DIVISION: Education

COURSE TITLE: TED 5150 Analysis of Elementary School Teaching
Pre-Student Teaching

COURSE REF. #: 904

SECTION #: 29303

COURSE CREDIT: 6 credit hours

TERM/YEAR: Winter 2014

LOCATION: WSU Macomb –UC1 Room 208
(Unless otherwise stated below)

TIME: Fridays: 8:30-11:30

INSTRUCTOR: Barrie Frankel

OFFICE HOURS: Tuesdays, Thursdays, or Fridays 12-2; and by appointment

E-MAIL: bfrankel098@comcast.net

CELL PHONE: (248) 840.9955

COURSE DESCRIPTION:

The focus will be on organization and management of classrooms. Lesson planning, teaching and assessment strategies, testing procedures, inclusive classrooms, and meeting the needs of students will be emphasized. There will be an overview of structure, function, and purposes of schools and research based methods in learning and teaching. Coursework includes laboratory experience in schools. Some assignments will be a continuation of previous semesters or an introduction to assignments for student teaching in the future. All assignments will be submitted and assessed via Blackboard.
COURSE OUTCOMES:

Participants are expected to demonstrate achievement of the following objectives:

1. Compare various research-based methods in learning and teaching.
2. Research the role of the classroom teacher in providing instruction to all students, including those with special needs.
3. Utilize appropriate classroom management techniques to provide a safe and productive learning environment.
4. Explore effective unit and daily lesson plans, including the integration of multicultural perspectives and content across curriculum areas.
5. Compare and apply a variety of assessment, including formal and authentic assessments, to evaluate students’ learning and to improve teaching outcomes.
6. Recognize the importance of communicating, cooperating and collaborating with other teachers, professionals, and parents/guardians to enhance student success.
7. View themselves as reflective, innovative educators and professionals (WSU Standards).
8. Recognize the importance of utilizing resources of the school and community in developing curriculum.
9. Recognize the role of the teacher as an empowered decision maker.
10. Become familiar with the process of how to create lesson plans that increase learning through student involvement, promote social interaction, problem-based instruction, student-centered instruction, and that utilize a variety of instructional strategies including the use of a constructive approach to instruction using the WSU format.
11. Identify teaching behaviors that promote critical and creative thinking as well as metacognitive awareness.
12. Build a knowledge base of instructional strategies and adaptations to meet the needs of all students.
13. Develop a knowledge base of classroom management principles to create a positive learning environment.
14. Begin to develop a Management Plan following the official WSU format.
15. Identify the basic aspects of school and community relations.
16. Develop insight into the role of the teacher as a reflective, innovative urban educator.
17. Examine the meaning of professionalism and ethical behavior in the field.
18. Develop a working relationship with the State of Michigan’s Common Core in designing lessons.
19. Identify the importance and implications of No Child Left Behind in teaching.
20. Investigate the process of teacher evaluation.
22. Use technology as a tool to enhance instructional planning, record keeping, and communication.
23. Gain a basic knowledge of the legal confines and rights of an educator.
24. Gain an understanding of the differences between public and private schools.
25. Demonstrate the ability to utilize the WSU COE Case Study Framework component.
26. Develop a Teaching and Learning Statement.
27. Begin to develop a WSU e-portfolio.
28. Analyze a specific school/district curricular program.

REQUIRED REFERENCES:

Professional Field Experience Handbook, WSU

ASSIGNMENTS: ALL ASSIGNMENTS ARE ON BLACKBOARD. Follow the rubrics closely for each assignment for they should answer the majority of your questions and help you organize your ideas.

Additional Requirements:

Practice Observation: January-February

Midterm Observation: February - March

Final Observation: March -April

WORKING Portfolio:

MUST HAVE A PROFESSIONAL GOOGLE ACCOUNT
Must have template, personalize it and assignments uploaded into appropriate sections. Submit URL (web address) into blackboard
---Any photos and additional items are a benefit for student teaching!
# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.10.14</td>
<td>Syllabus, Handbook Learning with communities assignment; Journal 1</td>
</tr>
<tr>
<td>2</td>
<td>1.17.14</td>
<td>Blackboard, Journals and reflecting; Learning with Communities; Script a lesson...</td>
</tr>
<tr>
<td>3</td>
<td>1.24.14</td>
<td>WSU Lesson planning and Carousel Learning</td>
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<tr>
<td>4</td>
<td>1.31.14</td>
<td>Lesson Plans, Anticipatory Sets, Closure and using literature; Curriculum Analysis</td>
</tr>
<tr>
<td>5</td>
<td>2.7.14</td>
<td>Curriculum Analysis; Case Study and Differentiated learning</td>
</tr>
<tr>
<td>6</td>
<td>2.14.14</td>
<td>PST SEMINAR AT WSU</td>
</tr>
<tr>
<td>7</td>
<td>2.21.14 8:30-11:30</td>
<td>TEACHING AND LEARNING STATEMENT</td>
</tr>
<tr>
<td>8</td>
<td>2.28.14</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>9</td>
<td>3.7.14</td>
<td>Unit Planning and Thematic Design</td>
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<tr>
<td>10</td>
<td>3/7/14 8:30</td>
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Class Policy:

Attendance and interactive, hands on participation is mandatory. If you are going to miss class, the instructor must be notified, and all work is expected to be turned in on time. It is the responsibility of the student to learn topics focused on that class period.

Should the student miss a day of pre-student teaching, the cooperating teacher and the course instructor must be notified in advance. These hours should be made up during another morning or afternoon that works for the schedule of both the cooperating teacher and the pre-student teacher.

Being on time and prepared for school is part of being a professional. If you are ever late due to an emergency, the instructor and your cooperating teacher must be notified immediately. Please plan ahead for traffic, weather, and unexpected issues as you would for a job.

In addition, please choose your absences wisely. If you know you have a commitment out of town (wedding, interview, etc...) make sure you plan ahead and refrain from taking a personal day due to a slight cold or a late night the night before. In addition, you are scheduled for this course every morning so another class should not and cannot interfere with it. You should not arrange study groups or office hours with another instructor, etc... any morning you are supposed to be in your classroom.

Plagiarism:

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you are in doubt about the use of a source, cite it. Students caught plagiarizing information
from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

Grading System:

All rubrics and expectations are available on Blackboard. Please use this as a tool as you complete each assignment. You will be assigned a grade based on a point system for each assignment, which will also be available on the rubrics. **Attendance, participation and preparation are 50% of your grade.** The lab portion of this class is pass/fail and at the discretion of the instructor based on evaluations, observations, reflections, and discussions with you and your cooperating teacher and/or administrator.

<table>
<thead>
<tr>
<th>Undergraduate Grades:</th>
<th>Graduate Grades:</th>
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<tbody>
<tr>
<td>A   B+   C+   D+   F</td>
<td>A   B+   C+   F</td>
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<td>A-  B    C    D</td>
<td>A-  B    C</td>
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<tr>
<td>B-   C-   D-</td>
<td>B-</td>
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**POINT SYSTEM:** Any item worth 10 points is divided in half: 5 points are for rubric evaluation (Basic=4 points) and 5 points are for being submitted to blackboard on time. Each day late, one point is deducted from the total point value. You may submit an item via email for instructor review any time during the week it is due. The latest you can expect instructor feedback prior to blackboard submission is Friday in class, as **hard copy**, prior to the Sunday due date.

Learning in Communities 10 points
Journals 6 points
Curriculum Analysis 10 points
Lesson Plan 10 points
Classroom Management Plan 10 points
Teaching and Learning Statement 10 points
Working Portfolio 4 points
Case Study 4 points
Cooperative Group Unit Plan 6 points (3 individual, 3 group)

Professionalism and Attendance 30 points (15 CLASS/15 FIELD)

Total points for semester: 100
Withdrawal Policy:

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the 15-week terms will be adjusted proportionately.

Attention Students with Disabilities:

I you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provisions for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.