DIVISION: TEACHER EDUCATION
COURSE TITLE: TED 5150 Analysis of Elementary School Teaching
COURSE REF. NO: 28354
SECTION NO: 007
COURSE CREDIT: 5 Credit Hours
TERM/YEAR: winter 2014
LOCATION: Hoover Community School
             23720 Hoover
             Hazel park,
             (248) 658-5300
             8:30 -11:45
TIME: Sheila Stone
INSTRUCTOR: Before/after class, and/or by appointment
OFFICE HOURS: Sstone5705 @aol.com
E-MAIL: 248.543.6870
PHONE: 248.515.3315
Cell

COURSE DESCRIPTION:
Organization and management of classrooms. Lesson planning, teaching and assessment strategies,
testing procedures, inclusive classrooms, and meeting the needs of all students. Overview of structure,
function, and purposes of schools and research based methods in learning and teaching. Coursework
includes laboratory experience in schools.

COURSE OBJECTIVES:
Participants are expected to demonstrate an 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 assessments, 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.

REFERENCES:
Professional Field Experience Handbook, WSU

ASSIGNMENTS:)
All assignments for this class will be turned in on Blackboard

1. **Class Participation:** Prepare for each TED 5150 class by studying the material indicated in the schedule. Arrive on time, remain for the entire class period, and maintain good attendance. Demonstrate awareness of assigned material, remain active and constructive during class activities, participate in-group assignments, and communicate, collaborate and cooperate effectively with colleagues.
   a. Class attendance is expected
   b. It is recognized that students may have an emergency that class attendance may be compromised. If the absence is due to illness or a tragedy in the family, a doctor’s note will be required. If the absence is due to a University activity, the instructor must be notified as soon as possible and supply the instructor with a schedule of the planned absence signed by a University official directing the activity. This type of absence is excused. For any absence, it is the student’s responsibility to learn the course material, turn in ahead of time.
   c. You will be assigned a classroom and a cooperating teacher. You will spend 4 half days in the classroom and Monday morning in my classroom

2. **Reflective Journals:** you will post a reflective journal about ideas talked about in class. What you relate to. What you are teaching. How they are good for you or how you would change them. Guidelines will be provided. There will be 6 journals assigned for the semester. The topics will be assigned

3. **Lesson Plans:** Follow the Wayne state Plan. Post on Blackboard to be graded.

4. **District/School Curriculum Analysis Guidelines:** Use the survey form on Blackboard to investigate the curriculum guidelines for the district where you are/will be assigned.
5. **Learning in the Community**: Task is located on Blackboard.
6. **WSU COE Case Study Framework**: Form is on Blackboard
7. **Management Plan**
8. **Teaching and Learning Statement**: Write a Teaching and Learning Statement.
9. **Observations. Your** instructor will observe you teaching in the classroom 3 times. Appointments will be made in advance.
10. **We will develop a unit plan as a group. It will be done partly in class, and continued at home. It will be turned in as a group activity.**

**CLASS POLICIES:**
1. BLACKBOARD will be used for course postings, including assignment descriptions and requirements, as well as class communication. Any schedule changes will be posted and Bb e-mail sent to alert students to changes. **Please check BLACKBOARD regularly**
2. Plan to be present and well prepared for all class sessions.
3. Maintain punctual, regular attendance at the school site, adhering to the assigned schedule.
4. All assignments are expected to be turned in **on time** and word processed in a font no smaller than 12. Times New Roman works well.
5. Please turn cell phones and beepers either to off or to vibrate during class.
6. **All work for this class is to be your original effort. Any non-original work is to be sited. Plagiarism is NOT an option. I will be checking on originality.**

**EVALUATION AND GRADING:**
All assignments are due on the date indicated. 
Ted 5150 will be graded. Each assignment will have a point grade. Including observations. The total number of points will determine your final grade.
You are to turn in a final copy of each assignment on Blackboard. If you want it to be read before you need to e-mail it to me and I can make suggestions for change. But the one uploaded must be final. 
All work turned in late will be marked down. We will use the timetable on the roadmap and calendar provided in blackboard.

**Observations.** You will be observed 3 times teaching in your placement. and graded on your growth in the classroom as a teacher.

**TO ALL STUDENTS, REGARDING ACADEMIC DISHONESTY AND PLAGIARISM:**
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin, the Undergraduate Student Handbook, and the Student Due Process Policy. It is each student’s responsibility to read these documents and to be aware which actions are defined as academic dishonesty. Sanctions include failure in the course involved, probation, and expulsion. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and to make smart decisions about their academic work. 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're 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.

**STUDENT DUE PROCESS:**
Students should also review the University’s policy on Student Due Process, which can be found in the *Undergraduate Bulletin 2003-05* page 41 or the *Graduate Bulletin 2004-06* page 28. Copies of the policy are also available in the offices of the deans of each college, the Office of Ombudsperson, and the Office of the Vice President for Student Affairs.

**ATTENTION STUDENTS WITH DISABILITIES:**
Wayne State University is committed to providing students with disabilities and equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course.

If the limitations imposed by your disability interfere with your ability to fulfill requirements for the successful completion of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in Room 583, Student Center Building to request an accommodation. Voice: 313-577-1851; TDD 313-577-3365.

**Enrollment/Withdrawal Policy**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

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 to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to 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 full 15-week terms will be adjusted proportionately.

**RELIGIOUS OBSERVATION POLICY:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision 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 arrangement

All assignments are due on the date indicated. All late assignments will be lowered by 2 points.
Assignments will be rated using the specific criteria identified in the rubrics.

95-100%=A  Excellent  4.00 grade points per credit hour
90-94%=A-  Excellent  3.67 grade points per credit hour
87-89%=B+  Good  3.33 grade points per credit hour
83-86%=B   Good  3.00 grade points per credit hour
80-82%=B-  Good  2.67 grade points per credit hour
77-79%=C+  Fair  2.33 grade points per credit hour
73-76%=C   Fair  2.00 grade points per credit hour
70-72%=C-  Fair  1.67 grade points per credit hour
67-71%=D+  Poor  1.33 grade points per credit hour
63-66%=D   Poor  1.00 grade points per credit hour
60-62%=D-  Poor  0.67 grade points per credit hour
Below 60%=F Failure  0.00 grade points per credit hour

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. Please note that completion of work makes one eligible for a grade. It is the quality of the work that determines what that grade is.

Completed work of very poor quality will result in a failing grade. For graduate students, B grades will be awarded for satisfactory work and ‘A’ grades will be awarded for outstanding performance. There is a distribution of grades from A-F.

Within the College of Education.

We will follow the road map for assignment due dates.

All assignments are listed with guidelines on blackboard.
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