebook*.

EDEL 100 Spring 1999

Monday

Wednesday

Friday

|               |   |   |  |
|---------------|---|---|--|
| Jan.          | 11 Classes begin                          | 13 Seminar                                    | 15 Seminar   |
|               | 18 Seminar                                | 20 Seminar                                    | 22 Seminar   |
|               | 25 Seminar                                | 27 Seminar                                    | 29 Seminar   |
| Feb.          | 1 Seminar                                 | 3 Seminar                                     | 5 Seminar  |
|               | 8 ****                                    | 10 Service Group A                            | 12 ****  |
|               | 15 ****                                   | 17 Service Group B                            | 19 ****  |
|               | 22 ****                                   | 24 Service Group A                            | 26 ****  |
| March         | 1 ** **                                   | 3 Service Group B                             | 5 ****   |
|               | 8<br>SPRING BREAK                         | 10<br>SPRING BREAK                            | 12<br>SPRING BREAK   |
|               | 15 ****                                   | 17 Service Group A                            | 19 ****  |
|               | 22 ****                                   | 24 Service Group B                            | 26 ****  |
| March /April  | 29 ****                                   | 31 Service Group A                            | 2 ****   |
|               | 5 ****                                    | 7 Service Group B                             | 9 Seminar  |
|               | 12 Seminar                                | 14 Seminar                                    | 16 Seminar   |
|               | 19 Seminar                                | 21 Seminar                                    | 23 Seminar   |
|               | 26 Seminar                                | 28 Seminar                                    | 30 Seminar   |
| May<br>Finals | M 3rd<br>1-7:30, 4-9:45<br>9-9:45, 7-2:15 | T 4 <sup>th</sup><br>3-9:45<br>5 & 10 - 12:00 | W 5 <sup>th</sup> Th 6 <sup>th</sup><br>2-7:30      8-2:15 |
|               |   |   | F 18 <sup>th</sup> →                                       |

**SCHOOL OF EDUCATION  
Seattle University  
Broadway and Madison  
Seattle, WA 98122**

**Department of Teacher Education  
Winter, 1999**

**ORGANIZING THEME:** The School of Education prepares ethical, reflective professionals for quality service to diverse communities.

**CONCEPTUAL FRAMEWORK:** The teacher is an ethical and knowledgeable reflective decision-maker who teaches all learners to function effectively in a global and pluralistic society.

**COURSE INFORMATION**

TEED 520, Service Leadership  
Room arranged  
Hours arranged

**INSTRUCTOR**

Jeffrey Anderson  
Office: Loyola 415  
Phone: 296-5754  
e-mail: janderso@seattleu.edu

**TEXT and MATERIALS**

Alliance for Service-Learning in Education Reform. (1995). Standards of Quality for School-Based and Community Based Service Learning.

Conrad, D. and Hedin, D. (1991). School-based community service: What we know from research and theory. Phi Delta Kappan, 72 (10), 743-749.

McPherson, K. (1989). Enriching learning through service. Vancouver, WA: Project Service Leadership. (Excerpts).

Nathan, J. and Kielsmeier, J. (1991). The sleeping giant of school reform. Phi Delta Dappan, 72 (10), 739-742.

**COURSE DESCRIPTION**

This course is designed to facilitate prospective teachers' understanding of the benefits of expanding K-12 educational experiences to involve collaborative efforts with the larger community. The course also provides an introduction to service learning as an instructional methodology, philosophy of learning, and a development strategy for schools and communities.

This course is set in the context of the Jesuit tradition, Seattle University's mission, and the key beliefs and assumptions underlying the MIT program. The Jesuit educational tradition includes a vision of the nobility of the human person who is understood as essentially a social being, relating to others in community through knowledge, love, and service. Seattle University attempts to embody the Jesuit vision by including a focus on the development of leaders for service. The course also manifests the MIT program's first rationale "The social responsibilities of teaching are of fundamental importance to the program. These social



responsibilities guide teachers to connect the classroom with the school and community to allow students to apply their learning to address real issues related to justice and global human rights.”

Through students’ direct experiences and reflections this course broadens teacher preparation beyond the walls of the university and K-12 schools into the larger community. The experience is designed to enlarge students’ vision by heightening their sensitivity to significant societal needs. Emphasis is placed on methods to facilitate personal and K-12 student involvement to solve public problems and achieve the academic and affective goals of the schools. In addition, by preparing MIT students to incorporate service learning into their own classrooms, it is hoped they will nurture their future students’ interest in service to members of their communities.

TEED 520, Service Leadership is made up of three main components: 1) In-class preparation in the use of service-learning as a teaching method, 2) 25 hours working with a K-12 educator experienced in the use of service-learning and, 3) the Service Leadership Conference at the end of the course.

The majority of your 25 hours of service will most likely be completed during winter quarter, 1999. In order to optimize your learning in your winter courses, TEED 521 and 522, and to provide time for you to perform your service, six full days are reserved for service learning. As soon as the winter quarter schedule is developed you will receive a copy. The six service-learning days are:

1. Tuesday, Jan. 19
2. Tuesday, Feb. 2
3. Tuesday, Feb. 9
4. Tuesday, Feb. 23
5. Tuesday, March 2
6. Tuesday, March 9

You are encouraged to perform your service learning activities on these days. There will be other times when you may be able to focus on service learning. These are primarily in the afternoons. Refer to the TEED 521 and 522 calendars.

## **COURSE OBJECTIVES**

The student will:

1. Obtain a first-hand personal experience of service learning.
2. Develop and demonstrate a commitment to community service in their own lives.
3. Appreciate the importance and power of service learning in helping students develop self-esteem, civic responsibility, empathy for others, and higher order thinking skills.
4. Articulate the importance of , and methods for, the creation of collaborative partnerships between K-12 schools and human services agencies.
5. Demonstrate knowledge for elements for high-quality service learning.
6. Identify sources of information pertaining to the variety of human services agencies that can assist teachers in addressing their students’ needs.

7. Analyze their service learning experiences and discuss the policy dimensions and ethical issues these experiences bring to the forefront.
8. Identify and discuss methods to integrate service learning experiences into the K-12 school curriculum.
9. Create and assist in teaching lessons which integrate classroom knowledge and skills with service learning experiences.
10. Monitor and work alongside K-12 students in the performance of their service learning experiences.
11. Observe experienced service learning educators as they develop and implement community service programs with K-12 students.

### REQUIREMENTS AND GRADING

Service Leadership is graded on a credit/no credit basis. You will receive credit when you have met these criteria:

1. Complete a Service Learning Action Plan jointly with one or two of your peers in the cohort.  
(**Due Thursday, December 17, 1998**) See the Service Learning Action Plan Assignment sheet for details.
2. Complete a Service Learning Field Experience Proposal and have it approved prior to beginning your field experience. (**No later than Thursday, December 17, 1998**)
3. Complete the 25-hour field experience and have the assessment form signed and submitted to Jeffrey at the Service Leadership Conference. (**March 22-23, 1999**).
4. Participate in mid-service project reflection conference with Jeffrey in February, 1999. (**To be arranged**)
5. Hand in a Service Leadership Conference Presentation Information Sheet and have it approved. (**Due no later than Wednesday, March 10, 1999**)
6. Make your Service Leadership Conference Presentation.
7. Participate in the entire Service Leadership Conference and Reflection Session (**March 22-23, 1999**)
8. Submit a two-three page, typed, double-space paper in which you reflect on your Service Leadership experiences. (**To be written after the Service Leadership Conference**) Details of this assignment will be provided in winter quarter.

### THE SERVICE LEARNING FIELD EXPERIENCE

#### A) RATIONALE:

Service learning involves a blending of community or school service activities with the academic curriculum. It can be an instructional methodology, philosophy of learning, and a development strategy for schools and communities. Service learning

recasts the conventional role of a school to that of a laboratory of learning in which students both gain and apply knowledge to address real world problems. More than anything else, service learning involves a shift in our view of young people as problems or solely as recipients of services to understanding them as key resources and leaders for their communities.

The service learning field experience is designed to provide you with knowledge and hands-on experience regarding models and methods for integrating service into the K-12 curriculum. In addition, you will assist K-12 educators in more fully developing their service learning programs by sharing your knowledge, skills, and enthusiasm.

## B) PROPOSAL:

Descriptions of possible placement sites for a service learning field experience will be posted in class. Read the descriptions and place your name on the sign-up sheet of one placement site. To decide which setting would be most appropriate for you, consider the following:

- 1) What age students do you want to teach?
- 2) Do you have knowledge, skills, or interest in a specific service learning project?
- 3) Where is the school located? Where do you live?
- 4) Are the times and dates of involvement with the project convenient for you?

After you are approved for placement in a service learning field experience site, one MIT student should contact the teacher listed to discuss the details of your 25-hour experience. Arrange with the teacher for all MIT students involved to visit the school site together. If, after discussion with the teacher, you determine the placement is not appropriate for you, contact Jeffrey to discuss possible options. If the placement site is a match for your interests and needs, complete a service learning field experience proposal and submit it to Jeffrey for approval (no later than December 17, 1999).

## C) TIME FRAME:

The proposal is due on or before **Thursday, December 17, 1999**. Your proposal will be reviewed and will be available to you by Monday, January 11, 1999. (Do not begin your 25 hours of field experience until after your proposal has been approved.) You will have from January 11 through most of Winter quarter, 1999 to complete the 25 hours of the internship. Six full days will be reserved on the winter calendar for you to engage in your service learning projects. Groups of students working together on the same Service Learning project should submit one group proposal.

At the conclusion of your service learning field experience meet with your cooperating teacher to discuss and jointly complete the Assessment Form. Hand in completed Assessment Forms to Jeffrey at the Service Leadership Conference in March, 1999.

## D) PROPOSAL GUIDELINES (Two pages, double-spaced, maximum)

- 1) Descriptive Information
  - A) School name and address
  - B) Name and phone number of supervising teacher
  - C) Grade level/subject involved
  - D) Your name(s) and a way to contact you

- 2) Describe the goals you have set for yourself to achieve during this field experience. What do you hope to learn? What will you accomplish to assist the students? The teacher? To address community needs?
- 3) Describe specifically what you will be doing in your field experience. You should be actively involved with an aspect of service learning for the majority of your time; however, some observation is also appropriate. You are encouraged to engage in the following activities:
  - A) Develop new service learning projects in collaboration with the teacher, students, and community agencies.
  - B) Supervise and work alongside K-12 students in performing the service learning project.
  - C) Develop and teach lessons and reflection sessions which integrate classroom knowledge with service learning experiences.
  - D) Shadow the teacher as she/he performs the three activities listed above.
- 4) Formulate a time schedule for the completion of your field experience.
- 5) Submit two copies of the proposal. One will be returned to you; the other copy will be kept on file. The proposal should be not more than two pages, typed, and double-spaced.

Note: You are not expected to be an expert about service learning during this field experience. Your role is to work in collaboration with the teacher and students, following the teacher's guidance.

**E) CONFERENCE:**

Each of you will share the outcomes of your field experience by giving a presentation at the Service Leadership Conference. One objective of your presentation is to share information that you believe would be helpful to classroom teachers. Another objective is to reflect on what you learned in performing your field experience and what knowledge you gained in the MIT program that was deepened or made more meaningful through your performance of the field experience. Many MIT students have found that maintaining a journal, in which they reflect on their field experiences, is one effective method to prepare the conference presentation. The presentation should include the use of at least one piece of audio-visual equipment (overhead, VCR, slide projector, etc.). Each group of students who performed their field experience together at the same school will have 45 minutes for their presentation. Specifications regarding the conference presentation will be provided early in winter quarter. The conference will take place **Monday and Tuesday, March 22-23, 1999** on the campus of Seattle University.

**If you have any questions or concerns as you get into your Service Leadership project, please see me immediately. The experience is meant to be one of enrichment, not frustration.**

Name of Assignment: Service Learning Action Plan

Date Due: Thursday, December 17

Faculty Member to Contact for Specific Questions: Jeffrey Anderson

Objectives:

1. To synthesize and apply your knowledge of the principals of effective Service Learning by creating an action plan for a service project.
2. To understand the high degree of planning and organization necessary to enrich student learning while addressing community needs.

Rationale:

A successful Service Learning project requires the integration of a wide variety of elements. Background planning and consideration of possible challenges helps insure the projects' successful completion. A comprehensive action plan involves a synthesis of community needs, curricular goals, subject matter, student characteristics, assessment strategies, and communication skills in order to enhance students' intellectual, personal, and social development, creating an action plan before you start teaching will increase your knowledge and skills in working with community members, parents, students, and others to employ Service Learning as an instructional method.

Description of the Assignment:

Work with one or two partners to create a Service Learning action plan for students the age you hope to teach. The plan may include one or more academic content areas including your area of certification. The plan should be typed or word-processed, double-spaced and clearly demonstrate your ability to apply the principles of effective Service Learning discussed in class. Specifically, your action plan should address each of the 15 questions on the action plan form distributed in class. This is a cooperative project and you will each receive the same grade.

Criteria for Evaluation

1. Extent to which the plan reflects the principles of effective Service Learning.
2. Plan is sufficiently detailed to allow actual implementation.
3. Clarity of expression.
4. Grammar, punctuation, and spelling.

The Service Learning Action Plan is a cooperative project to be completed with one or two of your partners in this cohort. The plan will be evaluated on a "Pass" or "Revise" basis. All plan authors receive the same grade (Pass or Revise).

**General Skills: WAC 180-78-210**

2. School, Home and Community

Candidates must demonstrate their ability to integrate education policies with the school, home, and community by:

- a. Participating in the designing of activities that involve parents in the learning process of their children.
- c. Working cooperatively with students, parents, colleagues, and community members in a professional manner.

SEATTLE UNIVERSITY

School of Education

SERVICE LEARNING ACTION PLAN

NAME(s) \_\_\_\_\_ SCHOOL \_\_\_\_\_

PROJECT TITLE \_\_\_\_\_

COURSES/GRADE LEVEL \_\_\_\_\_

NUMBER OF STUDENTS INVOLVED IN PROJECT \_\_\_\_\_

BRIEF DESCRIPTION

1. In what ways will your students serve the school, peers and community?

OUTCOMES

2. What learning objectives or outcomes have you identified that the service project will address?

PLANNING

3. What information do you need to implement your project?
4. Where can you get the needed information?
5. How will you involve students in planning so they have ownership of the project?
6. How will you prepare students so they have the skills they need to be successful with the project?
7. How will you facilitate student's reflection?
8. Do you anticipate having to deal with the issue of liability? Please explain.
9. What problems/challenges do you foresee?
10. What assistance will you need?
11. Do you anticipate needing any funds to cover costs of the Service Learning project? How do you expect to raise those funds?
12. How will students' service efforts be recognized?

ASSESSMENT

13. How will you determine what your students have gained from participation in the project? (please be specific).
14. How will you assess the impact of the project on the community?

15. If students are graded on this project, how will you determine the grade?

**PROBABLE TIMELINE**

**ACTIVITY**

**DATE**

1.    "

2.

3.

4.

5.

6.

7.

8.

9.

10.

SEATTLE UNIVERSITY  
 Master in Teaching Program  
 EDMT 520 Service Leadership

ASSESSMENT FORM

The service learning teacher or supervisor and the MIT student should meet together to discuss and complete this form.

Student Name: \_\_\_\_\_ School or Community Agency: \_\_\_\_\_

Number of hours of service: \_\_\_\_\_

Please assess MIT student performance by placing a  $\checkmark$  in the appropriate box for each criteria.

| Criterion | Always | Often | Sometimes | Rarely | Not applicable or not able to observe |
|-----------|--------|-------|-----------|--------|---------------------------------------|
|-----------|--------|-------|-----------|--------|---------------------------------------|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 1. Demonstrates knowledge of standards of effective service learning |  |  |  |  |  |
|--|--|--|--|--|--|

Comments:

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 2. Takes initiative in planning and carrying-out service activities |  |  |  |  |  |
|---|--|--|--|--|--|

Comments:

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 3. Communicates regularly and clearly with all people involved in the service project |  |  |  |  |  |
|---|--|--|--|--|--|

Comments:

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 4. Follows through on agreed on commitments and responsibilities |  |  |  |  |  |
|--|--|--|--|--|--|

Comments:



|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 5. Displays enthusiasm and a positive attitude toward service learning project |  |  |  |  |  |
|--|--|--|--|--|--|

Comments:

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 6. Employs appropriate interpersonal skills to relate well with teacher, students, and community members |  |  |  |  |  |
|--|--|--|--|--|--|

Comments:

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 7. Demonstrates organizational skills necessary to conduct a service learning project. |  |  |  |  |  |
|--|--|--|--|--|--|

Comments:

Signature of Teacher/Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Other comments or suggestions for improvement:

A) For the Seattle University student:

B) For the Master in Teaching Program:

**NEW ENGLAND COLLEGE**  
**HENNIKER, NH 03242**  
**ED 200: PRINCIPLES OF EDUCATION**  
**PROFESSOR DEBRA NITSCHKE-SHAW, Ph.D. - Spring 1999**  
**TUESDAYS AND THURSDAYS 8:30 - 9:45 AM**

**COURSE DESCRIPTION:**

This course explores the American school system as influenced by contemporary and historical principles and philosophies. Current educational issues discussed include (a) the organization, structure, and funding of schools; (b) legal issues impacting students, teachers, and administrators; (c) the significance of education in our society; and (d) the social and political forces impacting our educational system. Career opportunities and requirements of the teaching profession are also explored. This course is designed to be taken concurrently with ED 210: Practicum in Education to provide field-based experience in area schools.

Please note: There is a service-learning component to this course. (Specifics about the service-learning aspect of this course will be described in detail in the following pages.)

**KNOWLEDGE/UNDERSTANDING GOALS:**

The following goals, as presented by the Department of Education for the State of New Hampshire, will be met through this course. The candidate shall be able to:

1. describe various theoretical models of organizing elementary schools, as well as their practical application. (Standard 4 - Instructional Theory)
2. articulate his or her beliefs about the nature of teaching and learning. (Standard 4 - Instructional Theory)
3. design self-contained classroom environments which address the learning needs of children as well as make efficient use of time and space. (Standard 4 - Instructional Theory)
4. establish and reinforce behavioral values, standards and limits in an educational setting. (Standard 5 - Behavior Management)

The following goals will also be met through the service-learning component of this course. Based on the student's service-learning experience, the student will:

1. describe the organizational structure and culture of the school in which he/she did his/her service-learning project.
2. describe how the school is funded.
3. describe how service-learning can be used as a philosophy and pedagogy, specifically how it can be used to meet the diverse learning styles and needs of the students involved in the project.
4. identify the NH Curriculum Frameworks which were met by the students with whom he/she worked in this service-learning project.
5. describe how various classroom climates and environments influenced the learning of the students with whom he/she worked.
6. identify various teaching approaches and styles used by the various educators with whom the student came in contact.

**CRITICAL SKILLS GOALS**

The student shall be able to:

1. be a problem solver, someone who is capable of developing effective solutions to the multi-dimensional and complex problems ever-present in personal and professional arenas.

Attributes of Effective Problem Solvers:

- see, define, and probe the major questions of a problem.
- seek our resources - use knowledge, experience and the senses.
- construct and employ problem solving strategies.
- value and amass a wide range of potential solutions.
- evaluate and test ideas.
- observe results and respond accordingly.

2. be a decision maker, someone who can and does make responsible decisions in diverse situations.

**Attributes of Effective Decision Makers:**

- see the need for a decision.
- enter into the decision-making process.
- reach a decision.
- look at options, seek advice, draw conclusions.
- seek consensus.
- are equipped to either compromise or to defend a position.
- understand the reasons for decisions and their consequences.
- take responsibility for decisions.

3. be a critical thinker, someone who routinely and effectively applies critical thinking in a range of life roles.

**Attributes of Effective Critical Thinkers:**

- analyze information and events objectively and develop verification procedures.
- discern cause and effect.
- distinguish fact and opinion, influence and manipulation.
- synthesize information and ideas.
- seek to be well-informed and take the total situation into account.
- seek reasons.
- judge the credibility of a source, using credible sources, and accurately credit sources.
- is open-minded.
- asks questions for clarification or challenge.
- deduces and induces and judges deductions and inductions.
- makes and judges value judgments.
- identifies assumptions.

4. be a creative thinker, someone who has the confidence in and capacity for the creative thinking that enhances both experience and results in a variety of life roles.

**Attributes of Effective Creative Thinkers:**

- recognizes conformist, conventional, "in the box" thinking and seeks alternatives.
- expands existing ideas.
- seeks the original.
- synthesizes old ideas into unique or fresh approaches.
- integrates seemingly unrelated ideas.
- uses intuition, metaphor, and extrapolation to broaden the scope of one's thinking.
- takes risks.

5. be a communicator, someone who is skillful in expressing himself/herself with clarity and authenticity.

**Attributes of Effective Communicators:**

- speaks with preparation and "off the cuff."
- writes with purpose and clarity.
- employs graphic interpretation and presentation.
- listens and observes with respect and understanding.
- expresses feelings clearly and honestly.
- reads for understanding.
- communicates with honesty and authenticity.
- uses and appropriate toner in oral and written communication.

6. be an organizer, someone who can efficiently and productively organize time, space, materials, and tasks.

**Attributes of Effective Organizers:**

- understands the interdependence of time, space, materials, and tasks.
- categorizes and prioritizes competing elements.
- optimizes time and resources.
- manages details without being overwhelmed.
- responds to the unexpected.
- employs organizational tools, reviewing and revising plans.
- sees what is important and documents it.

7. be a manager, someone who can skillfully help others to optimize their work together through effective management.

Attributes of Effective Managers:

- demonstrates a broad conceptual understanding of a task, project, or organization.
- prioritizes tasks and shares in their delegation.
- takes on important elements of responsibility.
- stays informed of progress.
- appreciates others and acknowledges their worth.
- negotiates solutions to problems.

8. be a leader, someone who can recognize quality leadership and can assume it when appropriate.

Attributes of Effective Leaders:

- steps forward.
- articulates a vision.
- sets high standards.
- positively challenges himself/herself and others.
- openly and constructively confronts problems and conflict.
- synthesizes and incorporates disparate ideas.
- builds connections between people and tasks.
- takes and expects appropriate risks.
- promotes individual responsibility.
- models clear values.

## DISPOSITIONS GOALS

The student shall be able to:

1. be a life-long learner, someone who is responsible and invested in life-long learning.

Attributes of Life-long Learners:

- believe in their own fundamental capabilities and develop those capabilities.
- take responsibility for the processes and outcomes of learning.
- honestly account for their own actions.
- feel empowered to take appropriate action on issues and problems.
- engage in decision-making processes at the individual, community, and societal levels.
- see the importance of risk-taking and take appropriate risks.

2. be self-directed, someone who is reflectively self-directed with a strong work ethic.

Attributes of a Self-Directed person:

- value advice.
- view problems as challenges or opportunities for learning and personal growth rather than as obstacles.
- anticipate and explore learning required for new situations.
- take responsibility for setting a course for themselves and for adjusting that course.
- assess their own needs and translate them into obtainable goals.
- use a variety of learning strategies.
- initiate challenges for themselves - concentrating and persevering toward their completion.
- develop strategies for identification and use of human and material resources.
- modify learning methods and sources to achieve the most effective results.
- take action from a work ethic that is defined as going well beyond what is required.
- evaluate the achievement of goals.

3. be able to do quality work, be someone who has a well-developed internal model of quality work.

Attributes of someone completing Quality Work:

- desire to continuously improve.
- understand and accept quality as a fundamental concept that is relevant to their lives.
- rely on their ability to set criteria and performance standards in a variety of life role situations.
- take responsibility for setting their own standards.
- evaluate and reevaluate their own expectations, criteria and standards in an ongoing way.
- draw from their internal model of quality to guide work and behavior.
- strive for excellence.

4. demonstrate ethical character, be someone who is trustworthy.

Attributes of someone with Ethical Character:

- have values, commitments, convictions, and a sense of purpose - connecting the lessons of the classroom to the realities of life.
- act and interact honestly and genuinely from an accurate perception of self.
- demonstrate respect for others and for themselves.
- make decision that consider the common good.
- do the right things as well as doing things right.
- construct judgments from a foundation of strongly held ethics and principles.

5. be able to be a collaborator, someone who seeks to optimize work through collaboration.

Attributes of someone who is a Collaborator:

- value collaboration.
- see conflict of issues and ideas as an essential aspect of collaboration.
- contribute to and invest in a group vision.
- further themselves and others in pursuit of common goals.
- value, build on and maximize ideas, abilities and perspectives of others.
- engage fully in collaboration.
- keep personal agendas in perspective.
- defend an idea or position about which they feel strongly even if it is in conflict with the thinking of the group.
- work to optimize the outcomes of a common effort.
- resolve conflict by seeking new or common ground.
- distinguish between "buying in" and "going along."

6. be curious, someone who demonstrates a sense of curiosity and wonder.

Attributes of someone who is Curious:

- inquire into the world around them.
- ask "what if?"
- dream about the possible.
- have a love of discovery.
- show enthusiasm for new opportunities.
- take the risk to do or think differently.
- do the unexpected.
- look for new or unique ways of thinking about or doing some thing.
- take the initiative to explore possibilities.
- seek to do things better, more efficiently, or more effectively.

7. be an active member of the community, someone who is responsible and an active member of the community.

Attributes of an Active Community Member:

- see themselves as valued members of the community.
- draw from an ethical foundation for community relationships.
- trust others and are trustworthy within the community.
- value, celebrate, and tap into diversity among community members.
- engage others with respect, honesty, integrity, and courtesy.
- work to understand and empathize with others.
- work to maintain an environment of safety, confidence, mutual esteem, and mutual support.
- enter into productive group work - helping others to achieve a common goal.
- take responsibility for a share of the work - keeping the interest of the community in mind.
- share themselves as teachers or mentors of others.
- contribute and solicit ideas, opinions, and resources.
- take an active part in forming and supporting group decisions.
- express ideas, feelings, and hunches with diplomacy.

CLASS METHODOLOGY:

A variety of methods will be used, including lecture, class discussion, student projects and activities, films, readings, small and large group collaboration, and service-learning.

Any student who has a special learning need/style about which I should be made aware should meet with me to discuss how he/she can be most successful and how I might best meet his/her needs.



**REQUIRED TEXTS:**

1. Schlechty, Phillip C. (1990). Schools for the Twenty-first Century. San Francisco, CA; Jossey-Bass Publishers.
2. Education Week--A weekly newspaper. (Students are required to subscribe to this publication, which can be obtained from the bookstore.)
3. New England College Pre-Service Teacher Service-Learning Guidebook (to be purchased from Debra)
4. NH Curriculum Frameworks (to be downloaded from internet or you can purchase them from Debra)

**SUPPLEMENTARY READINGS:**

As assigned throughout the semester.

**OFFICE HOURS:**

Telephone numbers: NEC 428-2322 Home 428-7113 (before 9:00 pm)

Office: Sanborn Hall Room Number 6

**Hours:**

9:00 - 12:00 Monday and Wednesday

8:00 am - 8:30 am Tuesday and Thursday

individual appointments may be arranged at other times

Please Note: I will place a weekly schedule on my door. I can frequently be found in the office at times that are not scheduled office hours. Please refer to the weekly schedule or give me a call in the office or at home to arrange an appointment. I am also willing to meet with students at my home if it convenient for you and me.

Also Note: I will be supervising student teachers this semester so keep a close eye on my schedule on my door. It may change from week to week, depending on the needs of the students in the field.

**APPLICATION TO THE EDUCATION DEPARTMENT:**

Application for acceptance into the major should be started while you are enrolled in this course. Please be aware of the requirements for majoring in education as outlined in the 1998-99 Academic Catalog. Students will be informed about the requirements for majoring in education and how to apply for acceptance into the major throughout the semester. Remember, the education requirements you must fulfill are based on the date you are accepted into the major. Therefore, you may be governed by two Academic Catalogs: (1) The education requirements, which you must fulfill, will be based on the catalog associated with the date of your acceptance into the major; and (2) The general education requirements of NEC, which you must fulfill, will be based on the catalog associated with the date you entered NEC.

**PREPROFESSIONAL SKILLS TEST:**

All students who plan to apply to the teacher education program are required to take a professional teacher competency exam. Your scores on this exam will determine your eligibility FOR acceptance into the education major. Specifics concerning the Preprofessional Skills Test will be distributed by the instructor. Remember, you will not be considered for acceptance into the major without having successfully completed this test, and you will not be allowed to take certain courses without having been accepted into the major.

**ATTENDANCE:**

The study of education is a continual, interactive process. To fully participate in this process TOGETHER, we must ALL attend classes according to our agreed upon schedule. Much of the material presented in class is not available in the readings, and therefore must be obtained through participation in class discussion. Should an emergency arise, students must contact me prior to class. Therefore, attendance is required at all classes. Should you miss a class, it is your responsibility to obtain the material covered in class from a classmate. Those students who miss 4 or more classes for any reason, illness, oversleeping, sports commitments, etc. count as absences, will have their final grade lowered by 1 full letter grade for each absence over 3.

Sym. 99  
FD 800 (5)

**ASSIGNMENTS:**

All assignments are to be submitted on the due date. If an assignment is late, your assignment will be graded according to the Assessment Rubric for each assignment.

All assignments will be graded for content, mechanics (spelling, grammar, etc.), and presentation. It is my belief that all teachers must be able to communicate appropriately, in written as well as verbal form. As future educators, you must take care when presenting written papers and oral presentations, your future audience will be students, parents, other teachers, administrators, or any combination of these audiences and others. The writing rubric and assessment rubrics will be provided to you throughout the semester. They will be used for grading purposes. Also grading criteria will be listed on each assignment. Play close attention to these two sources of information. They will help you to develop quality pieces of work and earn the grade you desire.

Please use the APA style for format and technical assistance, including citations, etc. for written work. You can find a copy of this reference text at the Academic Advising and Support Center or you may ask me. Please refer to this guide whenever you write; don't rely on your memory.

All papers should be well thought-out. Please note that in many assessment rubrics if I cannot understand you're point, your grade is lowered

The following is a list of the work required for this class. Notice, a space has been left for you to record the due date for each piece of work. Also, note that points have been given to each piece of work. I will use the Assessment Rubrics you will receive for each assignment to determine your grade and how many points you earn for each assignment.

For example, your first graded piece of work is the Reflection Journal Entry 1. The possible points you could earn is 5. Using the Assessment Rubric you receive a score of 5 (a perfect score - having met all the criteria listed.) Your grade then would look like this [  $5/5$  (score) =  $x/5$  (points) =  $5/5 = x/100$ ;  $x = 100$ ]. Your grade is 100 or 5 points. But let's say you receive a score of 3 using the assessment rubric. Your grade would then look like this [  $3/5 = x/5$ ;  $x = 3$ ;  $3/5 = x/100$ ;  $x = 60$ ].

Also note, you will need to determine the percentage of weight each category of work carries. This is your opportunity to put some emphasis on your strengths and develop your areas of challenge. Remember, no category may have more than 30 points or fewer than 10 points.

**Assignments:**

**You Must Submit Required Materials on time**

- 1 pt. Course Contract
- 1 pt. Pre-service-learning Experience Self-Assessment Form
- 1 pt. Service-learning Contract
- 1 pt. Practicum Contract
- 1 pt. Bring Ed. Week Article to class
- 1 pt. Quantitative Data Sheet
- 1 pt. Service-learning Self-Evaluation Sheet

Please Note: You will receive a pt. for each item submitted on time. You will received no points for items not submitted on time.

Total Possible Points 7  
 Percentage of Grade     2    

*Sp. 99  
ED 200 (6)*

**Reflection Journal Entries**

- 5 pts. One
- 5 pts. Two
- 5 pts. Three
- 5 pts. Four
- 5 pts. Five
- 5 pts. Six
- 5 pts. Seven
- 5 pts. Eight

Grade

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Total possible pts. = 40

Percentage you award to Journal Entries is \_\_\_\_\_

**Challenges**

- 15 pts. Challenge 1 - Snapshot of Self
- 20 pts. Challenge 2 - Letter to Self
- 10 pts. Challenge 3 - Strategy Documentation Tool Kit - Formal Draft
- 10 pts. Challenge 4 - Goal Conference Sheet
- 20 pts. Challenge 5 - Site Needs/Challenges Universality Paper
- 20 pts. Challenge 6 - Letter to Favorite Teacher
- 15 pts. Curriculum Frameworks Storyboard
- 15 pts. Challenge 7 - Learning Environment Reflection
- 25 pts. Challenge 8 - Strategy Tool Kit - Final Copy
- 10 pts. Challenge 9 - Course Goals Reflection
- 20 pts. Challenge 10 - Reflection Letter to Self
- 25 pts. Historical Storyboard for service-learning presentation

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Total possible points = 205

Percentage you award to Challenges is \_\_\_\_\_

**Presentations**

- 10 pts. Snapshot Presentation
- 10 pts. Tool Kit Showcase
- 10 pts. Curriculum Frameworks Storyboard
- 10 pts. Tool Kit Presentations
- 10 pts. Course Goals Reflection Presentation
- 25 pts. Service-learning Project Final Presentation

Total possible points = 75

Percentage you award to Presentations is \_\_\_\_\_

**Service-learning Binder**

- 25 pts. Draft I
- 25 pts. Draft II
- 25 pts. Draft III
- 50 pts. Final Copy of Service-learning Binder

Total possible points = 125

Percentage you award to Service-learning binder is \_\_\_\_\_

501.99  
ED 201 (7)



## COURSE OUTLINE

What follows is a tentative outline for the course. The likely infusion of world events, the needs of you, the students, and the presence of very talkative students and faculty member will undoubtedly force alternatives in the schedule.

### Class 1 - January 19

1. Review syllabus and contract. Course contract due Tuesday, January 26
2. Discuss Rubrics and how to use them.
3. Reflection Journal (Entry One)
4. Discuss and review the Pre-service-learning Experience Self-Assessment Form. Due Tuesday, January 26

### Class 2 - January 21

5. Discuss knowledge/understanding goals, disposition goals, and critical skills goals. (Refer to syllabus.)
6. Wagon wheel: What you know and want to learn - goals
7. Reflection Journal (Entry Two)
8. Challenge 1 - Snapshot of Self distributed. Due February 2. Please refer to Assessment Rubric for evaluation purposes.
9. Challenge 2 - Letter to Self distributed. Due February 4. Please refer to Assessment Rubric for evaluation purposes.

### Class 3 - January 26

10. Meeting with School Personnel  
Service-learning and Practicum Contracts are due February 9.

### Class 4 - January 28

11. Defining Collaboration
12. Reflection Journal Entry 3
13. Describe and review the Presentation Checklist.

### Class 5 - February 2

14. Snapshot Presentations - Presentation Grade 1
15. Reflection Journal Entry 4

### Class 6 - February 4

16. Interactive Lecture on Goals
17. Share examples of Service-learning Binders
18. Strategy Identification Activity
19. Distribute Challenge 3 - Strategy Documentation Tool Assignment - Formal Draft (See pages 36-37.)  
Due February 16. Must have at least 6 strategies with all questions answered/elements included.
20. Distribute Draft of Part I of Service-learning Binder. (See pages 38-39.) Due February 18.

### Class 7 - February 9

21. Challenge/Needs/Resource Assessment Carousel
22. Assignment - Read the Service-learning in Preservice Teacher Education Guidebook - Due February 11.

### Class 8 - February 11

23. Service-learning Mural
24. Distribute Challenge 4 - Goal Conference Sheet - due March.
25. Distribute Draft II of Service-learning Binder - Due March 18.
26. Distribute Challenge 5 - Site Needs/Challenges Universality - Due February 25.

**Class 9 - February 16**

27. "Tool Kit" Showcase - Presentation Grade 2
28. Reflection Journal 5
29. Assignment - For February 25 bring in one article from Ed. Week to discuss in class.

**Class 10 - February 18**

30. Goals and Evaluation Tools Activity.
31. Reflection Journal Entry 6

**Class 11 - February 23**

32. Show the film Save Our Children: Save Our Schools.
33. Assignment - Read Schlechty - due March 16

**Class 12 - February 25**

34. Education issues - A discussion of key issues found in schools today.

**Class 13 - March 2**

35. Film - The Truth About Teachers
36. Challenge 6 - Write a letter to your favorite teacher. Due March 16.
37. NH Curriculum Frameworks - A sharing
38. Distribute NH Curriculum Frameworks Storyboard - Due Mar. 23.

**Class 14 - March 4**

39. Mid-semester Reflection Activity - an in-class activity that will count toward your final grade.
40. Distribute Draft III Service-learning Binder - Implementation Plan - Due March 25.

**Class 15 - March 16**

41. Memory Lane - Learning Environment Activity
42. Distribute Challenge 7 - Learning Environment Reflection - Due April 6

**Class 16 - March 18**

43. Schlechty Carousel with a Twist

**Class 17 - March 23**

44. NH Curriculum Storyboard Presentation - Presentation Grade 3

**Class 18 - March 25**

45. Recognition and Celebration Activity
46. Reflection Journal Entry 7
47. Distribute Challenge 8 - Strategy Document Tool Kit Final Product Reminder. Due April 22. Must have at least 18 strategies.
48. Distribute Evaluation Sheet for Service-learning Binder. Binders and Storyboards due the night of the service-learning presentations.

**Class 19 - March 30**

49. Panel presentation - the state of NH schools and education.

**Class 20 - April 1**

50. Tentatively no class - work on revising service-learning binders.

**Class 21 - April 6**

51. A presentation on the public policy and funding in the state of NH.

**Class 22 and 23 - April 8 and April 13**

52. Movie - Stand and Deliver

**Reminder: Service-learning Binders and Storyboards  
will be due the week of April 10 during the presentations - date will be determined early in semester.  
Plan for a late afternoon evening class from 4:00 - 8:00ish.  
Presentation Grade 4**

**Class 24 - April 15**

53. Movie - Stand and Deliver  
54. Group discussion - answer the following question:  
What needs to be done to change education, teaching, and learning so all students can be successful?  
55. Reflection Journal Entry # 8  
56. Distribute Quantitative Data Sheet - due April 22.  
57. Distribute Service-learning Self-Evaluation Sheet - due April 22.

**Class 25 - April 20**

58. Distribute Course Goals Reflection Challenge 9- start by working on this in class. Due April 27 - in class presentation. Presentation Grade 5  
59. Distribute Reflective Letter to Self Challenge 10 Due April 29.

**Class 26 - April 22**

60. Tool Kit Demonstration

**Class 27 - April 27**

61. Course Reflection Presentations - Presentation Grade 5

**Class 28 - April 29**

62. Final Class

**New England College  
Henniker, NH  
Debra Nitschke-Shaw, Ph.D.  
ED 200: Principles of Education  
Spring 1999**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**ASSIGNMENTS:**

All assignments are to be submitted on the due date. If an assignment is late, your assignment will be graded according to the Assessment Rubric for each assignment. Details for each assignment will be distributed well in advance of the due date.

All assignments will be graded for content, mechanics (spelling, grammar, etc.), and presentation. It is my belief that all teachers must be able to communicate appropriately, in written as well as verbal form. As future educators, you must take care when presenting written papers and oral presentations, your future audience will be students, parents, other teachers, administrators, or any combination of these audiences and others. The writing rubric and assessment rubrics will be provided to you throughout the semester. They will be used for grading purposes. Also grading criteria will be listed on each assignment. Play close attention to these two sources of information. They will help you to develop quality pieces of work and earn the grade you desire.

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All papers should be well thought-out. Please note that in many assessment rubrics if I cannot understand you're point, your grade is lowered

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Also note, you will need to determine the percentage of weight each category of work carries. This is your opportunity to put some emphasis on your strengths and develop your areas of challenge. Remember, no category may have more than 30 points or fewer than 10 points.

**Assignments:**

**You Must Submit Required Materials on time**

- 1 pt. Course Contract
- 1 pt. Pre-service-learning Experience Self-Assessment Form
- 1 pt. Service-learning Contract
- 1 pt. Practicum Contract
- 1 pt. Bring Ed. Week Article to class
- 1 pt. Quantitative Data Sheet
- 1 pt. Service-learning Self-Evaluation Sheet

Please Note: You will receive a pt. for each item submitted on time. You will received no points for items not submitted on time.

Total Possible Points 7

Percentage of Grade     2

**Reflection Journal Entries**

- 5 pts. One
- 5 pts. Two
- 5 pts. Three
- 5 pts. Four
- 5 pts. Five
- 5 pts. Six
- 5 pts. Seven
- 5 pts. Eight

Grade

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Total possible pts. = 40

Percentage you award to Journal Entries is \_\_\_\_\_

**Challenges**

- 15 pts. Challenge 1 - Snapshot of Self
- 20 pts. Challenge 2 - Letter to Self
- 10 pts. Challenge 3 - Strategy Documentation Tool Kit - Formal Draft
- 10 pts. Challenge 4 - Goal Conference Sheet.
- 20 pts. Challenge 5 - Site Needs/Challenges Universality Paper
- 20 pts. Challenge 6 - Letter to Favorite Teacher
- 15 pts. Curriculum Frameworks Storyboard
- 15 pts. Challenge 7 - Learning Environment Reflection
- 25 pts. Challenge 8 - Strategy Tool Kit - Final Copy
- 10 pts. Challenge 9 - Course Goals Reflection
- 20 pts. Challenge 10 - Reflection Letter to Self
- 25 pts. Historical Storyboard for service-learning presentation

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Total possible points = 205

Percentage you award to Challenges is \_\_\_\_\_

**Presentations**

- 10 pts. Snapshot Presentation
- 10 pts. Tool Kit Showcase
- 10 pts. Curriculum Frameworks Storyboard
- 10 pts. Tool Kit Presentations
- 10 pts. Course Goals Reflection Presentation
- 25 pts. Service-learning Project Final Presentation

Total possible points = 75

Percentage you award to Presentations is \_\_\_\_\_

**Service-learning Binder**

- 25 pts. Draft I
- 25 pts. Draft II
- 25 pts. Draft III
- 50 pts. Final Copy of Service-learning Binder

Total possible points = 125

Percentage you award to Service-learning binder is \_\_\_\_\_

\_\_\_\_\_  
student signature

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date

\_\_\_\_\_  
faculty member's signature

\_\_\_\_\_  
date



# Theory and Practice in Service Learning Pedagogy

School of Education

Spring Quarter, 1996

Two or Three Units

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**Instructors:** Don Hill, Director, the Service Learning 2000 Center; Jill Addison-Jacobson, Program Director, the Service Learning 2000 Center; Tim Stanton, Ph.D., Director, Haas Center for Public Service

**Description:** This course examines the history, theoretical foundations, and practical applications of service learning pedagogy in K-12 and post-secondary curriculum and instruction. Students will examine the design, development, implementation, and assessment of instructional methods which facilitate integrating service experience with the learning of academic subject matter. The course will combine learning in a two hour weekly seminar with school and community-based observation and analysis.

**Course requirements:** Consistent seminar attendance, active participation in seminar discussions, completion of written assignments, participation in a seminar-approved service experience, and a design of a service learning curriculum project.

**Class Meetings:** Thursday, 5:15 - 7:05, CERAS 304

**Texts:** Course reader; Service Learning 2000 Center, Struggling to Learn Better: Portraits of Three Service Learning Programs; Educational Leadership, May 1995, Connecting with the Community and the World of Work; and materials made available in seminar.

## Course Grade:

|                              |     |
|------------------------------|-----|
| Attendance and Participation | 20% |
| Service and Reflection       | 20% |
| Personal Perspective Paper   | 20% |
| Curriculum Project           | 40% |

## Week 1/April 4, 1996

### Introduction to Service Learning

## Week 2/April 11, 1996

### Practical Perspectives on Service Learning

#### Readings:

Addison-Jacobson, J. and Addison, J. "Service Learning in Middle School: The Day from Hell?"

Watters, A. and Ford, M. Selections from: A Guide for Change: Resources for Implementing Community Service Writing.

Townsend, R. "The Possibilities of Field Work."

MacNichol, R. "Service Learning: A Challenge to Do the Right Thing."

**Week 3/April 18, 1996**

**Service-Learning History: Pioneers, Antecedents, Contexts**

Readings:

Kendall, J. "Combining Service and Learning: An Introduction."

Kleinbard, P. "Integrating Youth Into American Communities Through Youth Participation."

Pollock, S. "Higher Education's Contested Service Role: A Framework for Analysis and Historical Survey."

Nathan, J. and Kielsmeier, J. "The Sleeping Giant of School Reform."

**Week 4/April 25, 1996**

**Service Learning as Experiential Education**

Readings:

Coleman, J. "Differences Between Experiential and Classroom Learning."

Dewey, J. Selected readings from: Experience and Education and Moral Principles in Education.

Druian, G. et al. "Experiential Education: A Search for Common Roots."

Giles, D. "Dewey's Theory of Experience: Implications for Service-Learning."

Hutchings, P. and Wutzdorff, A. "Experiential Learning Across the Curriculum: Assumptions and Principles."

Kolb, D. "The Foundations of Contemporary Approaches to Experiential Learning"

Resnick, L. "Learning in School and Out."

**Week 5/May 2, 1996**

**Service-Learning and Civic Values**

Readings:

Barber, B. "Teaching Democracy Through Community Service."

Kraft, R. "The Social, Psychological, Moral, and Cognitive Effects of Service-Learning."

Minnich, E. "Some Reflections on Civic Education and the Curriculum."

Rutter, R. and Newmann, F. "The Potential of Community Service to Enhance Civic Responsibility"

**Week 6/May 9, 1996**

**Service-Learning Practice: Academic Achievement**

Readings:

Cohen, J. "Service or Censorship? A Relationship Approach to Community Service."

Hamilton, S. "Adolescents in Community Settings: What is to Be Learned?"

Markus, G. et al. "Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment"

Woo Allen, J. "Eureka! A Yrt! Integrating Mathematics, Cooperative Learning, and Community Service"

selections from The New York Times

**Week 7/May 16, 1996**

**Service-Learning Practice: Youth Development**

Readings:

Hedin, D. and Conrad, D. "The Impact of Experiential Education on Youth Development."

Needle, L. "Youth Development."

Hamilton, S. "The Impact of Volunteer Service on Adolescent Social Development: Evidence of Program Effects"

Pipher, M. Selections from: Reviving Ophelia.

**Week 8/May 23, 1996**

**Service-Learning: Community Impact**

Readings:

Batenburg, M. "Community Agency and School Collaboration: Going In With Your Eyes Open."

Cotton, D., and Stanton. "Joining Campus and Community Through Service-Learning."

Leedon-Ackerman, J. "The Tutor."

McLaughlin, M. and Irby, M. "Urban Sanctuaries: Neighborhood Organizations That Keep Hope Alive."

National Commission on Resources for Youth. Excerpts from: New Roles for Youth

Sigmon, R. "Service-Learning: "Three Principles."

**Week 9/May 30, 1996**

**Assessment and Evaluation**

Readings:

Conrad, D., and Hedin, D. "School-Based Community Service: What We Know from Research and Theory."

Batenburg, M. and Pope, D. Selections from: Evaluation Handbook.

Duley, J. "Learning Outcomes: The Measurement and Evaluation of Experiential Learning."

**Week 10/June 6, 1996**

**Service-Learning as Reflective Learning**

Readings:

Guiffra, M. "Reflections on Altruism and the Practice of Nursing."

Illich, I. "To Hell With Good Intentions."

Palmer, P. "Community, Conflict, and Ways of Knowing: Ways to Deepen Our Educational Agenda."

The Service Learning 2000 Center. A Concise Guide to Reflection.

Moore, D. "Experiential Education as Critical Discourse."



Theory and Practice in Service Learning Pedagogy  
School of Education  
Spring Quarter, 1996

**Final Assignments**

Due by 5:00 p.m. on Wednesday, June 12, 1996.

**Part One: Personal Perspective on Service Learning as an Instructional Strategy**

Write a personal statement on the value of service learning for education that reflects your analysis of assigned readings, assessment of classroom discussion and activities, and your personal experience connecting service and learning.

Your writing should include specific references to readings that both support your stance and challenge your ideas. You are encouraged to include issues that remain unsettled in your mind but which you feel are important.

Suggested length (3-5 pages)

**Part Two: Service Learning Curriculum Project**

Create a detailed description of a service learning project that you either teach this quarter or that you would like to see implemented. Focus on creating a quadrant two project that strongly integrates service and learning. This project description should address each of the components that are contained in the Portfolio introduced in class and include the kind of detail required to guide nitty-gritty teacher action. Special attention should be given to the curriculum goals that will be achieved if your service learning project is successful. Finally, we suggest that you include a brief conclusion for your assignment that comments on how your service learning project reflects your personal perspective.

Please include a self-addressed envelop so some instructor comments can be returned to you over the summer.

**Methods and Materials in Reading  
Service Learning Strand  
Education 370**

Fall 1998

Lynne B. Ryan, Ph.D  
Associate Professor

Harkins 322  
Phone x 2504  
Email lynnryan@providence.edu

**Rationale**

Lee Shulman, a noted scholar in the field of teacher education, has identified three areas that must be addressed in teacher preparation programs: subject matter knowledge, general pedagogical skills and subject specific pedagogical skills. This course is designed to provide preservice teachers with the opportunity to acquire those three knowledge areas as they relate to the subject of literacy, particularly reading, a critical instructional area in all grades, but especially in the elementary years.

This course is part of the merged elementary special education program. This program is committed to preparing teachers who can educate **all children**. The literature on teaching all children is replete with references to helping children develop life long skills, such as critical thinking and problem solving, to making learning active (learn by doing), relevant and meaningful, and to assist children to feel connected to the community through service to others. Service-learning as been identified as one pedagogical tool which can assist in achieving all the items identified in the preceding sentence. Therefore, this course will provide preservice teachers with the opportunity to develop an understanding of service-learning and its potential to transform the teaching learning process,

**Goals**

This course is designed to:

- 1) acquaint the preservice teacher with the importance of literacy in the school and the role of reading in an integrated language arts program;
- 2) acquaint the preservice teacher with the various theories of reading, models of reading instruction, and the implications these various models have for instruction;
- 3) familiarize the preservice teacher with the English/Language Arts Standards;
- 4) familiarize the preservice teacher with methods for assessing children's performance on the standards and for meeting specific needs

identified through the assessments;

5) familiarize the preservice teacher with methods for organizing and managing a literacy program;

6) familiarize the preservice teacher with ways to foster an enjoyment of reading and an appreciation of its role as a life long activity;

7) familiarize the preservice teacher with research based effective strategies for teaching reading;

8) familiarize the students with issues of diversity, including linguistic, ethnic and economic diversity, and their impact on the reading program;

9) reinforce generic pedagogical skills;

10) reinforce the role of the teacher as a professional;

11) familiarize the student with service-learning as a pedagogical tool.

### **Objectives**

Given the information presented in this course through lectures, discussions, class activities, projects, readings and field experiences the preservice teacher will:

1) discuss the major models of reading, the criticisms of each model, the research support for each model, each models impact on instruction and relate it to their own personal point of view on the models;

2) address the English/language arts standards by developing and implementing lessons based on the standards;

3) discuss the components of a program in emerging literacy and describe methods and materials used in an emerging literacy program;

4) compare and contrast basal, literature based and whole language reading programs;

5) identify and use various methods for organizing and managing a literacy program;

6) compare and contrast performance and standardized assessments as a way to determine attainment of literacy standards;

7) use running records, observations and other informal methods to determine a student's reading level and needs, to monitor progress and to plan appropriate instruction;

8) describe the major components of word recognition, alternate methods for teaching the components, the advantages and disadvantages of each method and develop lessons to teach word recognition using effective teaching strategies;

9) identify and apply the phonic and syllable rules;

10) describe the major components of comprehension and develop lessons to teach comprehension skills and strategies using methods based on effective research practices with both narrative and expository texts;

11) develop literacy activities which consider the cultural, linguistic, racial, ethnic, gender and economic background of the children;

- 12) develop literacy activities which promote higher level thinking skills, such as problem solving and critical thinking;
- 13) describe and use methods which will assist children in using reading as a functional and recreational activity;
- 14) describe ways technology can be used to address the literacy standards and develop and implement a literacy lesson which uses technology,
- 15) justify selection of methods and materials based on research findings;
- 16) develop and implement a personal service learning project in literacy;
- 17) demonstrate professionalism by:
  - a) being punctual,
  - b) dressing appropriately,
  - c) using language and mannerisms which are characteristic of professionals,
  - d) treating children and other adults in the building with respect,
  - e) collaborating with other preservice teachers and adults in the school building to achieve common goals,
  - f) being a critical thinker and decision maker in developing activities to meet all children's needs,
  - g) reflecting on your practice,
  - h) following appropriate procedures in addressing areas of concern.

**Required Text:**

Graves, M., Juel, C. and Graves, B. (1998) Reading in the 21st century. Boston: Allyn and Bacon.

**Recommended Text:**

Orton, J.L. (1976) A guide to teaching phonics. Cambridge:EPS.  
 Wilson, R. and Hall, M.A. Programmed word attack for teachers. Columbus:Merrill.

**Course Outline**

The various topics and assignments for the course are listed below. This is a suggested order. The actual order will depend on needs of practicum settings

| <b>Class</b>                    |                      | <b>Practicum</b>                 |                  |
|---------------------------------|----------------------|----------------------------------|------------------|
| <u>September 8,10</u>           |                      | <u>September 10</u> <sup>▫</sup> |                  |
| <b>Topic</b>                    | <b>Readings</b>      | <b>C. Notebook</b>               | <b>Practicum</b> |
| What is Reading?                | <b>G,J,G</b> Chap1,2 | Interview                        | Slavin 203       |
| Models of Reading               |                      | Define your                      | Lesson Plans     |
| English/language arts standards |                      | read model                       |                  |
| What is community?              |                      |                                  |                  |

What is community?

**Class**

September 15, 17, 22

**Topic**

Emerging Literacy

**Readings**

**G,J,G** Chap 3

**C. Notebook**

Respond to question: How did I learn to read?

**Practicum**

September 17

**Practicum**

Introduction to Baldwin

**P. Notebook**

Discuss your impressions of community, sch., class and children

September 24, 29

**Topic**

Basal/Literature Based/Whole Language

**Readings**

Handouts

**C. Notebook**

Response to questions on basal

September 24

**Practicum**

Teach lesson

**P. Notebook**

Lesson Plan

(NOTE: These two classes will be in Curriculum Lib)

October 1, 6,8

**Topic**

Word Recognition  
What is service-learning?  
Assess community needs  
Select a service-learning project

**Readings**

**G,J,G** Ch. 4  
**Steph.** Ch 2,3

**C. Notebook**

Phonics Quiz  
  
What is service-learning?

October 1

**Practicum**

Teach lesson

**P. Notebook**

Lesson Plan

October 8

**Practicum**

Teach word rec. lesson.

Choose student -

**P. Notebook**

Lesson Plan  
Description of student

October 15, 20

**Topic**

Assessment  
Plan and implement service-learning project

**Readings**

**G,J,G** Ch. 11  
Handouts  
Assess child's needs using running records

**C. Notebook**

October 15

**Practicum**

Teach lesson  
Over course of semester need to do at least 2 running records

**Class**

running records  
on hot and cold

passage

running records  
of student - one

**Practicum**

hot, one cold;

**P. Notebook**

Lesson Plan

October 22

**Topic**

Cognitive  
Coaching

**Readings**

Handouts

**C. Notebook**

Coach your partner who will teach a lesson solo. Describe coaching and results Reflect on coaching as part of professionalism (Can be done anytime during semester)

October 22

**Practicum**

Teach lesson

**P. Notebook**

Lesson Plan

October 27 Midterm Evaluation  
of Course: Where have we been  
and where are we going?

October 27

Teach lesson

**P. Notebook**

Lesson Plan

November 3, 5

**Topic**

Diversity and  
and Literacy

**Readings**

G,J,G Ch 10

**C. Notebook**

Respond to question? What are the special challenges of teaching literacy in an urban school

November 5

**Practicum**

Teach lesson which considers cultural, ethnic, linguistic, gender and economic background of the children.

November 10

**Topic**

Organizing  
and Managing  
a Literacy  
Program

**Readings**

Handout

**C. Notebook**

Interview teacher From observation and interview describe

**Practicum**

view describe .  
how teacher  
organizes her  
literacy program

**Class**

**Practicum**

November 12

**Topic**                      **Readings**  
Technology in      Handouts  
the Literacy              **G,J,G** Ch. 12  
Program

**C. Notebook**

November 12

**Practicum**  
Teach lesson  
which uses  
technology  
**P. Notebook**  
Lesson Plan

November 17,19

**Topic**                      **Readings**  
Vocabulary              **G,J,G** Ch. 5  
Development

**C. Notebook**

November 19

**Practicum**  
Teach vocabulary  
development      I  
lesson  
**P. Notebook**  
Lesson Plan

November 24

**Topic**                      **Readings**  
Literature              Handouts  
Response Groups

**C. Notebook**

Reflections  
from chapter  
book

November 26

**Practicum**  
Happy  
Thanksgiving!

December 1,3,8

**Topic**                      **Readings**  
Comprehension      **G,J,G** 6,7,8

**C. Notebook**

December 3

**Practicum**  
Teach  
comprehension  
strategies  
**P. Notebook**  
Lesson Plan

December 10

**Topic**                      **Readings**  
Present  
service  
projects

**C. Notebook**

December 10

**Practicum**  
Teach  
comprehension  
strategies  
**P. Notebook**  
Lesson Plan

## Course Requirements

### A. Notebook

You should have a 3 ring notebook for this class. The notebook will have two parts: the course notebook and the practicum notebook. All materials mentioned in this syllabus must be included in the notebook. This notebook, in its entirety, **must be** handed in by Tuesday, December 15th. (However, it would be appreciated if it were handed in earlier) Periodically during the semester you will be asked to hand in material from the notebook.. In addition students have found it useful to have ongoing feedback on their notebooks. Therefore, the notebooks will be collected on the following dates: October 1, October 15, October 29, and November 19.

Also certain items mentioned below will also be included in the notebook. At the front of the notebook you should have a table of contents with the following entries:

1. Personal assessment of attendance including number of points and attendance record.
2. Your individual basal project and personal assessment of points for the individual and group project
3. Service Learning Project
4. Case Study
5. Philosophy of Reading
6. Course Notebook
  - \*Results of my interview and the model I emphasize
  - \*How I learned to read
  - \* Phonics quiz
  - \* What is service-learning?
  - \* Reflection on coaching
  - \*Reflection on teaching in an urban school?
  - \* Teacher Interview
7. Practicum Notebook

### B Attendance and Participation in Class.

Part of the way you demonstrate your professionalism is by being involved in professional development activities. This course is an example of a professional development activity. Your participation in the activities of this class will not only provide you with the information needed to teach reading, but will also give you an



information needed to teach reading, but will also give you an opportunity to engage in experimentation, dialogue and critical reflection with your colleagues. Since this is a “hands on” course in which instructional techniques are demonstrated in class, you will find it virtually impossible to recreate class events by borrowing someone else’s class notes. Therefore, regular attendance and participation in class activities including completion of in class assignments is expected. These assignments are noted for inclusion in the class notebook.<sup>1</sup> A minimum of 4 points will be deducted for each class missed. **Your attendance record, maintained by you, as well as your personal assessment of the number of points you should receive.125 points**

### **C. Project Teaching Competencies using a Basal Reader and Trade Books**

The class will be divided into groups.. Each group will choose a standard from the English/language arts framework that they have taught in the practicum setting. The standard will be analyzed to determine skills/strategies contained within. the standard. Then the group will choose one of the skills or strategies to study.

Step 1: The group must find a lesson in the assigned basal reading series which addresses the skill/strategy (at the same grade level). Each person in the group will look in a different basal series.

Step 2: The group must review the lesson and discuss how the teaching of the competency can ( or should) be modified in view of research findings discussed in class, in the text, and in two research articles. The group will also discuss the pros and cons of using a basal text.

Step 3: The group will make a presentation to the class which will include: lesson specific pros and cons of the basal series including a critique of the lesson from the evidence gleaned from class or text; (visuals are always helpful); ways the lesson should be revised.

Step 4: Each individual will complete and submit a written report which will address the relevant questions in the handout. This will also be included in the notebook (due October 8th)

|                           |                   |
|---------------------------|-------------------|
| <b>Individual Report</b>  | <b>100 points</b> |
| <b>Group Presentation</b> | <b>50 points</b>  |

**Your personal self assessment of the number of points you**

**should be assigned for these two components plus rationale should be included in the notebook.. Due one class period after completion of your class report**

#### **D. Service Learning Project**

A description of your service learning project which will include the following components:

- 1.) a description of your community
- 2) a reflection on how you assessed community needs;
- 3.) a reflection on how you selected your project
- 4) a plan of your project
- 5) personal reflection(s) on your project
- 6) evaluation of the the project
- 7) A discussion on what is service learning and how it can enhance the teaching learning process in schools. **150 points**

(Due December 1st or when completed)

**E. Philosophy of Reading** This entry should include a written description of your philosophy of reading including an example of how your teaching was consistent with your philosophy. **25 points**

**F. Case Study** -Each student is asked to choose a child in the practicum class that s/he is going to use as a focus of a study. Your study will include a brief description of the child, at least two running records, at least one hot and one cold, an analysis of the child's miscues, and reading rate, a retell for a narrative text and an expository text. Based on the running record a determination of the child's instructional reading level and a description of the child's strengths and needs in reading. You should discuss instructional implications. **150 points**

#### **C. Practicum**

Each student will be assigned to an elementary classroom from 8:30-11:00 each Thursday morning. Hopefully we will begin the week of the 14th. The first week is usually spent in an orientation, becoming familiar with the community, school and classroom. Oftentimes you will begin teaching your second or third week. Each week you will develop specific lessons based on your discussions with the teacher, me and the graduate assistant. Lessons plans will be developed and included in your practicum notebook. The lesson plan should be written on the form to be provided.

Over the course of the semester you should have developed at least one

Over the course of the semester you should have developed at least one lesson which will demonstrate your attainment of each of the course objectives listed below. These will be included in your practicum notebook and will give you an opportunity to demonstrate your generic and subject specific pedagogical knowledge.

## **PRACTICUM NOTEBOOK**

In the practicum notebook you must submit evidence of the following:

**a) Completion of the prescribed number of practicum sessions.** A sheet will be given to you which should be stapled to the cover of your portfolio. This sheet will document your attendance and must be initialed weekly by the classroom teacher. Starting the week of the 14th, practicums will be held weekly. Any time lost due to illness, teacher workshops, field trips, assemblies, etc. must be made up.

**b) Observation of the teacher teaching at least two literacy lessons.** Include in the summary of your observation what you learned about the teaching of reading and what you learned about children.

**c) Impression of Baldwin** - community, school and class

**d) Lessons plans for all lessons taught.** However, only specific lessons will be evaluated for your final grade. **On your sheet documenting time you should designate which lesson you would like to be evaluated to demonstrate each underlined component of the course objectives listed below.** You should include a rationale with each lesson you have chosen explaining how your lesson demonstrates attainment of the objective. The most points will be given for those rationales which cite information from your text, class notes or the research literature to justify your approach.

1. describe the major components of word recognition, alternate methods of teaching the components, and the advantages and disadvantages of each method, and develop lessons to teach word recognition using effective teaching strategies;

2. describe the major components of comprehension and develop lessons to teach the comprehension skills and strategies using methods based on effective research practices with both NARRATIVE and EXPOSITORY texts;

3. develop literacy activities which consider the cultural, linguistic, ethnic, gender and economic background of the children;

4. describe ways technology can be used to address the literacy standards and develop and implement a literacy lesson which uses technology.

e. Peer Coaching - Usually you are assigned to classrooms in pairs and you collaboratively teach lessons. However, I would like each of

e. Peer Coaching - Usually you are assigned to classrooms in pairs and you collaboratively teach lessons. However, I would like each of you to have the opportunity to teach a lesson by yourself and have your partner coach you through the various stages of the lesson (to be discussed in class). Therefore, you will submit a lesson which you have developed and taught by yourself and your partners written feedback about the lesson at the planning, implementation and follow up stage.

f. Summary - you should include an evaluation of the practicum program and site. I am particularly interested in your evaluation of the practicum overall.

**400 points**

07E: 161 Elementary Social Studies - Spring 1999  
Monday or Wednesday 12:30 to 2:20 pm  
Lindquist N 104

Dr. Rahima Wade  
office phone: 335-5118  
e-mail: rahima-wade@uiowa.edu  
office: Lindquist N 291  
office hours:  
Mondays 2:30 to 3:30 pm  
Wednesday 2:30 to 3:30 pm  
other hours by appointment

Kriston Beardsley  
office phone: 384-0547  
e-mail: kriston-beardsley@uiowa.edu  
office: Lindquist N 294  
office hours:  
Mondays 2:30 to 3:30 pm  
Wednesdays 2:30 to 3:30 pm  
other hours by appointment

The **BIG IDEAS** behind this course are:

1. Social studies should teach about what it means to be a human being.
2. Social studies is both content and process.
3. Social studies instruction should foster reflection and interaction.
4. Social studies instruction should be responsive to the concerns of a diverse and interdependent world and relevant to the present day lives of students.
5. Social studies should give students opportunities to contribute actively to their school life and to the larger community.

#### **SUPPLIES**

Purchase the following books at the bookstore in the Iowa Memorial Union:  
Meeting the Standards: Social Studies Readings for K-6 Educators by M. E. Haas and M. A. Laughlin

The Democratic Classroom by S. Wolk

You will also need to purchase the following:

4" by 6" index cards (must be this size) and a card file box

#### **THE DEMOCRATIC CLASSROOM**

In a democratic classroom, teacher and students strive to create a participatory learning community. Thus, your role in discussions, making decisions, and teaching in class will be very important to everyone's learning. Democratic education also involves connecting with the larger community through meaningful, hands-on involvement. This course follows a democratic classroom model by giving students opportunities for choice in a variety of ways. You will have input about the topics addressed in this course, the topics for assignments you complete, and the type of involvement you have with children in the community. The focus of a democratic classroom is on responsible participation from all the members of the classroom community. Your feedback is always welcome on any aspect of this course. We welcome your feedback via e-mail, phone, stopping by our offices during office hours, or setting up an appointment to meet.

## GRADING

We believe that the focus is best placed on learning and feedback for improvement, rather than on grades. Although the instructors have the responsibility for assigning final grades in this course, strong emphasis is placed on student self-evaluation and initiative; thus, it is suggested that each student set learning goals for themselves and strive to do their best. In an effort to communicate fairly with you about the grading process, the information below will help you to set goals and to assess your progress in the course. Please feel free to check in with your instructor at any time to inquire about your status in the course.

The following approach to grading is probably different than most of your other college courses. Please read this section carefully and ask us if you have any questions about any part of it. This approach is democratic in nature, placing the emphasis on self-evaluation, instructor's feedback, and improvement rather than on grades assigned by the instructor.

At mid-term and at the end of the semester, you will be asked to submit all of your work thus far and a one-page essay answering the following questions:  
What have I learned so far? What else do I need/want to know and do?  
What course content and/or skills do I still need to develop?  
What grade do I believe I deserve at this point and why?

In order to answer these questions, you will need to use the rubric on the next page. You will need to set goals for yourself and keep track of your progress toward those goals. Students who aspire to obtain a straight A in the course must evidence ALL of the criteria listed under the "A" section below. Students who meet almost all of the A criteria and one or two of the B criteria will merit an A- and so forth. NO grades will be given on individual assignments in this course. You will, however, receive written and/or oral feedback about your work and performance.

Here are a couple of questions you might have as you consider this way of grading.

**If I complete one criteria in the "C" category, does that mean I can only get a "C" in the whole course?**

No. You will evaluate yourself on each of the criteria and then average the results. For example, let's say you meet 6 of the criteria in the A category, 2 in the B category and 1 in the C category. It is likely that you would provide evidence that your overall grade is a B+.

**How do I know if the instructor thinks my work is excellent, good, or has difficulties without a grade?**

We will give written and/or oral feedback (depending on the assignment). In cases where the assignment falls below what we consider a "B" grade, we will encourage you to redo the assignment and submit it again. Every written assignment can be redone once. If you are ever confused about your instructor's view of your work, you can always ask us.

### Grading Criteria

| A  | B   | C  |
|--|---|--|
| genuine interest in and enthusiasm for learning  | some interest in learning   | shows up to class, completes assignments but otherwise does not evidence interest in learning  |
| frequent participation in large class discussion and in small group work   | occasional participation in large class discussion and frequent participation in small group work   | little or no participation in large class discussion and some participation in small group work  |
| all assignments submitted on time  | one or two late assignments   | three late assignments   |
| attends all classes on time (2 absences or late excuses allowed for sickness or family emergency)  | late to class twice or misses class once without a legitimate excuse  | misses two classes or is late three times without a legitimate excuse, misses more than two classes for any reason                                       |
| well-prepared on readings as evidenced in participation in class discussions   | usually prepared on readings as evidenced in participation in class discussions   | preparation on readings and participation in discussions less than half the time   |
| excellent reflection skills as evidenced in oral debriefings and written assignments   | good reflection skills as evidenced in oral debriefings and written assignments   | difficulty with reflection as evidenced in oral debriefings and written assignments  |
| excellent ability to synthesize course teachings in written assignments  | some ability to synthesize course teachings in written assignments  | difficulty with synthesizing course teachings in written assignments   |
| evidence of excellence with lesson planning, developing a framework for elementary social studies, and constructing a curriculum project and portfolio pages | evidence of good work with lesson planning, developing a framework for elementary social studies, and constructing a curriculum project and portfolio pages | difficulty with completing a lesson plan, developing a framework for elementary social studies, or constructing a curriculum project and portfolio pages |
| consistently responsible participation in group projects and the CSL project   | generally responsible participation in group projects and the CSL project   | difficulty with participation in group projects or the CSL project   |



**What happens if my evaluation of my grade and my instructor's evaluation of my grade differ?**

We expect that this will happen in some cases. After you submit your written self-evaluations, your instructor will write you feedback about his/her opinion. If we still differ, we will schedule individual meetings to discuss our opinions, both at midterm and at the end of the semester. At that time, both instructor and student will provide evidence and an explanation of their evaluation. If we still disagree after the end of the semester meeting, we will negotiate the final grade together. Every attempt will be made to come to consensus, however, if this does not happen, the instructor will assign the final grade.

**When is an assignment considered "late"?**

Assignments are considered "on time" if submitted by 5 pm on the due date. If you are absent from class you can submit the assignment at the next class and it will be considered on time. In all other circumstances assignments will be considered late.

### **SPECIAL NEEDS**

I would like to hear from anyone who has a disability or personal situation which may require some modification of the seating, assignments, or activities in this course so that appropriate arrangements can be made. Please see me after class or during my office hours.



## CLASS MEETING FORMAT:

Each class meeting will follow this format: 12:30 - Meet all together in LC N104.

around 1:25 pm - First half of the alphabet by last name meets with Kriston Beardsley in LC N104.

around 1:25 pm - Last half of the alphabet by last name meets with Rahima Wade in LC N200.

## SCHEDULE OF CLASSES (through February 15):

### January 20/25 - Getting Started: Introducing Ourselves and the Course

- introductions and overview of the course
- getting to know each other activities

### Assignments for January 27/February 1:

1) Get Meeting the Standards and The Democratic Classroom at the IMU Bookstore.

2) Read and respond to pp. vii - 95 in The Democratic Classroom. You can respond by journaling as you read, writing in the margins of the book, or another creative way you choose. Use the following questions to guide your thinking and reflections:

What do I agree with? What do I disagree with? What is surprising?

How do these ideas connect with my experiences of teaching and learning?

Which of these ideas are relevant for elementary children and social studies in particular? Which of these ideas fit with my beliefs about teaching and children? Which ideas challenge my views? Which ideas would I like to incorporate in my future teaching?

3) Think about the CSL project and decide if you want to do one of the options offered or an alternative of your choice.

### January 27/February 1 - Planning for Social Studies Instruction

- the expanding environments model
- the seven social sciences
- planning for social studies instruction

### Assignments for February 3 and 8:

1) Read and respond to pp. 96-202 in The Democratic Classroom.

### February 3 and 8: Community Service-Learning in the Social Studies

- the goals, benefits, and objectives of community service-learning
- discussing the CSL project

**Assignments for February 10 and 15:**

1) Develop a "Framework for Elementary Social Studies." This is a three to five page typed double spaced paper synthesizing the reading and material presented in class the first three weeks. Include sections under each of the following topics:

- A) Overall Goals for Elementary Social Studies
- B) Sequence of Themes for K-6
- C) Teaching Methods and Materials for Elementary Social Studies

February 10 and 15: The Project Method in Elementary Social Studies

- group projects and individual projects
- class meetings
- making decisions about the content of the rest of the course

**Assignments for February 17 and 22:**

- 1) Choose a topic for your Individual Project.
- 2) Complete the Group Project. (Details on this project will be covered in class on February 10 and 15).

**Why the syllabus stops here...**

No, I did not run out of time for planning the rest of the course. In a democratic classroom, students have significant ownership in the planning and conduct of the course. At this point, synthesizing your life experience with the course readings and activities presented thus far, you will be ready to participate in making some significant decisions that will affect the design of the rest of the course. These will include:

- 1) how much time is spent on instructor presenting activities and how much time on students leading discussions and teaching mini-lessons
- 2) topics for instructor presentations (there will be a list to choose from)
- 3) schedule for students leading discussions and teaching mini-lessons

Some of these decisions will affect the design of the rest of the course assignments as well, so details on those will be given out with the remainder of the syllabus.

The other course assignments are:

- 1) readings (usually short journal articles - list to be given out in class))
- 2) leading a discussion on a reading (details to be given out in class)
- 3) teaching a "mini-lesson" on your Individual Project (details to be given out in class)
- 4) putting together a card file of the activities we do in class (see details below)
- 5) developing three Portfolio Pages to reflect on your CSL experience (see details in CSL handbook)

## CARD FILE OR DATABASE - Due May 3 and 5

The benefits to you of putting together this card file or database are:

- having a resource you can readily use in your teaching (unlike class notes that become buried or lost over the years)
- being able to incorporate these teaching ideas within any level social studies curriculum
- being able to add to the file as you teach and develop more teaching strategies

1. Decide whether you want to develop this resource as a card file or a computer database. (For the database, follow direction 2. For the card file, follow directions 3-6).

2. Use a database computer program to create the list of activities. Each entry must have the same categories as listed in 3 below. You will need to submit a hard copy of the list along with a list of key words you would use to find the appropriate activities. For example, when you ask the program to find "culture," each activity that lists that topic should come up. Do NOT just type the card information out in a word processing program; you must use a database. The Lindquist Computer Lab has a database on Microsoft Works. If you have purchased an IBM or Mac computer recently, you may have received another database program, Clarisworks, free with your computer.

3. Purchase a set of 4" X 6" index cards and a card file box. You must use this size, rather than the smaller size index cards. I have found that students who use the large size include more information and thus, have a better file to use in their future teaching. As we complete activities in class, fill out a file card for each teaching strategies. Make sure you label and include the following on each card:

- Title of the activity
- suggested grade level(s)
- necessary supplies
- procedure for completing the activity

You might also want to include an example of how it could be applied in the elementary classroom or a description of how we used the strategy in class. You could also write up cards for activities and strategies you learn in your other classes if you wish.

4. For each Individual Project mini-lesson, you will receive a 4" by 6" description of their lesson to cut and paste on an index card (or type up in your database).

5. Towards the end of the course, you will develop a system for organizing and categorizing these cards. Suggestions include categorizing based on the type or setting of the activity (passive, active, individual, small group, etc.) or by content theme (geography, history, citizenship) or some other thematic method useful to you. Please do NOT organize your cards alphabetically as this format is not as conducive to effective use as a more thematic approach.

6. Consider adding extra cards from this course or from other courses and practica (such as your Methods B Practicum) you have experienced. Former students have contacted me to say that they are using their card files in their teaching jobs so spend the time and energy needed to make this a useful resource.

# COMMUNITY SERVICE-LEARNING (CSL) PROJECT HANDBOOK

Reflections from some of last semester's students on their CSL experience...

By participating in this service-learning project I learned a lot about myself and about others. The most important thing I learned was how spending a small amount of time with a child can make a big difference in his or her life.

By being involved in this project, I learned that even if you have a very busy schedule that it is possible to meet once a week. I can tell you from experience that I wasn't sure just how this project was going to fit into my schedule, but if you're dedicated, and truly enjoy what you're doing, you make time. And that's exactly what I did, I made time, something I think teachers have to do all the time in the "real" world.

My community service-learning project was a highlight of my teacher preparation program. What started out in my mind as "mandatory volunteerism" became a growing experience that I feel will forever alter some of my views on teaching. At first, I dreaded the hours the project required of me, but when my hours were up, I found myself keep saying "I can come for another week."

It was very fulfilling to be part of a local service that did so much good in the lives of children - it made me feel that I was really contributing to the community in a very positive way. I also feel that doing a service learning project as a requirement for a class such as Social Studies was very smart. I know that I personally would never have taken the time to participate in a program such as GAP without it first having been a requirement. But now that I have had that experience, I will continue to be a part of community service agencies. Service learning is a great way to be involved and to really make a difference in the community.

I would definitely recommend this sort of experience to you. It is a chance to learn about yourself and others in your community. It also makes you feel good that you are helping someone else out.

SOCIAL STUDIES METHODS 7E:161  
SPRING 1999

## Introduction to The Community Service-Learning (CSL) Project

The CSL Project has been designed to provide you with the following benefits:

- learning about the value of community service-learning projects in the social studies curriculum through direct experience
- learning about two of the primary goals of social studies (learning about what it means to be human and developing skills in active citizenship) through direct experience
- developing skills in critical and creative thinking, lesson planning, collaboration, and working with children
- learning about the role of a community agency that serves children or families

### Why are we doing the CSL project?

The CSL project is one of the centerpieces of the course. It is an excellent opportunity for experiential learning and for the development of many skills that are important in being an exemplary teacher. These include: *creative thinking, problem solving, empathy, responsibility, planning skills, and time management.* The CSL project is included in the social studies methods course for all of the following reasons:

- 1) The goal of social studies is active citizenship. To date, the traditional social studies curriculum (history and geography facts) has failed in fostering active citizenship. A more promising approach is active involvement in the school and community.
- 2) Most people learn more through experience. Most teachers after being in the field for 10 years believe they learned very little from their traditional social studies methods course. Experiential learning in the community offers you as the learner a chance to have a meaningful and relevant learning experience that you will be able to draw on in your future teaching.
- 3) The community service-learning experience also offers the opportunity to learn many of the professional skills teachers need: time management, organization, planning, and problem solving.
- 4) You will be more effective at integrating CSL in your future classroom if you have experienced it yourself. (In the Methods B practicum, many of you will learn how to use service-learning as a teaching technique).
- 5) Through the CSL project, you will become aware of community resources and the importance of networking with others to enhance students' academic, social, and personal development. Community connections are becoming increasingly important as teachers attempt to respond to the varying needs of their students.

In summary, the CSL project supports the goal of social studies instruction—active citizenship—and provides you with an opportunity to develop a variety of skills that will be useful in your future teaching.

## CSL Project Options

After reading through the descriptions of the CSL projects and considering your own interests and needs, you will choose a project in which to participate. In class on January 27 and February 1, you will write down your choice and submit to your instructor.

### **YES! (YOUTH AND ELDERLY IN SERVICE) PROJECT**

Day: M, T, W, Th, F (same day each week)  
Time: M, T, W, and F afternoons after 3 pm  
Th afternoon after 2 pm

Allow one hour for transportation and one hour for meeting with your group, best time is 3 to 5 pm (meeting between 3:30 and 4:30 pm) or 4 to 6 pm (meeting between 4:30 and 5:30 pm).

Agency: Big Brothers/Big Sisters (BB/BS) and Retired and Senior Volunteer Program (RSVP)

Contact person: Lynn Sidwell (BB/BS) and Joan Cook (RSVP)  
Phone number: 337-2145 356-5218

Openings: 20

Special requirements: This project is completed with a partner from class (or you can do it on your own). One of you must have a car. One of you must be able to pass a police record check (no convictions within the past three years). You must both pay a \$13 screening and insurance fee. The TA office (LC N294) has games and other materials for your use in the YES! project.

Orientation: Friday, February 5 from 12:30 to 2 pm in LC N 104. Bring all of the following to the orientation:

- 1) a check for \$13 made out to JOHNSON COUNTY TRUST
- 2) names and complete mailing addresses of two references (former employer, one family member is okay)
- 3) your car insurance information if you will be driving during this project

### Project Description:

The YES! project is in its fifth year of matching senior citizens, children from single parent families, and teacher education students for intergenerational fun and sharing. The children participating in the project are from single parent families, live in Iowa City or Coralville, and in some cases do not have frequent contact with their own grandparents. The seniors participating in the project live in the Iowa City area and have a variety of different ability levels and interests. All have volunteered to participate in this project. Many have participated before and want to continue.



You will work on the YES! Project with a partner from this class of your own choosing or on your own. (Please make sure that one of you has a car and that you both have a *common time in your schedule for the weekly meetings*). The project meetings will take place once a week for about one hour after school (or on the weekend). You should allow an extra hour for travel to and from your meeting place. YES meetings will begin the week of February 15 and continue through the last week of classes. There will be no meetings during the week of Spring Break.

Each pair of methods students will be assigned one child and one senior citizen for this project. During your group's hour you might do craft projects, read stories, write poems, go for walks or outings in the community, play games, or eat snacks.

### **YES! PROJECT COORDINATOR**

Day: variable according to your schedule

Time: variable according to your schedule

Agency: (same as YES! PROJECT - see above)

Contact person: (same as YES! PROJECT - see above)

Phone number: (same as YES! PROJECT - see above)

Openings: 1

Special Requirements: some prior community service experience will be helpful, should be self-motivated, outgoing, and responsible

Orientation: (same as YES! PROJECT - see above)

#### **Project Description:**

One person will be assigned to BB/BS and RSVP to assist with coordination of the YES! project. Tasks will be as requested by the agencies and will probably include: help with recruitment and scheduling, phoning project participants in the middle and at the end of the semester, and planning an end-of-semester party for the participants. The YES Coordinator should attend the orientation for the YES project, time and date to be arranged.

## **GAP (GROUP ACTIVITY PROGRAM)**

Day: Monday, Tuesday or Wednesday

Time: M, T, or W 3:30 - 5:30 pm/ Th 2:30 -4:30 pm

(You should allow from 3 pm to 6 pm on M, T, or W and from 2 pm to 5 pm on Th because you will need to transport the child to the program and then take the child home afterwards).

Agency: Big Brothers/Big Sisters of Johnson County and 4-H Youth Programs

Contact person: Robin See

Phone number: 337-2145

Openings: 30

Special Requirements: Must be able to pass a police record check and Department of Transportation check (no convictions within the last three years). Must pay \$13 for screening and insurance fee (Bring check payable to JOHNSON COUNTY TRUST to the orientation).. Must have car or carpool with someone going on the same day.

Orientation: Attend one interview and one orientation during the time and day that you would regularly go to GAP.

Interviews will be held at the Johnson County Extension Office (4265 Oak Crest Hill Rd. SE):  
between 3 pm and 6 pm on Feb. 1, 2, 3, 8, 9, and 10  
between 2 pm and 5 pm on Feb. 4 and 11

Interviews will be held at the Iowa City Public Library (123 S. Linn St.)  
between 3 pm and 6 pm on Feb. 8, 9, and 10 in Meeting Room A  
between 2 pm and 5 pm on Feb. 11 in Meeting Room A

The trainings will be held the week of February 15 at the Johnson County Extension Office - Montgomery Hall from 3 pm to 6 pm.

(You can just "drop in" for the interview - it takes about 15 minutes. You should attend the entire time for the training the day you plan to attend GAP).

### Project Description:

GAP is a program for children from single parent families who are waiting to receive a Big Brother or Big Sister. You will be matched with one or two children for this program. Every other week you will meet in a large group with all the GAP participants (college students and children) for crafts and recreation activities planned by the program. On the in-between weeks, you will meet with your child match and one other GAP pair for free or low cost activities that you plan in the

community. GAP will provide you with a list of suggested activities and outings. GAP runs for eight weeks. Some groups will start the week of March 1 - 4 and end the week of April 26 - 29. Other groups will start the week of March 8 - 11 and end the week of May 3 - 6. There will be no meetings during the week of Spring Break.

## WEST LIBERTY FAMILY LITERACY PROGRAM

Day: Thursday evenings

Time: 6:30-8:30 PM (in West Liberty)

Agency: West Liberty Family Literacy Program

Contact person: Dr. Carolyn Colvin

Phone number: 335-5588

Openings: 12

Special Requirements: You can carpool with the tutors or others from this class if you don't have a car. This is a wonderful opportunity for reading and language arts specialization students. It would be helpful if you have already taken reading and language arts methods. If you choose this option, you should be interested in gaining experience working with diverse elementary students.

Orientation: Friday, January 29, 1:30 to 2 pm in LC N104

### Project Description:

Carolyn Colvin, Associate Professor in Curriculum and Instruction, oversees an adult literacy tutoring program for Latino/Asian adults and their children in West Liberty. While the parents are receiving literacy instruction from tutors, their children are also engaged in literacy activities. You will work directly with the supervisor of the children's program and will be assigned to work with the same students each week. Some activities will be given to you; you will be responsible for planning other activities as well. Activities might include games, songs, and art projects, as well as reading and writing experiences. If you have an interest in working with individuals who speak English as a second language or with a family literacy program, this project will provide you these opportunities.

The program in West Liberty will begin on Thursday, February 4. You should plan to attend each Thursday evening (except for Spring Break week) through the last week of classes.

## ALTERNATIVES

You may prefer to arrange your own CSL project. This is fine provided it fits the two requirements listed below.

- 1) involves at least 12 contact hours with elementary or junior high age children who are in need (special education, ESL students, from single parent families or low income students)
- 2) project is coordinated through a community agency or organization (not public schools)

Sometimes students who live outside of the Iowa City/Coralville area prefer to arrange a CSL project through an agency in their own community. This is fine.

Some Alternative projects in the Iowa City area in the past have been: babysitting mildly ill children through the 4C's (Community Coordinated Child Care) organization; working with art students at the Hospital School; working with special needs children through the Parks and Recreation program, working with children at the afterschool program at the Neighborhood Centers.

Not acceptable: regular school day programs or after-school programs

Good places to inquire about local alternative possibilities: Volunteer Action Center of United Way, Volunteer Iowa Program in the Office of Campus Programs and Student Activities at the IMU, Iowa City Public Library

If you wish to do an alternative CSL project, please discuss with Rahima or Kriston first. Once you have contacted the agency and received the OK, you should fill out the name of a contact person at the agency, the phone number, and brief description of what you will be doing for the CSL project and give this information to your instructor.

## PORTFOLIO PAGES - A CSL Reflection Activity - Due May 3 or 5

The reflection assignment provides you the opportunity to creatively demonstrate your learning from the CSL project. Create 3-4 pages that introduce a reader to your project and that show some of what you did and learned. Design these pages with thought and care so that they can be used as part of your professional portfolio. Please submit these pages in a three ring binder or a folder. Or you could do these pages on the World Wide Web and submit a hard copy to your instructor. For additional ideas, you may want to look at some of the samples in LC N 294.

These pages should show evidence of your learning from the CSL project. You might want to include information about the social issue you addressed, a one page reflection on your learning, or a letter to the reader.

You could use any of the following on your portfolio pages to add visual appeal: photographs, agency brochures, artwork, "artifacts" from your CSL activities, computer graphics, stickers, computer paper with borders, colored paper, etc.

You should develop at least 3 portfolio pages on your CSL experience. Here is a recommended format for these pages:

- Page 1 - Introduction

On this page, the reader should be introduced to your project, what you did, and/or the agency and individuals you worked with. This page should be visually attention-getting and include some words to describe the project. You could use computer graphics, special paper or stickers, photos, parts of agency brochures, etc.

- Page 2 - What we did

On this page, the reader will learn about the activities and/or service you completed during your CSL experience. Again, this page should be visually appealing and include some of the visual elements above. You might want to put captions on photographs or include actual "artifacts" from your activities (e.g. artwork, ticket stubs, menus, etc. - will vary greatly depending on your project).

- Page 3 - What I learned

This should be a page of single spaced, typed text on what you learned from this experience about yourself as a teacher, about children, about skills involved with teaching (e.g. planning, time management, discipline, age appropriate activities, etc.), about community service and service-learning, about citizenship, etc. You could write this page as an essay, a letter to your instructor, a letter to the reader of your portfolio pages, a poem, etc.

These are suggestions for those of you who would like more direction with this assignment. If you have other ideas, want to include more pages, or use other formats to demonstrate your learning, you are welcome to do so.

Grading on the portfolio pages will take into account the following criteria: 1) neat and proofread 2) visually attention-getting 3) clarity in portraying what you did for the project and 4) evidence of strong reflective ability in what you learned from the project.

In reflecting on your learning, consider the following questions:

What did you learn about yourself as a teacher? What "teacher skills" did you need to use in this project? What knowledge or abilities did you develop as a result of working on this project? What skills or abilities do you now recognize that you need to develop?

How did your experiences in this project change your views of children or families? What will you do as a teacher to accommodate children with differing needs in your classroom?

How might what you learned about social issues or community agencies impact your future teaching of elementary social studies?

How can you apply what you learned about community service-learning to your future teaching of elementary social studies?



**Hampton University  
Hampton, Virginia 23668**

**School of Liberal Arts and Education**

**COURSE TITLE:** EDU. 300, Teaching in the Secondary Schools

**DATE:** Spring 1999

**INSTRUCTOR:** Dr. Gertrude B. Henry  
Office: Room 304, Phenix Hall  
Telephone: 727-5538  
Office Hours: As posted

**TEXTBOOK:-** *Case Studies for Teacher Problem Solving.* Silverman.

**COURSE DESCRIPTION:**

The course in Teaching in the Secondary Schools will focus on the theory and practice of effective teaching. The course is designed to help students to understand the concepts, theories and skills of pedagogy. Emphasis is placed on the needs of adolescents as well as instructional approaches, learning styles, classroom management strategies and supervision skills. Students will participate in a variety of service-learning activities, which totals 20 hours.

**COURSE OBJECTIVES:**

The students will be able to:

1. Describe, analyze and evaluate the theoretical considerations of effective teaching and general areas of teacher competencies.
2. Describe, analyze and evaluate the process of instructional planning, to include writing objectives and strategies for effective classroom management.
3. Describe, analyze and evaluate the critical attributes of guiding the teaching and learning process.
4. Describe, analyze and evaluate the characteristics and needs of adolescents.
5. Describe, analyze and evaluate the current research on student diagnosis, communication and the role of the teacher.

**COURSE REQUIREMENTS: Assignments, Examinations and Grading**

1. Each student is expected to participate in the general class discussions (5%).
2. Each student is expected to complete the following assignments:
  - (a) Participate in a group chapter presentation (5%).
  - (b) Write your philosophy of teaching and learning (5%).
  - (c) Complete 20 hours of service-learning. Keep a journal (15%).
  - (d) Design a Unit on your specific discipline (30%).
  - (e) Develop five lesson plans using Bloom's Taxonomy for teaching; use different teaching styles and instructional technologies. Teach one of the lessons to a student. Self-evaluate what you did and how the student responded (15%).
  - (f) Design a teaching Bulletin Board that is in performance agreement with your lesson plans (5%).
  - (g) Pass the mid-term and final examinations (10% each, total of 20%).
3. All work must be typed. Eleven (11) points will be deducted from all **LATE** work.
4. Grades are based on the Hampton University Grading System:

|          |    |
|----------|----|
| 98 – 100 | A+ |
| 94 – 97  | A  |
| 90 – 93  | A- |
| 88 – 89  | B+ |
| 84 – 87  | B  |
| 80 – 83  | B- |
| 78 – 79  | C+ |
| 74 – 77  | C  |
| 70 – 73  | C  |
| 68 – 69  | D+ |
| 64 – 67  | D  |
| 60 – 63  | D- |

**HAMPTON UNIVERESITY**  
Hampton, Virginia 23668

Department of Education

**COURSE TITLE:** EDU 564- Social Studies Teaching Methods

**DATE:** Spring Semester 1999

**INSTRUCTOR:** Dr. Gertrude B. Henry  
Office: 304, Phenix Hall  
Phone: 757-727-5538  
Hours: As Posted

**TEXTBOOK:** Michaelis, John & Garcia, Jesus (1992). Social Studies for  
Children Allyn & Bacon

Curr. Standards for Social Studies & VA SOL

**COURSE DESCRIPTION:**

The purpose of this course is to acquaint pre/inservice teachers with current curricular and instructional strategies specifically designed for teaching social studies concepts and skills. The course will examine a variety of means in which teachers can deliver social studies content information that reflects knowledge, concepts, values, and social problem solving skills in a multicultural environment. The Students will participate in various service learning experiences.

**COURSE OBJECTIVES:**

Upon the completion of this course, the student will be able to:

1. Explain the theoretical and practical implications of social studies curriculum planning
2. Explain the essential elements in designing a middle/secondary school curriculum.
3. Write cognitive, effective and psychomotor objectives.
4. Write a social studies unit of instruction.
5. Construct daily social studies lesson plans.
6. Identify the characteristics of middle and secondary school learners.
7. Explain several procedures and strategies for maintaining a positive classroom environment.
8. Discuss the goals of social studies teaching.
9. Discuss current research in social studies teaching methods.
10. Select relevant instructional resources and materials to teach social studies concepts and skills.
11. Participate in 6 weeks of service learning designed to:
  - a. Demonstrate their knowledge of various instructional technologies which are used in the classroom.
  - b. Demonstrate their knowledge of various teaching and learning styles.
  - c. Demonstrate their ability to assess teaching and learning effectiveness.
  - d. Reflect on lessons learned through service learning.
  - e. Provide instruction and experiences involving the use of service learning as a pedagogy to employ with their future K-12 students.

**COURSE CONTENT/OUTLINE:**

**Week 1**

Alternative Perspectives on the Social Studies  
and Citizenship Education

**Week 2**

Teaching & Learning Social Studies  
Scope and Sequence Patterns

**Week 3 & 4**

Organizing and Planning for Teaching

- A) Planning Social Studies Teaching
- B) Unit Plans
- C) Lesson Plans

**Week 5**

Engaging Students in Groups

- A) Grouping
- B) Using Questions
- C) Role Playing

**Week 6 SERVICE LEARNING BEGINS**

Reflective Inquiry

- A) Learning & Teaching Concepts
- B) Learning & Teaching Facts & Generalization
- C) Problem Solving

**Week 7**

Fostering Citizenship Competency

- A) Research & Analysis Skills
- B) Identifying & Using Reference Sources

**Week 8**

Nurturing Social Concern and Ethical Growth

- A) Instructional Strategies for Examining Beliefs, Attitudes, and Values
- B) Promoting Ethical Growth

**Week 9**

Preparing Students to live in a Global and Culturally Diverse World

- A) Multicultural Education
- B) Bulletin Boards

**Week 10**

Remembering Subject Matter

**Week 11**

Using Technology

- A) Technology and Curriculum
- B) Evaluating Software

**Week 12**

Adapting Instruction to Individual Needs

- A) Observations
- B) Thinking & Learning Skills

**Week 13**

Evaluating Learning

- A) Teacher-Made Test
- B) Performance Assessments

**Week 14**

Review & final reports due

**Field Practice**

- |                                  |                                 |
|----------------------------------|---------------------------------|
| Observations                     | Student interest inventory      |
| Teacher Interview                | Reflection Report               |
| Bulletin Board & Learning Center | Tutoring & Mentoring activities |
| Software Usage                   |                                 |
| 2 Lessons (CUPS)                 |                                 |

**Course Evaluation & Requirements**

1. Critique 2 articles.
2. Design a 2 week unit of instruction. Use format in text (include all parts. Lesson plans(daily) must total 10 days and include:
  - A field trip
  - 4 detailed lesson plans
  - 2 lesson plans on Hampton University's student teacher's form (CUPS)
  - 1 teacher-made test
3. Examine and evaluate a social studies' software program. Use evaluation criteria. Teach this program to someone and report the experience or write a lesson plan on how you would teach the program.

|                   |      |
|-------------------|------|
| Observation       | 5%   |
| Teacher Interview | 5%   |
| Bulletin Board    | 10%  |
| Service Learning  | 20%  |
| Software          | 15%  |
| Articles          | 5%   |
| Unit              | 25%  |
| Take Home Exam    | 15%  |
| <hr/>             |      |
|                   | 100% |

**NOTE: All work must be typed.**

**Eleven (11) points will be deducted from all late work.**

**Completed Clinical Notebook due April 14, 1999**



**GRADES**

|          |    |
|----------|----|
| 98-100   | A+ |
| 94- 97   | A  |
| 90- 93   | A- |
| 88- 89   | B+ |
| 84- 87   | B  |
| 80- 83   | B- |
| 78- 79   | C+ |
| 74- 77   | C  |
| 70- 73   | C- |
| 68- 69   | D+ |
| 64- 67   | D  |
| 60- 63   | D- |
| BELOW 60 | F  |

**STUDENT RESPONSIBILITIES  
AT HAMPTON UNIVERSITY**

1. To respect himself or herself.
2. To respect the dignity, feelings, worth and values of others
3. To respect the rights and property of others and to discourage vandalism and theft.
4. To prohibit discrimination, while striving to learn from differences in people, ideas, and opinions.
5. To practice personal, professional, and academic integrity, and to discourage all forms of dishonestly, plagiarism, deceit, and disloyalty to the Code of Conduct.
6. To foster a personal professional work ethic within the Hampton University Family.
7. To foster an open, fair, and caring environment.
8. To be fully responsible for upholding the Hampton University Code.

**SUGGESTED READING LIST:**

- Bank, James, A., & McGee Banks, C.A. (Eds.). (1989). *Multicultural education: Issues and perspectives*. Boston: Allyn and Bacon.
- Banks, James, A. (1987). *Teaching strategies for ethnic studies*, (4<sup>th</sup> Ed.) Boston: Allyn & Bacon.
- Barber, James David, & Kellerman, Barbara (Eds.). (1986). *Women Leaders in American politics*. Englewood Cliffs, NJ: Prentice-Hall.
- Barney, Gerald O. (1982). *The global 2000 report to the president: Entering the twenty-first century*. New York: Penguin.
- Beyer, Barry K. (1988). *Developing a thinking skills program*. Boston: Allyn & Bacon.
- Brown, Lester R., et al. (1989). *State of the world 1989: A worldwatch institute report on progress toward a sustainable society*. New York: Norton.
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- Giroux, Henry A. (1992). Educational leadership and the crisis of democratic government. *Educational Researcher*, 21
- Goodlad, John. (1990). *Teachers for our nation's schools*. San Francisco: Jossey Bass.
- Harris, Robert L., Jr. (1985). *Teaching Afro-American history*. Washington, DC: American Historical Association.
- Lerner, Gerda. (1981). *Teaching women's history*. Washington, DC: The American Historical Association.
- Mattera, Phillip. (1991). *Prosperity lost*. New York: Crown Publishers.
- Meier, August, & Rudwick, Elliot. (1986). *Black history and the historical profession: 1915-1980*. Urbana: University of Illinois Press.
- Roberts, P.L. (1996). *Integrating Language Arts & Social Studies*. New Jersey: Prentice Hall.
- Roblyer, M.D., Edwards, J. & Havriluk, M.A. (1997). *Integrating Educational Technology into Teaching*. New Jersey: Prentice Hall.
- Shapiro, Andrew L. (1992). *We're number one*. New York: Vintage Books.

Tozen, Steven. (1990). Recent state education reform in the United States: Looking backward and forward. In S.B. Baharach (Ed.) *Education reform: Making sense of it all*. Boston: Allyn and Bacon.

Wood, George H. (1992). *Schools that work*. New York: Dutton.

Zeichner, Kenneth m. )1991). Contradictions and tensions in the professionalization of teaching and the democratization of schools. *Teachers college record*, 92, 40-49.

EDU 564

C.U.P.S. Lesson Plan

Topic: History Grade Level: 10

Unit Title: Winning Independence

Lesson Title: The Struggle for Independence 1775-1783

Objectives: A Review Lesson  
By the end of the lesson, each student should be able to evaluate why British and American differences broke out in open war by writing a one page essay citing at least three reasons.

Materials: Textbook: Triumph of the American Nation.

Prerequisite: Must have read Chapter 5

**Motivation:** In America we have certain rights, don't we? Names some of these rights, such as freedom of speech and so on. Based on what you have learned so far about what was going on between the British and the Americans do you think that Americans felt that their freedoms were being taken away? Why? If you were in their situation, what do you think you would do?

**Schedule of Activities:**

Today we are going to be looking at why British and American differences broke out in open war. Students will write the reasons on the board. The reasons they should include on the board are: the Sugar Act of 1764, the Stamp Act of 1765, the Currency Act of 1764, the Declaratory Act of 1766, the Townshend Acts, the Tea Act of 1773, and the Intolerable Acts of 1774. The student will explain about each act. The explanations are in the book pp. 109-116. Each student will go the board to write why the colonist opposed the act, what the act was, and why parliament passed many of these acts. The students will write an essay evaluating why British and American differences broke out in open war. Write at least one page citing at least three reasons.

**Conclusion:** Students will read their essays aloud.

## CUPS Program

Subject: World Geography

Days: Tues./Thurs.

EDU 564-01

### Day 1:

I entered the class with two male ninth grade Students. The students were just tested on Chapter 3 and Section 1 of Chapter 4. Therefore, I began my lesson on Section 2 of Chapter 4. Section 2 was title, "How Populations Change." The lesson included: The 4 major cluster (East Asia, South Asia, Europe, and Eastern North America). The key terms for this section were: population, distribution, population density, site, situation, metropolitan area, and megalopolis.

### Day 2:

We finished up with the first lesson and reviewed the material before going on to Section 3 of Chapter 5 which was, "World's Population has increased dramatically over the past 300 years." The lesson contained a discussion on the cause of a shift in the population growth. We talked about the elements that caused the growth in the population which were:

- \* improved health care
- \* advanced farming technology
- \* change in societal needs and wants

### Day 3:

I began with a brief over view of the material that we discussed in Section 3 then we went on with the material of Section 4 of Chapter 4. The title of this section was "Population is Measured by an Official Count or by Comparing Rates." In the lesson, we talked about the Census that's used as the official count in the United States and The Comparing Rates that other countries use. We talked about the different formulas that are used in Comparing Rates. The formulas contained the new terms for this section which were:

- The Crude Birth Rate
- The Crude Death Rate
- Migration Rate/ Migration/ Immigration
- The Natural Growth Rate
- The Negative Growth Rate

Then we continued on to talk about the 4 stages of, "How the Growth Rates vary with Industry, Tradition, and Government." The first stage is High Stationary, the second stage is Early Expanding Stage, the third stage is Late Expanding Stage, and the fourth stage is Low Stationary Stage. We concluded the lesson with the Government Policies of the United States, China, and France. Section 4 was the final section for Chapter 4.

#### Day 4:

The students were given a quiz after a detailed review of Chapter 4. When the students finished the quiz it was checked. After checking the answers, given back and we went over each question and explained the reason why their answer was right or wrong. Then we went on to Chapter 5, "Cultural Beginnings and Diffusion." Section 1 of Chapter 5 talked about: Culture

Material Culture  
Nonmaterial Culture.

We continued by discussing the important elements of Clothing (How it protects, project images, and status) and Architecture (environment, climate, natural materials, traditions, history, cultural hearths, and culture diffusion).

#### Day 5:

Section 2 of Chapter 5 talked about Religion. We talked about Hinduism, Buddhism, Judaism, Christianity, and Islam. Religion was discussed on days 5 and 6. (On Day 5 a female student was added to the class, she was also a ninth grader.)

#### Day 7:

Test Day -- the test covered Chapter 4 Sections 2, 3, 4, and Section 1 and 2 of Chapter 5. After the test were graded we reviewed the test. Our new student didn't have to take the test.

#### Day 8:

Today was the start of a new chapter and two new students. A male and a female student was added to the class and they were both ninth graders. Chapter 5 section 1 entitled Mountains, Plains, and Plateaus. I began the class with the introduction to the chapter and we continued with folding, faulting, and volcanic activity. We discussed how the mountains were formed by the volcanic activity, the folding, and the faulting of the earth's crust. We also talked about doom mountains and the different formation. At the end of Day 8 I assigned different parts of Section 2 and 3 to the students of the class. Each student was graded on their presentation along with the extra research they did on their section.

Day 9:

Students' presentation on Section 1 of Chapter 5 from the World Geography textbook

Student 1 - The Canadian Shield and Plains

Canadian Shelf  
Atlantic Coastal Plains  
Interior Plains

Student 2 - Mountains and Plateaus

Rocky Mountains  
Appalachians Mountains  
Intermontane Plateaus

Day 10:

Students' presentations on Section 2 of Chapter 5

Student 3 - Climate and Air Masses

|                     |                  |                      |
|---------------------|------------------|----------------------|
| Mild Climate        | Polar Pacific    | Polar Canadian       |
| Continental Climate | Tropical Pacific | Tropical Atlantic    |
| Dry Climate         | Tropical Gulf    | Tropical Continental |

Student 4 - Soils

Humid Soil  
Arid Soil  
Semiarid Soil

Student 5 - Grasses and Desert Plants

Prairie Lands  
Tundra  
Cactus  
Wildflowers

Day 11:

The conclusion of Section 2 of Chapter 5, and a very detailed review on Sections 1 and 2 of Chapter 5.

Day 12:

I began class with another review on Chapter 5 then the class was given a review sheet. The students answered the questions by using their notes or books for 3 minutes. I took the sheets up, checked them, and gave them back. The remainder of the class time was used for questions about the review and any other questions about the material of Chapter 5. Another female student entered the class on Day 12 for a total of 6 students.

Day 13: (Oct. 28):

Test day for Chapter 5



*Providence College*  
*Fall 1998*

**EDUC 418 Assessment and Curriculum Methodology for Teaching Students with Mild and Moderate Disabilities**

|             |                         |                                |
|-------------|-------------------------|--------------------------------|
| Instructor: | Jane Callahan, Ph.D.    | Office Hours: Mon. 2:30 - 4:00 |
| Phone:      | 865-2501 (office)       | Tues. 10:00 - 12:00            |
|             | (508) 829-4805 (home)   | Fri. 9:00 - 10:00              |
| e-mail:     | jcalahan@providence.edu | and by appointment             |

**COURSE DESCRIPTION:** This course is designed to assist pre-service teachers in developing a knowledge base and skills for working with students with mild and moderate learning difficulties. The requirements of IDEA, development of individual educational programs (IEPs), and assessment for instruction will be covered. Strategies based on an understanding of the learning characteristics and behaviors of students, assessment of the learning environment, and systematic teaching will be analyzed. Classroom methods for evaluation and instruction in general classrooms and alternative learning settings will be discussed. An essential component of the course is a practicum in an elementary school setting under the supervision of a special education teacher.

Pre-requisites: EDU 270, 332, 331, 370, except with permission of instructor

**COURSE GOALS AND OBJECTIVES:** The goals and objectives of this course and practicum are designed to prepare pre-service teachers to work thoughtfully and reflectively with students with special learning needs. The course focuses on developing teachers who are able to reflect upon their work with students with special needs, develop programs which demonstrate thoughtful problem solving, and provide instruction which considers all aspects of the student and the environment in which learning is occurring. In this respect, it contributes to the institutional mission of Providence College by preparing teachers "who will be responsible and productive citizens who serve their own society and the greater world community" and will feel that they are contributing to the education of all students.

In addition, the course fulfills requirements for special education teacher certification in the state of Rhode Island and specifically addresses the following Rhode Island Beginning Teacher Standards:

**Standard #3, Teachers create instructional opportunities that reflect an understanding of how children learn and develop;**

**Standard #4 Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning;**

**Standard #9 Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.**

Upon completion of this course, students will be able to demonstrate competency in the following areas:

- ◆ Development and use of strategies which determine instructional needs;
- ◆ Development and construction of Individual Educational Plans (IEPs);
- ◆ Development of curriculum strands and sequences which enhance learning;
- ◆ Identification, evaluation, and development of effective instructional and behavioral strategies to facilitate learning, including the use of computer assistive technology, study and organizational skills;
- ◆ Development and adaptation of instructional materials;
- ◆ Identification and development of systems for monitoring and collecting data and documenting student progress;
- ◆ Understanding of service-learning in the enrichment of learning for students with special needs

### **Course Requirements:**

**Attendance:** Attendance is suggested for all class sessions. Your participation is valuable and contributes to collective and individual learning. Much work in the class is done within groups and absences tend to disrupt momentum, as well as interfere with combined effort. Therefore, if it is necessary to miss a class session, please make arrangements with me in advance. A percentage of your grade is based on attendance and participation .

**Course readings:** There is one primary text for the course. **Teaching Students with Learning Problems** (Mercer & Mercer, 1998) is available in the college bookstore. This text will be used throughout the semester and is a valuable reference resource for teaching students with special needs. Supplementary readings will be assigned with each study module and are noted on the course calendar. These include sections of the **Rhode Island State Department Guide for Special Education** and selected journal articles and reprints which will be distributed in class.

**Exams:** There will be one exam, a mid-term and a final which will help to assess understanding; and will be included in course evaluation.

**Course Assignments:** This class is focused on planning and implementing programs for students with special learning and behavioral needs in either general elementary classrooms or alternative settings such as a resource or self-contained classrooms. The assignments are related to that planning and implementation process. Based on research that students must be actively involved in their own learning, and that in today's schools, it is necessary to work with colleagues to assess student needs, plan programs and lessons, and evaluate progress toward goals and objectives, the course is designed to provide opportunities for students to master content and practice skills both independently and working with others. With this in mind, both individual and group assignments have been developed. Assignments will integrate class content and individual practicum experiences and some will need to be carried out in conjunction in the practicum setting. A

packet will be distributed during the second week of the semester which will provide specific details of all assignments.

**Evaluation and Grading:** Evaluation in the course is based on student assignments and exams in the class, assignments in the practicum setting and class participation. Grades will be based on the following approximate distribution of earned points:

|  |      |
|--|------|
| Individual assignments                         | 75%  |
| Group assignments                              | 15 % |
| Class Participation (which assumes attendance) | 10%  |

The total number of possible earned points for the class is 1000. Points will be calculated on the following basis:

|                                   |   |
|-----------------------------------|---|
| <b>Attendance/participation</b>   | 100 points` (Including 10 point bonus for perfect attendance) |
| <b>Tape review (g)</b>            | 20 points   |
| <b>Court Case/Presentation(g)</b> | 30 points   |
| <b>Law Quiz</b>                   | 50 points   |
| <b>Student Description</b>        | 50 points   |
| <b>IEP Review/revision (g)</b>    | 50 points   |
| <b>IEP Exam (mid-term)</b>        | 100 points  |
| <b>Data Collection</b>            | 50 points   |
| <b>Assessment Assignment</b>      | 150 points  |
| <b>Strategies Assignment</b>      | 150 points  |
| <b>Basal Review (g)</b>           | 50 points   |
| <b>Curriculum Projects</b>        | 200 points  |

Final grades will be based on earned points:

|    |               |
|----|---------------|
| A  | = 900+ points |
| B+ | = 870 - 899   |
| B  | = 800 - 869   |
| C+ | = 770 - 799   |
| C  | = 700 - 769   |
| D  | = 660 - 699   |

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## Course Overview    Fall 1998

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|                                    | topics   | readings / assignments  |
|------------------------------------|--|---|
| Module #1<br>Sept 9-21             | Special Education and its relationship to general education.....IDEA and special education law.<br>Development of practicum placements   | Read: Text pp. 9-10, 14-25<br>Wills Article (handout)<br>Tape review – Regular Lives<br>Court case presentation<br>Special Ed. Law Quiz   |
| Module #2<br>Sept 23 -<br>Oct 14   | IEP development: purpose, components, personnel and placement options<br>Present levels of performance<br>Development of goals and objectives  | Read: Text pp. 10 - 13,<br>RI Chapter 4/ Appendix A (handout)<br>Smith Article (handout)<br>Student description due<br>IEP revision due   |
| Module #3<br>Oct 16-31             | Informal assessment strategies: criterion referenced assessment, curriculum based assessment, data collection  | Read: Text pp. 96-100, 103-106, 106-112. 116, 118-130<br>TA handout<br>Shapiro and Ager Article (handout)<br>Mid-term IEP exam<br>Data collection exercise                      |
| Module #4<br>Nov 1 -<br>Dec 4      | Instruction: stages of learning; systematic instruction; strategies, resources and materials; language, reading and math<br>Learner support systems/ study skills<br>Service-learning strategies | Read: Text pp. 142-156, , 163-166, 166-168, Chapters 7, 8, 11,12<br>Curwin Article (handout)<br>Yoder Article (handout)<br><br>Basal Series Review<br>Curriculum Project Review |
| Closing/<br>Evaluation<br>Dec 6-10 | Student conferences/ review of course work and sharing of curriculum projects  |   |
| Dec 16                             | Final (9-11am) Section .001  | Curriculum / Service Learning Projects due  |
| Dec 17                             | Final (9-11am) Section .002  |   |

This schedule is developed around course content and may be adapted to meet the learning needs of the class.

**EDU 418 Class Schedule**

| Week | Date                                  | Topic / Activities / Assignments Due  |   |
|------|---------------------------------------|---|---|
| 1    | September 9<br><b>Getting started</b> | Overview of syllabus  | Field practicum choices                         |
|      | September 11<br>NSLTEP                | Inclusion   | View "Regular Lives"<br>Group Question Activity |
| 2    | September 14<br><b>SPEL LAW</b>       | Review SpEd Law<br>discuss Wills Article  | Solidify field practicums                       |
|      | September 16                          | Review SpEd Law<br>Text pp. 9-10; 14-25   | Field practicum placements set                  |
|      | September 18                          | SpEd Law and Court Cases  | ** Group Court Case Presentations               |
| 3    | September 21                          | SpEd Law and Court Cases<br>Law Quiz  | ** Group Court Case Presentations               |
|      | September 23<br><b>THE IEP</b>        | IEPs : Rationale, components, demographic information<br>Discuss Smith article  |   |
|      | September 25                          | IEPs : Strengths and Needs<br>Text pp 10-13   | Group IEP activity with student information     |
| 4    | September 28                          | Strengths and Needs<br>Transition Pages   |   |
|      | September 30                          | IEPs : Present Levels of Performance<br>Developing Goals  |   |
|      | October 2                             | IEPs : Writing Goals  |   |
| 5    | October 5                             | IEPs : Writing Goals  |   |
|      | October 7                             | IEPs : Writing Objectives   |   |
|      | October 9                             | IEPs : Writing Objectives<br>Assistive technology, supplementary services, placement and providers<br>**student description due |   |
| 6    | October 13                            | The IEP as a complete program guide   |   |
|      | October 14                            | Informal Assessment Strategies<br>Discuss Shapiro and Ager article  |   |
|      | October 16                            | Task analysis<br>Text pp. 96-100<br>Discuss TA handout  | ** IEP revision due                             |
| 7    | October 19                            | Data Collection<br>Text 106-112, 116  |   |
|      | October 21<br>NSEE                    | Criterion referenced assessment, curriculum based assessment<br>Text 103-106  |   |

|    |                                  |  |
|----|----------------------------------|--|
|    | October 23<br>NSEE               | Curriculum based assessment  |
| 8  | October 26                       | Assessment for individualizing instruction<br>Text pp. 118-130                                     |
|    | October 28                       | Individualizing instruction  |
|    | October 30                       | Individualizing instruction  |
| 9  | November 2<br><b>INSTRUCTION</b> | Stages of Learning: Systematic Instruction<br>Text: pp. 142-158                                    |
|    | November 4                       | Systematic Instruction   |
|    | November 6                       | Continuous Teaching Components: Planning a series of Lessons                                       |
| 10 | November 9                       | Selecting Curriculum (reviewing Basals)<br>Text pp. 166-168  |
|    | November 11<br>TED               | Selecting Materials – Group Basal Review activity  |
|    | November 13<br>TED               | Involving Students in Meaningful Learning: Service-Learning<br>read Curwin<br>read Yoder and Wade  |
| 11 | November 16                      | Accommodations for students interactive instruction<br>Text pp. 163-166 *** Group Basal Review due |
|    | November 18                      | Assessing Math skills<br>Text: Chapter 11  |
|    | November 20                      | Teaching Math skills<br>Text: Chapter 12   |
| 12 | November 23                      | Teaching Math Skill ** Review of Math Curriculum Project   |
|    | November 25                      | THANKSGIVING HOLIDAY – NO CLASS  |
|    | November 27                      | THANKSGIVING HOLIDAY – NO CLASS  |
| 13 | November 30                      | Assessing Reading<br>Text: Chapter 7   |
|    | December 2                       | Teaching Reading to Students with Disabilities<br>Text: Chapter 8                                  |
|    | December 4                       | Teaching Reading   |
| 14 | December 6                       | Homework and Grading<br>Text pp. 80-83, 130-138  |
|    | December 9                       | Discussion of Projects in Process ***Review of Reading Projects                                    |
|    | December 11                      | Individual Conferences   |
|    | December 14                      | *****Individual Math and Reading Projects Due  |

## The Special Education Practicum

The practicum associated with EDU 418 is designed to provide students with the opportunity to observe and interact with teachers and students in inclusive classrooms and alternative special education settings. Practicum students will develop strategies and demonstrate skills in the areas of assessment, curriculum and lesson development and implementation, and evaluation of learning. Refinement of skills, reflection and self-evaluation will be a major component of the experience.

The practicum will require a great deal of time and effort and often will provide a focus for classroom discussions. Students will need to be fully engaged in all aspects of visits to the school. Opportunities may present themselves to observe and participate in activities which are not defined in the following requirements. You are encouraged to participate in any and all activities available, including, but not limited to parent and professional meetings related to special education and IEPs, conferences on strategies of teaching and in-service workshops provided by the district. These opportunities may be documented in weekly reflections.

### **Requirements and assignments**

1. Students will keep a loose-leaf **PRACTICUM NOTEBOOK** to be submitted for evaluation at the end of the semester. Sections of the portfolio will be titled:

**Individual Goals/ Evaluation**  
**Reflection / Focus Papers**  
**Case Study**  
**Resource Materials**

2. The practicum requires a minimum of twenty-six hours spent at the site school and an estimated three hours per week spent on activities related to the practicum, including travel. Students will **visit** their practicum setting **twelve times**. Ten of these visits will be on regularly scheduled days and times for two hour sessions in the classroom (for example Tuesdays from 9:00 to 11:00 am), and two visits will take place at one or more different times during the semester (for example one whole day (which would count as two visits) or two afternoons if the regular scheduled time is in the morning). Dates and times and noting of activities for all site visits will be recorded on the first page of the practicum notebook. Teachers need to sign off on all visits.

3. At the beginning of the semester, students will determine individual learning goals for the practicum experience. These will be recorded and kept in the first section of the practicum notebook. At the end of the semester, students will prepare a summary of their experience, including an evaluation of their goals. They will also complete an evaluation of the practicum site and obtain an evaluation of their work in the class from the practicum teacher (forms for these two evaluations will be distributed in the last quarter of the semester). These four documents will be included in the **Goals/Evaluation** section of the portfolio.

4. A reflection will be written within three days of each session at the school site. Entries may be either free writing or directed writing assignments which focus on specific topics discussed in class or relating to a selected assigned reading. Entries will be e-mailed to Reflection Partners and responses will be composed and returned. Each entry and return will then be printed and included in the **Reflection** section of the practicum notebook. Printed reflections and replies will be submitted to the instructor three times during the semester for review. (Reflection Partners will be assigned in class during the second week of the semester.)

5. Students are expected to be working with children during each of their visits to the practicum site. Throughout the semester students will be assigned activities that will develop skills necessary for working with students with special learning needs. These activities and assignments will include:

- a detailed student description
- an IEP revision
- a data collection exercise
- an assessment plan and implementation
- a basal review
- a lesson plan and implementation
- math and reading curriculum projects

These assignments will be included in the course grading as well as in the evaluation of the practicum. It is the responsibility of each practicum student to make the supervising teacher aware of these assignments at the beginning of the semester in order to insure that there will be sufficient numbers of opportunities to work with students. Students are encouraged to interact with students as much as possible within the limits of the time and setting.

6. Students will collect copies of school regulations and any other materials which relates to teacher's work, as well as instructional ideas and materials gathered during their time in the practicum experience. These will be placed in the **Materials/Resources** section of the practicum notebook.

### **Practicum Evaluation**

Evaluation will be based upon the criteria specified above. Cooperating teachers' input will be solicited as part of the final evaluation. No grades will be provided before all practicum hours are completed and the supervising teacher's evaluation is received. Grades for the practicum will be determined according to the following

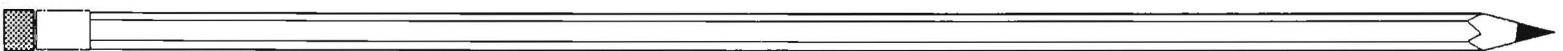
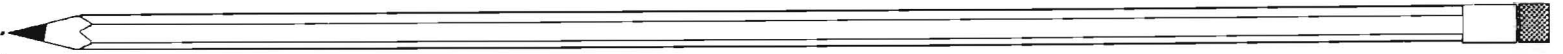
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|---|---|-----|
| ◆ | Attendance at practicum site (documented and completed)       | 25% |
| ◆ | Journal entries (submitted and responded to on time)          | 25% |
| ◆ | Practice ( including assignments completed and teacher input) | 40% |
| ◆ | Goals/Evaluation/Summary                                      | 10% |



## GENERAL PRACTICUM GUIDELINES

EDU 418 / FALL 1998

- ◆ Follow school protocol at all times. Remember, you are a guest in the school and as such should become familiar with school rules and regulations regarding visitors.
- ◆ Introduce yourself to the school principal during your first visit to the school. Ask if there are any special requirements of practicum students while in the school.
- ◆ Each time you enter the building, immediately check in with the school secretary.
- ◆ All information about students in classes should be kept confidential. Never use names when discussing or writing about students or teachers.
- ◆ Dress professionally and appropriately for the school, grade level and activity.
- ◆ Disciplinary measures used with children in the practicum setting should conform to the instructions and example of the supervising teacher.
- ◆ Students will arrive on time for all practicum sessions and will stay for the entire time assigned.
- ◆ Students should notify both the cooperating teacher and Dr. Callahan (865-2501 voice mail) when they cannot be at a practicum session for any reason. Notification should occur prior to the time of the practicum.
- ◆ Students will complete the correct number of hours in their practicum setting. Missed visits will be made up under an agreement of the cooperating teacher and the practicum student. Dr. Callahan will be informed of this arrangement.



## Practicum Focus Papers

### FOCUS PAPER #1 ENVIRONMENT AND STUDENTS

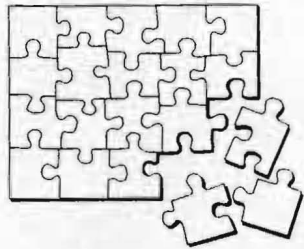
Describe the classroom where you spend the most time during your lab. Draw a rough floor plan including work stations, desks, windows and doors, activity areas, etc. Describe the flow, ease of movement, accessibility of areas and difficulties associated with instruction. Do bulletin boards reflect activities in the classroom, or are they simply space fillers? Is children's work displayed? Include suggestions on how you think that the environment could be made better suited to teaching and learning.

Describe the students with whom the teacher works (number, sex, ethnic and economic background, learning difficulties or handicapping conditions, academic levels, learning styles). Pay particular attention to their interactions with each other, their likes and dislikes, work habits, and their preferences in relation to tasks, activities, friends and reinforcers.

### FOCUS PAPER #2 ORGANIZATION, MATERIALS AND INSTRUCTION:

Describe your teacher's schedule during the day, including direct work with students, consultation, work in other classrooms. Note her/his method for dealing with varied demands on time, management of instructional assistants' time and duties. Discuss the way that the teacher uses instructional time. Does he/she use small group, whole group, individual instruction, or all models? What kinds of strategies are used to enhance learning and motivate students. Note attention to learning styles and preferences and individualization for student needs. Does the teacher always provide the instruction, or does she use instructional assistants, peer tutors, programmed materials or other techniques to allow for maximum instructional impact? Describe or list the materials most frequently used by the teacher. Does the teacher use self-made materials, student-made materials, computers and computer programs, or manipulatives? Suggest other materials that might be used to facilitate interest and learning.

Describe the assessment strategies which the teacher uses, including curriculum based measures, evidence of task analysis, standard tests and teacher made evaluations. Is evaluation evident as a component of instruction? Observe carefully to see what kinds of subtle measures the teacher might use to evaluate student learning (i.e., observation, diagnostic teaching, worksheets). Suggest alternative ways which might be used to evaluate student outcomes.



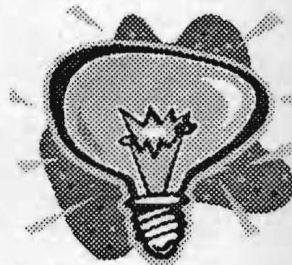
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**EDU 418: ASSESSMENT AND CURRICULUM FOR STUDENTS WITH  
MILD AND MODERATE LEARNING DISABILITIES**

**Jane Callahan**

**FALL 1998  
ASSIGNMENT PACKET**

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**Not Negotiable**

## General Assignment Guidelines

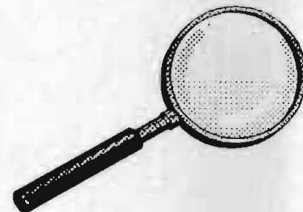
All work turned in this semester is expected to be free of mechanical errors of all kinds. As professional, it is important to give the utmost attention to any written material which will pass from your hands to that of another. As a teacher, you will be writing documents of many kinds: notes to parents, reports to teaching professionals, assignments for students, etc. Your credibility and respect as a teacher will be inevitably linked to your ability to express yourself clearly and appropriately in print. A note sent home to parents which contains a spelling error will compromise the professional reputation you are seeking to establish. For that reason, all written materials prepared for this class will be carefully examined and spelling errors, mechanical problems, syntactical errors, etc. will be marked and points will be deducted. It is always a good idea to have at least one other person proofread all written documents. This applies to your work in this class as well as to your anticipated work in the field as a teaching professional.

Students should view the emphasis on error-free writing this semester as a service provided by the professor and take this final opportunity to correct any types of patterned errors which may be plaguing written expression. As a student teacher next semester, you will enter the beginning of your professional experience. Now is the time to refine the tools you will need to carry out your varied roles as a teacher of high standards.

The following are common errors found in papers of college students which you should guard against:

- ~Spelling errors not detected by a spell-checker (wrong use of a word, etc.)
- ~Agreement (Agr)--Nouns/Verbs; Nouns/Pronouns, etc.
- ~Tense changes
- ~Run-ons; fragments
- ~Comma usage
- ~Apostrophes omitted or added
- ~Unwieldy construction (needs tightening)

Remember: The computer can't find everything!!!!



## **Tape Review – Inclusion**

Divide yourself into groups of three. View the first fifteen minutes of the tape “Regular Lives”. In groups, discuss and respond to the following questions:

1. Integrating personal knowledge and experience and the view presented on the tape, come to consensus and write a definition of the term inclusion.
2. Teachers’ roles have shifted since students with disabilities have begun to be fully included in school classrooms. List at least five ways that classroom teachers’ roles have changed. (i.e., awareness of IEP goals and objectives)
3. What kind of skills do both general and special education teachers need to make inclusion successful in elementary classrooms? List at least five skills that are needed. (i.e., the ability to collaborate with other professionals)
4. What strategies do you notice school personnel using to facilitate smooth inclusion in the school? List five strategies. (i.e., modeling appropriate behavior for dealing with disruptive behavior)
5. What do you see as barriers to inclusion? List three barriers.

Write your group responses on a sheet of paper and have each member sign. Turn your paper in to Jill before you leave the classroom. Responses will be graded on correctness and clarity. All members of the group will receive the same grade.

Total number of possible points is 20.





## Court Case Presentation

Working with two of your classmates, investigate your assigned case and answer the following questions:

- ~What, specifically, prompted the court case?
- ~What law resulted?
- ~What are the implications for you as potential teachers?

Present your findings to the class and prepare three questions to prompt discussion. (Look for issues which invite debate and divergence of opinions.) 30 points may be assigned as follows:

- 10 points for a clear, complete exposition of the facts of the case
- 10 points for an appropriate tie-in to teaching practice today
- 10 points for providing relevant, thought-provoking questions

Note:

- ~You do not need to hand in any written materials for this assignment.
- ~You may allocate the work in any way that you wish. Not all members of your group are required to be "visible." Some may be more comfortable doing the "behind-the-scenes" work in the library!
- ~All members of the group will receive the same grade.



## Student Description

Gather as much informal information as you can on the student you've chosen to focus your work on this semester. Interview the student; speak to the teacher; review any pertinent records that are available to you. Assign the child a nickname and in one or two typewritten **double-spaced** pages describe the child including as much of the following information as possible:

- ◆ learning levels (what s/he can and can't do academically)
- ◆ learning style preferences (how does the child learn best; which modalities seem to be the most accessible and useful for learning)
- ◆ classroom behavior (when working and with peers and adults)
- ◆ social interactions with peers and adults (relation to authority and leadership abilities)
- ◆ family background (ethnicity, immediate family composition, extended family, pets)
- ◆ preferences (favorite foods, sports, movies, clothes, colors, etc.)

Remember! The more information you provide about your student, the more you will be able to connect theory and practice this semester. This student will provide the "reality check" for many of the concepts we will be discussing in the weeks to come. Also, this description will be a crucial starting point for your IEP project.

Your work will be evaluated on thoroughness, clarity and writing style.

Total Possible Points: 50



**\*\*\*REMEMBER\*\*\* Maintain confidentiality at all times! Do not use the real name of your child in your description.**



## IEP Revision Project

This project is designed to help you to become familiar with the process of writing an IEP for a student with mild/moderate disabilities. You will use the information you gathered for your "student description" as well as portions of the existing IEP to discover how the process moves from the creation of a student profile to the development of a concrete plan. Emphasis on the recently revised Rhode Island IEP form will enable you to be prepared for what you will actually be using when you enter the student teaching semester and the field of teaching.

In order to be prepared for the work in class, you will need the following:

- Your student description
- The "present levels of performance" written on your student

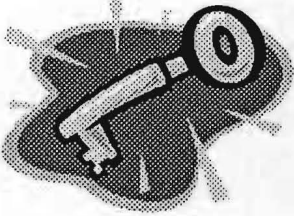
**\*\*\*REMEMBER\*\*\* Maintain confidentiality at all times! Do not use the real name of your child in your IEP.**

The project will primarily take place in class with a peer who will provide input and review of your work. Students may take some time out of class to "polish" the IEP prior to submission. To complete the IEP Project students will:

1. Review the present levels of performance on target student. Using the student description, information gathered from observations, interviews with the teacher and review of existing evaluations, rewrite the present level of performance to comply with the format of the new IEP forms and the regulations of IDEA as discussed in class.
2. Using the principles presented in class and the profile created of the student's strengths and weaknesses, write annual goals which correspond to each area of need.
3. Familiarize yourself with the range of tasks which fall under the purview of the goals you have written by reviewing text books, scope and sequence charts, state standards, etc. Then create a series of objectives which break the goal into sequenced, measurable steps.
4. In conjunction with class presentations, complete all other sections of the IEP.
5. Have your partner review and sign your IEP.



Total possible points 50



## Individual Data Collection Project

This is a short, concrete assignment which may be a lot of fun. Begin by choosing a teaching and learning environment which will be the basis of your observation. You may wish to conduct your research in the field (your practicum placement) or in one of your PC classes. Review Table 3.3 on pages 107-108 of your text, then carry out the following steps:

1. Select a target **individual** and **behavior** in your environment which you wish to observe.
2. Decide on an appropriate technique for measuring the behavior.
3. Collect your data.
4. Summarize your findings.
5. Graph the results.

Turn in your final project, which includes:

- ◆ A one-sentence statement identifying the target behavior being measured.
- ◆ The type of technique used, i.e., "Interval Recording"
- ◆ A one- or two-sentence summary of the data
- ◆ A graph of the data

The final grade will be based on the appropriateness of the technique selected, and the apparent accuracy of the procedure and reporting.

Total possible points 50

## Basal Textbook Review and Analysis



Examine a number of mathematics text books with your group members and think about how "user-friendly" the books might be for a student with a specific learning disability. Choose one specific text series for an inclusion class which contains students who have IEPs. Consult the hand-out "Professional Edge," and pages 166-168 in Mercer and Mercer. Develop five very specific points which substantiate your choice of a textbook series. List these points in bolded text, with a paragraph beneath each point elaborating on the details. Include photo-copied, highlighted pages from the texts to illustrate your points.

The final product should include the following:

1. An opening paragraph which describes the text chosen. ( Provide general Information, i.e., name, publisher, date of publication, target ages and grades, etc.) Include why you believe the text is a good choice for use in an inclusion classroom.
2. Five bolded points which support your choice of the text. (Examples might be... The text clearly provides micro-steps which" . . . or "The text does n excellent job at. . ."
3. Copies of marked pages to illustrate points.

In examining the books in the text series, think about such things as: sequence of skills covered, pace of content presentation, task levels addressed, teacher and student directions, extent of teacher involvement, opportunities for a variety of activities, stimulus-response modalities addressed, reinforcement and interest level, summative and formative evaluations, record keeping, reporting, page lay-out and destructibility of items on page, etc.

Possible Points: 50 (All members of the group will receive the same number of points for the assignment)

## Practicum Assessment Assignment

This is an open-ended assignment will provide the opportunity for you to select any informal assessment measure learned in class and apply it in the field. You may opt to do an analysis of a writing sample, conduct an informal reading assessment, analyze a math paper for the nature of the errors, etc.

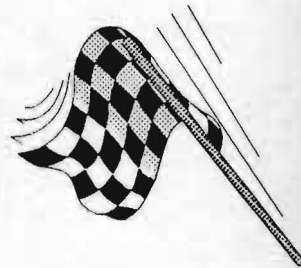
When preparing your assessment assignment be sure to include:

- ◆ A rationale for what you have chosen to assess and the method you've chosen to use.
- ◆ The materials used in the assessment.
- ◆ A summary of your informal analysis.
- ◆ A brief paragraph containing your recommendations.

You will be evaluated on how well you are able to pin-point particular areas requiring help and articulate the nature of the student's problem.

Three-hole punch the assessment materials and include them in the case section of your practicum notebook.

Total possible points: 150



## Practicum Lesson Strategies Assignment

This is an open-ended assignment which will provide an opportunity for you to operationalize the concepts learned in class for teaching students with mild and moderate disabilities. In consultation with your supervising teacher, plan and teach a lesson tailored specifically to your target student, incorporating principles of best practice for addressing the needs of students on IEPs. A lesson plan format will be discussed and distributed in class for your use in this assignment. The lesson plan will include:

- ◆ the IEP goal and objective which is being addressed in the lesson
- ◆ the specific skills which are being taught
- ◆ the stage of learning at which the lesson is targeted
- ◆ the means by which attainment of skills will be measured
- ◆ the materials to be used in the lesson
- ◆ a description of the lesson
- ◆ a rationale for using specific strategies with the student being taught
- ◆ an evaluation of student skill mastery
- ◆ a paragraph assessing the effectiveness of the session and a discussion of how you might modify the plan if you were to teach it to this student again.

Your supervising teacher will be asked to complete a "lesson evaluation form" which will be used as component of your grade for this project and will be attached to the lesson plan.

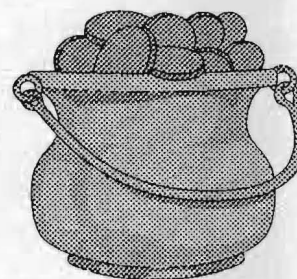
Three-hole punch the field lesson and include it in the case section of your practicum notebook.

Total possible points: 150





## Math and Reading Curriculum Projects



These projects are designed to provide experience preparing a sequence of lessons which systematically lead to the acquisition of specific skills on the part of students with mild/moderate disabilities. The Math and Reading Curriculum Projects are two separate projects, worth 150 points each. You may wish to use the same target student for both projects, or to choose two different students. If possible, this project should be related to your "case." If your student does not require intensive work in either math or reading, review several IEPs written by your classmates or an IEP from another child in your practicum setting and choose a "target student" for each of these projects.

Some students may choose to earn bonus points by integrating service-learning into one or both of the projects they develop. During the strategies section of the semester, we will be discussing service-learning and how it can enhance learning for students with special needs. Readings and resources will be provided for those students that chose to develop their projects in this way.

The following steps are provided to help you complete your project:

1. Provide a description of your student including present educational setting, past educational experiences, learning levels and learning characteristics.
2. Choose a focus of instruction, based on the needs of your student. Write an objective which states this focus in terms of student outcome.  
Example: Robert will count out the correct change from a dollar when making purchases of 99cents or less.
3. Complete a task analysis, listing the pre-requisites and micro-steps which lead up to this objective. Include a list of learning outcomes which will shape your instruction.
4. Develop a monthly calendar which operationalizes the task analysis into a plan of instruction.  
Example:  
Oct. 1, Direct Instruction, value of nickels and dimes  
Oct. 2, Guided Practice, value of nickels and dimes  
Oct. 3, Independent Practice, nickels and dimes. Direct Instruction, value of a quarter. Etc.....
5. Highlight eleven days of instruction on the calendar which will provide the basis of further elaboration in your plan.

6. Develop one detailed lesson plan which corresponds with a day on the highlighted week. The lesson plan should follow the format used in general PC classes but incorporate principles learned this semester.

6. Develop modified lesson plans (1/2 page) for the five lessons which come before and the five lessons which come after your detailed lesson plan.

Example: The lesson will occur in the resource room. The student will be given direct instruction in the value of dimes and nickels. The teacher will count out five pennies and place them beside a nickel. Then she will assist the student in doing the same. After practicing this skill for ten minutes, the teacher will provide the student with a pile of fifty pennies and ask him to sub-divide the pile into fives to determine how many nickels the pile of pennies represents. This will be a guided practice exercise. To close the lesson the teacher will write in the numeral five beside a picture of a nickel and instruct the student to do the same.

8. Include homework and a description of your grading procedure for the required work.

9. Provide a summary of your month-long instructional plan, including a rationale for the methods and materials chosen to facilitate learning.

10. OPTIONAL Write a one page description of the service project which will be integrated into the curriculum project, providing a rationale for using the particular service and a description of how the service will fit into the teaching and/or assessment of the objective. Include in #4, 5 and 6 above, brief notations of how each lesson and the service project might be integrated. This bonus is worth 10 points per project.

Example: The student might be involved with classmates in a project that raises money for mittens for the kindergarten. His role will be to count the money collected each day and to be part of the classroom team that goes to the store to purchase the mittens for the students. You would provide a rationale for using this project and describe how certain lessons would be part of the project. Notations would be made on those lessons to highlight their service-learning connections.

Total                      100 + 10 possible bonus points for each project = 220

A sample of a Math Curriculum Project and a Grading Rubric is available in Dr. Callahan's office

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## SERVICE-LEARNING CURRICULUM DESIGN PROJECT

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Students receiving special education services are often left out of school activities and sometimes thought of as those needing service rather than being able to provide service to others. This assignment is designed demonstrate that these students can not only participate and benefit socially from service-learning projects and activities, but meet can IEP goals and objectives through participation in a service-learning project.

The project is designed to provide experience in the process of curriculum development within a collaborative framework. Peer input is valuable and approximates the structure of actual practice in the schools; therefore students will be expected to work together to collaboratively review each other's project plan and provide constructive feedback as requested.

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Be sure to document all of your work. Documentation may include written descriptions, charts, teacher comments, student work, snapshots, reflections, lesson plans, materials, phone logs, and any other things which you feel would support understanding of your project. It would be helpful if you would include your student description, prepared IEP and objective task analysis and learning outcomes in the project notebook, These would assist in evaluating the thoroughness of the coverage of the objectives.

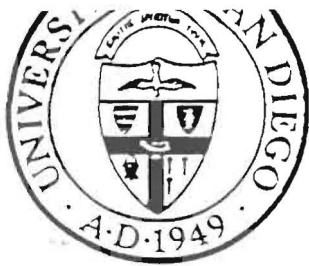
The following directions are provided to assist in designing, preparing and implementing the service-learning curriculum project . More than one of these tasks may be going on during any one time period.

- Using strategies discussed in class, involve the student in assessing the needs of the community and deciding on some possible service learning projects. Review the task analysis and the learning outcomes which you have constructed for your student's IEP objective. Determine which of the projects can include work on this objective.
- With the student chose the project which best fits the student interests and the needs of the IEP. Be sure to consider the time constraints of the services provided and the setting.
- Share the result of the planning and get feedback from the teacher. See if she would like to involve other students in the project or has suggestions for working with other teachers or community partners.



- With the student, decide on the activities leading up to the final service activity. Develop a time line/schedule for the project. (You may need to consider the time you have in the classroom and the time that the student may work with you).
- Consider the activities leading to the final project and determine which activities will support teaching skills on the IEP.
- Examine textbooks in the area of the IEP objective. Prepare your textbook analysis keeping in mind that you are looking for ideas and activities which might be useful in developing skills within your service project..
- Develop a series of lessons around and leading up to the service project. Be sure to consider the learning outcome that will be addressed in each lesson. Each lesson plan should include:
  - (1) activity related to the service project
  - (2) learning outcome to be addressed
  - (3) materials to be used
  - (4) brief description of the lesson
  - (5) instructional strategies to remember
  - (6) how you will evaluate learning
  - (7) reflection (how did it go?)
- After the service project has been completed, plan and carry out a final reflection with the student. Consider the developmental level, learning level and style preferences of the student when deciding on the method of reflection.
- Plan and share a celebration with the student.
- Develop and implement a final evaluation on the IEP objective for the student. Again, be sure to consider the developmental level, learning level and style preferences of the student when you test. Remember, one probe may not give you a true picture of student skills!
- Prepare a two page reflection of the service-learning project from start to finish. Consider what you might have done differently and what went well. Were learning objectives met; was the service a success; what other outcomes were realized by the student? Was it worth it???

Total possible points = 300



# Teacher Education

## EDUC 164/264 Curriculum And Methods of Inclusive Education for Diverse Learners (6 units)

*C. Bobbi Hansen, Ed.D.*

SPRING 1999

Mon: 7 - 9:50 p.m. HM 100  
Weds: 4 - 6:50 p.m. HM 100

### COURSE DESCRIPTION:

The purpose of this 6-unit course is to acquaint all multiple subject, education specialist, and bilingual credential candidates with theories, strategies and assessment techniques for the development and delivery of content area material. Effective teaching strategies for achieving grade appropriate student performance outcomes is the focal point throughout the course. Discussion and activities center around elementary and middle school instruction. Candidates will explore and demonstrate their ability to address grade appropriate curriculum standards while meeting the Individual Education Plan (IEP), bilingual and language difference needs of each and every student in a general education classroom. The course will address the standards and competencies identified by professional organizations, as well as, mandates established by the California Frameworks. The course will integrate national and state curriculum standards for mathematics, science, social studies, and visual & performing arts into class discussion and student activities.

### COURSE OBJECTIVES:

Upon completion of this course, each student will demonstrate the following teaching abilities:

1. To increase personal understanding and application of the curriculum frameworks in mathematics, history/social science, science and visual and performing arts as guides for grade appropriate instructional planning and practices.
2. To increase every student's access to and mastery of grade appropriate core curriculum.
3. To incorporate activities into lessons which cultivate every student's critical thinking and problem solving skills.
4. To design and deliver curriculum instruction and student activities which address the Individual Education Plan (IEP) mandates of individuals with exceptional needs.
5. To introduce thematic instruction within lesson design to expand learning across content areas by infusing creativity and different learning styles into instruction and activities.
6. To assess, monitor and adapt curriculum-based instruction in response to measured student performance outcomes and IEP objectives.
7. To develop lessons that tap students' prior knowledge, experience, learning styles and learning differences.
8. To develop a pedagogical knowledge base related to instructional approaches, which focus on content area reading instruction (SDAIE, study skill development and adaptation of content text to meet the needs of the diversity of learning needs found in a classroom).
9. To identify and integrate effective and efficient instructional strategies and curriculum adaptations that meet the individual needs of each and every student while being sensitive to exclude teaching materials and instructional practices which are biased or exclusionary.
10. To become an effective and efficient manager of materials, instructional time and breadth of content coverage.
11. To incorporate Specially Designed Academic Instruction in English (SDAIE) strategies into your instructional style and lessons to accommodate the

needs of second language learners.

12. To provide instructional and activity opportunities for all students to expand their understanding of the variety of diversity in a classroom including cross-cultural, learning differences, exceptionality, behavior and other differences found in ourselves and others.
13. To increase awareness of community resources which enables you to expand instruction by making examples and experiences relevant to students' lives.
14. To include a variety of learning experiences for students that provides all students with an understanding and awareness of cross-cultural and learning differences.
15. To assess student outcomes and individual needs through the use of an integrated mix of formal and informal assessment techniques, while also applying alternative measurement practices which ensure fair and equitable ongoing monitoring of student core-curriculum based performance ability and individual needs.
16. To select and integrate multimedia and technology resources into instruction which enhances your instructional style and the learning opportunities and cognitive development of all learners.
17. To work collaboratively and cooperatively with other professionals and paraeducators in and outside the classroom to expand the learning opportunities for students with IEPs while meeting the learning difference needs of each and every child in the classroom.
18. To create a supportive learning environment where all students experience an enhancement of their self-esteem, as a result of positive interactions with teachers, peers and curriculum activities.
19. To design and use lesson, unit and course designing to plan, teach, monitor and adapt curriculum to ensure all students are learning while course content is being effectively delivered.
20. To plan and participate in professional growth opportunities to expand content-area knowledge and teaching expertise throughout one's career as a teacher.

## REQUIRED READINGS

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California Framework in Mathematics  
California Framework in Science  
California Framework in History and Social Science  
California Framework in Visual and Performing Arts

## COURSE ASSIGNMENTS AND GRADING

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In this course you will be introduced to alternative models for evaluating performance outcomes. Two such assessment procedures are portfolio assessment and performance assessment. These evaluation procedures will serve as the major evaluation devices for this course.

Some assignments must be completed by everyone in this course. Other assignments can be selected from a menu of options. This is incorporated into this class to demonstrate the importance of tailoring performance-based assignments into each and every content-based course. When choosing from the different optional approaches to assignments, each of you should approach the assignments as a way to maximize your personal style while expanding your ability to be a broader and more comprehensive teacher.

*It is our belief that it is the teacher who is primarily responsible for creating a learning climate whereby each student can succeed while clearly demonstrating mastery of course objectives. Feeling ownership of the content and learning experience through the exertion of personal choice is an important concept developed throughout this course. Therefore, it is our hope that you will feel comfortable in suggesting alternatives to the assignments in this course if you think that they will more accurately meet your personal learning goals while clearly demonstrating your competency in the diversity of skills required of all California teachers.*

## ABOUT THE PRACTICUM

It is anticipated that the field experiences (practicum) will provide you with opportunities in an authentic elementary classroom setting to observe the theories and teaching strategies discussed in class. It is also anticipated that you will be able to apply this knowledge to the work that you do in your practicum.

### Specific Requirements/Guidelines

1. By enrolling in Education 164/264 you are considered to have committed yourselves to serving a minimum of **50 hours in an elementary school classroom**.
2. Evaluation of your performance will be made by the cooperating teacher and submitted to the University instructor.
3. Your conduct, manner of dress, relationship with pupils and staff must be in accordance with the existing regulations in the school to which you are assigned.
4. Dependability is a must.
5. **In the selection of the practicum experience, you should be cognizant of the requirement that you should have at least one field experience in a setting in which pupils' ethnic or cultural backgrounds are substantially different from your own.**

### ATTENDANCE

Because this class is a performance class, your attendance is necessary in order to practice the skills necessary for teaching elementary science and mathematics. Your final grade can be lowered if attendance either in the practicum or in the course, itself, becomes a problem.

### PRACTICUM ASSIGNMENTS

1. Describe the classroom
  - How many students? Girls? Boys?
  - Describe the Cultural and Socioeconomic aspects
  - Sketch the classroom
  - Include the daily (or weekly) schedule
2. Describe the management (discipline system)
  - What is your personal opinion of the system?
3. Observe and reflect on a lesson taught by your practicum teacher –
  - Does your practicum teacher make the subject exciting for students? How?
  - Does your teacher adapt instruction to fit the needs of all learners in the classroom? If so, how?
4. Observe an assessment (test) and comment on what you see.
  - Are the students motivated or anxious?
  - Is the test equitable for second language learners and for students with disabilities?
5. Final Practicum Reflection: What are features of your practicum classroom that provide an opportunity for all children to be involved in the learning process and add to a positive learning climate for all students? What detracts from it?

## COURSE SCHEDULE


### CLASS 1 –M- 2/1 INTRODUCTION

Scope and Sequence of curriculum based on  
State and National Standards and the California State Frameworks  
Course Goals and Assignments  
Themes and goals of Infused Program  
Setting up your practicum  
Creating Collaborative Groups

### CLASS 2 – W- 2/3 ASSESSMENT

Performance and Portfolio "Alternative" Assessments  
Assessment of learners with special needs  
Attempting Culture-free assessment  
Questions of equity in testing  
Validity & Reliability in Terms of Student Performance-Outcomes

### CLASS 3 - M -2/8 THEMATIC UNIT PLANNING

Long-range planning (Big Picture Snapshots):  
Unit plan (web) development that incorporates:  
Higher order thinking  
Students prior knowledge, experience and learning styles  
Affective outcomes of positive interaction and self-esteem  
IEP Objectives and Individual Learning Needs  
Cross-cultural Understandings  
 **Service learning: Citizenship in Action**  
Assessing Curriculum Content Performance-Outcomes  
Optimizing Mastery of Age-Appropriate Curriculum Content  
Philosophy of Least Restrictive Environment & Optimizing Potential  
The Brain/ Learning Connection  
Theory of Multiple Intelligences  
Cognitive Skill Rubric  
Read Article on Thematic Teaching

### CLASS 4 - W -2/10 State Textbook Materials & Community Resources for Teaching

#### MEET AT SD- COUNTY OFFICE OF EDUCATION

Field-Trip to San Diego County Office of Education (Located on Southeast Corner of  
Avenue de Cumbre & Linda Vista) Media Materials for Students with Special Needs  
Multicultural Teaching Materials

### CLASS 5 – M- 2/15 CURRICULAR AND INSTRUCTIONAL ISSUES:

#### FOCUS ON SCIENCE

State and National Science Standards & the California Science Framework  
Providing access to core curriculum for all students  
Constructivism/ Inquiry  
Analyze elementary textbooks for biases and exclusions

Read Science Framework

### CLASS 6 - W -2/17 SCIENCE CONTENT: Physical Science, Earth Science, Life Science

CLASS 7 – M- 2/22 SCIENCE PROCESS SKILLS Students as Scientists/ Higher Order questioning /Science Process Skills: Observing/ Comparing/ Classifying/ Inferring Hypothesizing/ Drawing Conclusions/ Communicating

CLASS 8 –W- 2/24 - LESSON PLANNING

Short-range planning (Grouping Ideas & Concepts): Lesson plan design

Teaching utilization of content textbooks

Management of Materials in Content Instruction

Teaching study skills (reading & concepts)

Graphic organizers - Executive Skill Building

Optimizing Learnable Moments

Developing lessons/ strategies/ adaptations to meet individual needs: ELD and SDAIE

Active Learning/Scaffolding/Graphic Organizers

Cooperative Learning/jigsaw/ Peer tutoring

**Service-Learning Basics: PARC Model**

Self-advocacy & Managing One's Learning



Class 9 -M- 3/1 Science microteaching (a performance assessment)

Pick one area (Life, Earth, or Physical Science)

Prepare a science lesson from textbook or other resource, write a lesson plan and teach lesson in small groups.

1. Lesson should be aimed at broad grade levels of K-2, 3-4, or 5-6
2. Lesson should demonstrate some aspect of physical, life or earth science. **Identify specific California Science Standards that apply to this lesson.**
3. Lesson should highlight a variety of science process skills (observing, comparing, hypothesizing, drawing conclusions, etc.).
4. Lesson should attempt to use a variety of teaching strategies and aim for success for all students.
5. Lesson should show adaptations for special education students in the general education setting and for second language learners
6. Bring all materials to class for lesson.
7. **Make a copy of lesson for all students in class**

CLASS 10 - W -3/5 CURRICULAR AND INSTRUCTIONAL ISSUES:  
FOCUS ON HISTORY-SOCIAL SCIENCE

State and National Standards & the California Framework

Historical Literacy/ Develop a keen sense of historical empathy /Understand the meaning of time and chronology/ Analyze cause and effect/ Understand the reasons for continuity and change/Understand the rich, complex nature of a given culture/ Learn about the mythology, legends values and beliefs of a given culture/

Analyze elementary textbooks for biases and exclusionary language and use of examples

Analysis of readability level and depth of content incorporated into different grade level content area textbooks

Read History/Social Science Framework or Visual & Performing Arts Framework

CLASS 11 –M- 3/8 - GEOGRAPHIC LITERACY & CRITICAL THINKING

Solve problems and Draw Conclusions

Develop an Awareness of Place

Develop Locational Skills and Understanding

Understand Human and Environmental Interaction

Understand Work Regions and their Historical, Cultural, Economic, and Political Characteristics.

CLASS 12 - W -3/10 ETHICAL AND CULTURAL LITERACY - DEMOCRATIC UNDERSTANDING & CIVIC VALUES



**The Role of Service-Learning in a Democracy**

Citizenship & Moral Fiber/ Recognize the dignity of the individual/ Understand what is required of citizens in a democracy /

CLASS 13 – M- 3/15

PROCESSES OF SOCIAL STUDIES

Using Simulations and real-life problem situations to support the History-Social Science Framework

Mock-trial,/Drama,/Role Play/ Problem-Based Teaching

Critical and Creative Reading/Thinking Define and Clarify problems/ Comprehension of difficult content textbook materials /Judge information related to a problem/ Solve problems and Draw Conclusions:

CLASS 14-W 3/17

Science Field Trip

CLASS 15 - M 3/22 HISTORY-SOCLAL SCIENCE/VISUAL & PERFORMING ARTS  
MICROTEACHING

Choose a lesson from your unit in social studies or the Arts and teach lesson to your home team.

1. Lesson should be aimed at broad grade levels of K-2, 3-4, or 5-6
2. **Identify specific standards that apply to this lesson**
3. Lesson should attempt to use a variety of teaching strategies and aim for success for all students.
4. Lesson should show adaptations for special education students in the general education setting and for second language learners
5. Bring all materials to class for lesson and make a copy of lesson for your home team, only.

CLASS 16-W 3/24 -- TECHNOLOGY IN SCIENCE AND SOCIAL STUDIES

Assistance for CLAD/ BCLAD/Special Education Students Using Computers in Teaching Science Using On-Line Resources Including all Students in the Arts  
Internet Search Due

**Unit Due**

**3/29-4/4-SPRING BREAK-NO CLASS**

CLASS 17-M 4/5 CURRICULAR AND INSTRUCTIONAL ISSUES:

FOCUS ON MATHEMATICS

State and National Standards & the California Framework in Mathematics

Video -Mrs. Toliver

Teaching mathematics to students with diverse learning needs

Analyze elementary textbooks for biases and exclusions

Bring Mathematics Framework to class



#### CLASS 18 - W 4/7 MATHEMATICS-NUMBER SENSE & PLACE VALUE

From counting to number sense  
Developing a Collection of number Relationships  
Connections to the Real World  
Mental Math

#### CLASS 19 M 4/12 - PROBLEM SOLVING AND LOGICAL REASONING

Teaching mathematics from a problem solving perspective  
Teaching Problem Solving Strategies  
Visual/spatial Problem solving  
Logic puzzles from different cultures  
Using manipulatives in teaching mathematics

#### CLASS 20 W-4/14 - ESTIMATION AND MEASUREMENT

Making connections to the real world  
Standard and nonstandard measurement  
Measuring: Time/ Length/ Volume/ Weight/ Distance  
The Learner Connection  
Attention Deficiency/ Neuroblocks

#### CLASS 21 -M-4/19 MICRO TEACHING -MATHEMATICS: A Jigsaw teaching strategy

How do you teach computation in an authentic and meaningful way to students?  
Choose area (Addition and Subtraction; Multiplication; Division; or Fractions)  
Find lessons from textbooks and other resources and present to small group of students. 1.  
1. Lesson should be aimed at broad grade levels of K-2, 3-4, or 5-6  
2. Identify all math standards that are addressed in lessons. 3. Lesson should attempt to use  
a variety of manipulatives and aim for success for all students.  
4. Lesson should show adaptations for special education students in the general education  
setting and for second language learners.  
**5. Demonstrate lessons using various manipulative-based materials as shown in class.**

#### CLASS 22-W-4/21 GEOMETRY AND SPATIAL REASONING

Geometry -spatial reasoning  
Understanding basic shapes  
Relating geometric structures to formulas: a constructivist approach  
"Realia" and making connections  
Geometry in Art, Nature, Architecture  
Cultural Aspects of Geometric Design

#### TECHNOLOGY IN MATH

Using the Internet  
Technology to assist CLAD/ BCLAD/Special Education Students  
Using Computers to Teach Mathematics  
Traditional Software (Spreadsheets, Graphic Software, etc.)  
Mathematics Specific Software



CLASS 23 – M-4/26 STATISTICS AND PROBABILITY Connecting to student's lives  
Graphing/probability/ data collection /Using authentic investigations/ Consumer product testing

Science/Math Problem-based Investigations due

CLASS 24 - W-4/28 VISUAL AND PERFORMING ARTS

Use of Creative Arts in Lessons /Readers' Theatre/ Choral Reading/ Puppet Plays /Dance  
Various Dramatic Representations/ Art Projects/ Cultural Celebrations & Expressions

CLASS 25 –M-5/3-  
PERFORMING ARTS

CLASS 26-W-5/5 ARTS

Presentations of Arts' Investigation Projects

CLASS 27 M-5/10 ORCHESTRATING LEARNING AS MANAGER

Classroom Management Issues for Content Subjects

Creating a positive supportive & safe classroom environment for all learners

Managing Students

Positive Discipline

Management Issues for special populations

Managing Materials

Managing Time

Managing Curriculum Content

Collaboration - Co-teaching - Multidisciplinary & School Based Support Teams

Paraeducators & Peer Coaches

Volunteers - Parents - Practicum Students

Presentations of Service Learning Investigation Projects

CLASS 28 W-5/12

What did we learn? (Final K-W-L Reflections)

Mock interviews

Identifying the "Big Picture"

Professional Codes of Ethics

Becoming A Life-Long Professional Learner

Course Evaluation

## ASSIGNMENTS

The assignments for the course are intended to prepare you to meet the California Standards for the Teaching Profession. Specific standards that will be addressed in this course include:

- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Engaging and supporting all students in learning (teaching)
- Creating and maintaining effective environments for student learning
- Developing as a professional educator,

Throughout the semester you will complete assignments from the course and compile them into a portfolio (notebook) in order to demonstrate your progress in meeting the above standards. We will follow the model of **collection, selection, and reflection** in the assessment of the portfolio. At the end of the semester you will reflect upon three assignments in each area—two to be chosen by the student and one by the instructor—that document your degree of competence in the course standards. Thus each portfolio will consist of entries required by all students and also a selection of individually chosen assignments.

These assignments include:

- **Interdisciplinary Thematic Unit**
- **Learning Centers**
- **Reviewing state adopted textbooks and other instructional materials**
- **Teaching Lessons and Problem-Based Investigations**
- **Practicum assignments**
- **Examining Community Resources**

#### Interdisciplinary Thematic Unit

Each class member will prepare a thematic, interdisciplinary unit of study that will demonstrate to the instructor that the candidate has expertise in the planning and assessment of student learning that meet the California standards and the goals in the science and mathematics curriculum frameworks, (Students will be instructed how to plan and construct a thematic unit that has activities to meet the instructional needs of all students. Special emphasis will be placed on lessons that employ SDAIE strategies for second language learners, adaptations for students with disabilities and consideration for the diversity of learning problems exhibited by each and every unique student in a content area course.)

Each of the components of the unit will be further expanded upon in class

#### UNIT GUIDELINES

- 1) Title of Unit and Grade level
- 2) Goal Statement/ Letter to Parents
- 3) 10 lessons
  - 3 in science and/or social studies
  - 2 in math (graphing and problem solving)
  - 1 children's literature or newspaper
  - 1 using technology
  - 1 drama, art, music, or multicultural
  - 1 community service learning project**
  - 1 learning center\*
- 4) Alternative Assessment

*(write curriculum or design a*

*service*

*learning project)*

#### Learning Centers

You will perform 10 activities as outlined in specially designed labs (learning centers) and write a reflection for each task accomplished. You will use information from the assigned readings in the textbooks and frameworks for the reflections. (see form in this packet).

#### Locating and using resources for teaching

- You will become familiar with the following educational resources: state adopted textbooks, educational journals, technology-based resources, and other published materials for teachers. More information regarding these assignments will be given in class.
- Resource File  
You will collect resource ideas for teaching social studies, mathematics, & science in file folders and bring a resource box to class.

- Internet Search\_\_\_\_\_
 

On a computer explore teacher-related internet resources for teaching social studies, mathematics, science, or the Arts –write reflection

- Field Trip\_\_\_\_\_

### **Teaching**

- You will plan and teach three lessons (one in science, one in social studies/or the arts, and one in mathematics)- for a small group of students in our class and write a reflection on what you learned as the “teacher” and as the “learner”.
- You will plan and teach one lesson of your choice in your Practicum- (Be sure to dialogue with your practicum teacher regarding the needs of the students) You will teach a lesson to a large or small group of students in your practicum and reflect upon the lesson. What went well? Would you have changed anything to have made it more successful? What did you learn by doing this assignment?

### **Practicum assignments**

#### a. Describe the classroom

- How many students? Girls? Boys?
- Describe the classroom from a cultural and socioeconomic perspective.
- Make a simple sketch of the classroom
- Include the daily (or weekly) schedule

#### b. Describe the management (discipline system)

- What is your personal opinion of the system? Does it work? Is it fair and equitable?

#### c. Observe and reflect on a lesson taught by your practicum teacher –

- Does your practicum teacher make the subject exciting for students?
- Does your teacher adapt instruction to fit the needs of all learners in the classroom? If so, how?

#### d. Observe an assessment (test) and comment on what you see.

- Are the students motivated or anxious?
- Is the test equitable for second language learners and for students with disabilities?

#### e. Final Practicum Reflection:What are some features of your practicum classroom that provide an opportunity for all children to be involved in the learning process and add to a positive learning climate for all students? What detracts from it?

# Portfolio Contents

Name \_\_\_\_\_

Table of Contents

Assignment Check-in Sheet

Section I. Documentation of Knowledge of Appropriate Planning, Instructional and Assessment Strategies (Demonstrated by lesson plans, adaptations, and assessments)

1. \_\_\_\_\_  
(Chosen by student)

2. \_\_\_\_\_  
(Chosen by student)

3. *Assessment from Unit*  
(Chosen by instructor)

Section II. Documentation of Knowledge of Subject Matter Content  
(Demonstrated by tasks and reflections as outlined in specially designed "learning centers" )

1. \_\_\_\_\_  
(Chosen by student)

2. \_\_\_\_\_  
(Chosen by student)

3. *Learning Center # ?*  
(Chosen by instructor)

Section III. Documentation of Knowledge of Instructional Materials and Community-based Resources For Teaching (Documented by reviews of textbooks, teachers' journals, children's literature, field trips, and internet searches)

1. \_\_\_\_\_  
(Chosen by student)

2. \_\_\_\_\_  
(Chosen by student)

3. *Reflection from Field Trip*  
(Chosen by instructor)

Section IV. Documentation of Teaching

(Demonstrated by teaching three content lessons in our class (micro-teaching) and one lesson of your choice in your practicum classroom)

1. \_\_\_\_\_  
(Chosen by student)

2. \_\_\_\_\_  
(Chosen by student)

3. *Reflection of lesson in science*  
(Chosen by instructor)

V. Documentation of Knowledge of Effective Student Environments

(Demonstrated by a variety of assignments in practicum)

1. \_\_\_\_\_  
(Chosen by student)

2. \_\_\_\_\_  
(Chosen by student)

3. *Final Practicum Reflection*  
(Chosen by instructor)

### SCORING RUBRIC FOR THEMATIC UNIT

#### 3. Above Standard

Meets all of the criteria for the (2) score and goes beyond in at least two of the following ways:

- A. It is readily apparent that the student has gone to great lengths to include extra curriculum materials in the unit.
- B. Lesson plans are superior and show much creativity and variety of methods.
- C. Adaptations for learners with identified needs are extremely thorough.

#### 2. Meets Standard

- A. Curriculum Integration-All required subject areas are present in the thematic unit.
- B. Goals and Objectives-There is a general overall goal for the unit and it is written in the form of a letter to parents.
- C. Lesson Clarity-Easy to follow lesson plans are included in the unit.
- D. Use of varied methods/materials to meet individual needs-. Adaptations for learners with identified needs are present in every lesson
- E. Assessment-Final assessment is holistic, student-centered and utilizes performance, interview or portfolio.

#### 1. Below Standard

- A. Curriculum Integration- There is some effort to design lessons around a few subject areas.
- B. Goals and Objectives-Unit is missing overall goals inform of a letter to parents
- C. Lesson Clarity- Lesson plans are difficult to understand.
- D. Use of varied methods/materials/assessments to meet individual needs- Very little attempt has been made to adapt lessons for students with special needs.

### SCORING RUBRIC FOR PORTFOLIO

#### 4. EXCEPTIONAL QUALITY (must meet all of the following criteria)

- A. Portfolio is complete and has ALL required reflections.
- B. Reflections are extremely detailed and routinely cite 2-3 specific pieces of information found in the textbooks, framework documents, videos and classroom lectures.
- C. All class assignments have been completed.
- D. Resource file is well organized and has more than the minimum number of activities linked to the standards.

#### 3. ABOVE STANDARD

- A. Portfolio is complete and has ALL required reflections.
- B. Each reflection generally cites at least one specific piece of information found in the textbooks, framework documents, videos and classroom lectures.
- C. All class assignments have been completed.
- D. Resource file is well organized and has the required number of activities linked to the standards.

#### 2. MEETS STANDARD

- A. Portfolio has all required reflections.
- B. Reflections show student has an adequate understanding of major ideas in the course.
- C. One or two assignments may be missing
- D. Resource file has a collection of materials for the teaching of science and mathematics.

#### 1. BELOW STANDARD--deficient in any of the following ways:

- A. Portfolio is missing more than 2 assignments
- B. Reflections are cursory and do not indicate whether or not student has read the required materials.
- C. Resource File is not complete

### SCORING RUBRIC FOR FINAL EXAM

#### 3. ABOVE STANDARD

Answers are written at a superior level of competence, are extremely detailed, cite specific standards found in course materials, and clearly show a high level of understanding of the key elements in an elementary mathematics and science curriculum.

#### 2. MEETS STANDARD

Answers indicate that student is able to articulate key elements in an elementary social studies, mathematics, and science curriculum.

#### 1. BELOW STANDARD

Answers indicate a sketchy understanding of the key ideas in the course

## CRITICAL THINKING REFLECTION SHEET

Name \_\_\_\_\_

### Activity

- Learning Center \_\_\_\_\_
- Field trip \_\_\_\_\_
- Internet surf \_\_\_\_\_
- Teaching \_\_\_\_\_

**Description Of Activity:** (one sentence)

*In this activity I (we).....*

### California Standards

List subject matter standards that apply to this activity

- 
- 
- 
- 
- 

**Theory into Practice** Apply what you learned by doing this assignment and relate to theory (frameworks, textbook, readings, lectures, videos, etc.)

*This activity relates to theory in the following ways.....*