UNIVERSITY OF NORTH ALABAMA
Spring 2012

1st Year Teacher

EED 374-01

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Office Hours:
MW: 6:45- 8 AM
MW 10:45 as long as needed
T/Th/F Appt. Suggested
Drop by Anytime!

Course Credit: 3 Semester Hours .
Clinical Teaching at Designated Sites Outside of Reg. Class Lectures
at Clinical Site Specified by Professor (Cluster E)

Course Prerequisite: Admission to teacher education.

Course Description:
A practical study of the realities and complexities of teaching in today's elementary schools with emphasis on knowledge/skills necessary for a successful initial teaching experience. Special focus on the unique experiences associated with the first year including professional responsibilities, teacher-evaluation (Educate Alabama), , and self-reflection and self -improvement.

Textbook/Required Readings:
1. College LiveText edu solutions membership (sold in the bookstore and online at www.LiveText.com).
2. Wong, H.K., Wong, R.T. (1991). The First Days of School: How to be an effective teacher. Harry K. Wong Publications: Sunnyvale, CA.
3. Articles for assigned reading (LRC and Collier).

Course Objectives:
Upon completion of this course, the prospective teacher will be able to:
1. communicate effectively using standard speech and written communication; CF 2
2. demonstrate knowledge of the need for professional growth, awareness of avenues for professional development; and appropriate professional behavior expected of profession; CF 1
3. demonstrate knowledge of professional qualities essential to effective teaching, such as punctuality, communication skills, acceptance of responsibility, and ways to develop as a professional; CF 1
4. demonstrate knowledge and skill proficiency related to teacher evaluation models; CF 6
5. demonstrate knowledge of current trends, issues, and problems related to elementary education, including the legal and ethical rights/responsibilities of teachers and laws related to students'/teachers' rights and responsibilities;
6. demonstrate knowledge of strategies for facilitating cooperative learning, independent learning, study skills, and decision-making skills in young children and early adolescents; CF 3
7. demonstrate knowledge of multiple learning theories and research-based teaching practices common to effective elementary teachers; CF 3
8. describe various curriculum organizations and grouping patterns;
9. demonstrate knowledge of the realities of the classroom and first-year teaching in a global society; CF 1, 6
10. describe accurately the sociology of the modern classroom and use this knowledge while reflecting on everyday dilemmas encountered by novice and experienced teachers; CF 1, 5, 6
11. use problem-solving techniques to solve simulated problems in elementary education; and CF 1, 6
12. apply research and knowledge of Bloom's taxonomy to develop effective questioning techniques; CF 2
13. demonstrate knowledge of the importance of teacher expectations and their relationship to student performance;
14. demonstrate strategies for developing/implementing a classroom management plan;
15. demonstrate, in a microteaching lesson, the ability to model appropriate verbal/written communication;

16. demonstrate knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields. CF 1
17. demonstrate the ability to utilize research-based teaching practices;
18. demonstrate through self-reflection, the ability to evaluate one's performance as a teacher; CF 6
19. demonstrate knowledge of Alabama law related to students'/teachers' rights and responsibilities concerning child abuse/neglect and the importance of complying with those laws;
20. demonstrate knowledge of local schools, including a basic knowledge of employment practices, finance, law, and governance.
21. demonstrates knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s). CF 1, 6; 290-3-3-.03(5)(c)2.(i)

Content:

I. **What the Novice Teacher Needs to Know About Today's Elementary Schools** CF 1, 3, 5, 6
   A. Getting the School Year Started
   B. Creating a Daily Schedule
   C. Analyzing the Ineffective Teachers Using Educate Alabama CF1,2,3,4,5,6 ; (5)(c)2.(i)
   D. What Star Teachers Don't Do CF 1, 6 (5)(c)2.(i)
   E. Teaching Diverse Learners in a Global Society

II. **How the Elementary Schools Are Organized** CF 1, 3, 5, 6
   A. School Organization
      1. Graded
      2. Non-Graded
   B. Classroom Organization
      1. Self-Contained
      2. Departmentalization
      3. Team Teaching
   C. Types of Grouping
      1. Heterogeneous
      2. Homogeneous
   D. Cooperative Learning (Team Learning Strategies: STAD, TGT) CF 1, 6 (5)(c)2.(i)
   E. Synthesis of Research on Cooperative Learning CF 1, 6 (5)(c)2.(i)
   F. Synthesis of Research on Homework CF 1, 6 (5)(c)2.(i)

III. **The Realities of the Classroom and First Year Teaching** CF 1, 2, 3, 4, 5, 6; (5)(c)2.(i)

   A. Basic Understandings - The Teacher (UNIT A: Harry Wong)
   B. Positive Expectations (UNIT B: Harry Wong)
   C. Classroom Management (UNIT C: Harry Wong)
   D. Lesson Mastery (UNIT D: Harry Wong)
   E. The Professional (UNIT E: Harry Wong)

IV. EDUCATE ALABAMA CF 1.2.3.4.5.6.
   STANDARD 1: Content
   STANDARD 2: Teaching and Learning
   STANDARD 3: Literacy
   STANDARD 4: Diversity
   STANDARD 5: Professionalism

V. **Effective Questioning Skills** CF 2
   A. Student thinking and questioning: Bloom's taxonomy
   B. Decisions about questioning
   C. Writing effective questions/question classification

VI. **Students' & Teachers' Rights and Responsibilities** CF 1
   A. Tenure, signing a contract, ways to dismiss a tenured teacher, hiring and re-hiring basic operation of the local schools.

B. School Finance: The Alabama Special Education Trust Fund. What is proration? How Alabama Schools are financed.

Course Requirements: Each of you will be required to complete the requirements listed below:

1. All requirements of the course must be satisfactorily completed to receive credit for the course.

2. Attend class and be prepared to begin PROMPTLY at 9:30 a.m. Please do not create a problem for yourself by missing class or being late to class.

3. Read and answer questions from the Wong Book as assigned. **Come to class prepared to discuss this information on designated dates. Everyone participates in reflection!** CF 1, 2, 3, 4, 5, 6; / 290-3-3-.03(5)(c)2.(i)
4. Complete outside readings to develop a range of knowledge of professional literature (e.g., Kappa Delta Pi Publications, Educational Leadership, etc.) related to your teaching field. CF 1,6;/ 290-3-3-.03(5)(c)2.(i) (**Readings will be placed in the LRC and listed on the tentative schedule**.)

5. Complete whole- class lessons in the public schools; teach diverse populations in the context of a global society.

   - Clinicals will occur in a local school that consists of a free/reduced population that is above 50% (Cluster A) or a school of like representation approved by the professor.

   - Teach 2 days in three-hour blocks of time. Teach 2 whole-class lessons each day; the remainder of the 3 hours block should be spent working with students. Please feel free to teach more than the minimum of 2 whole-class lessons. Some students may teach the entire 3 hour block of time. The more the better! CF 1,2,3,4,5,6

6. . Participate in a microteaching experience. This will include planning, teaching and critiquing a lesson. CF 1, 2, 3, 4, 6

7. Other assignments may be required as the semester progresses.

8. To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.
9. **Teach whole class lessons and small group – 6 hours in 3-hour blocks. Detailed clinical information provided in class**. CF 1, 2, 3, 4, 5, 6

GRADING PROCEDURES:

All students are expected to participate in reflections/class discussions, cooperative group work, and assume the role of student while your classmates are microteaching. It is a minimum requirement of this course that each student produce one lesson plan in live text at the end of the semester.

1. **CLASS ACTIVITIES (20% of course grade)**
   a. Scheduling Activity: What is Instructional Time? (25 pts). CF1,2
   b. Online Analysis of the Ineffective Teacher (What Star Teachers Don't Do) Using KDPi Professional Literature and EDUCATE ALABAMA Standards CF1,2,3,4,5,6; (5)(c)2.(i)
   c. Microteaching (50pts.) CF 1,2,3,6 /(5)(c)2.(i)

2. **EDUCATE ALABAMA AND HARRY WONG (20 % course grade) (CF1,2,3,4,5,6, /(5)(c)2.(i)**
   a. Quiz on Harry Wong Material Units A,B,C. (50 pts.)
   b. Quiz on Standards/Indicators of Educate Alabama (50 pts.)

3. **CLINICAL PACKET FROM CLINICALS TAUGHT AT HARLAN ELEMENTARY SCHOOL. (30% of Course Grade). CF 1,2,3,4,5,6**

4. **FINAL EXAM** (on selected course material) **(30% of Course Grade) (CF1,2,3,4,5,6, /(5)(c)2.(i)**
   **Special Note: The material will be reviewed extensively, well in advance of this final. The amount of material will be equivalent to that of a normal mid-term or final exam.*

Grading Scale:

100 - 93 = A 92 – 84 = B
83 - 75 = C 83 – 75 = D
64 - 0 = F

A professional subjective evaluation will be made on all assignments.

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. In accordance with the Americans with Disabilities Act, the University makes provisions to accommodate students with qualified physical, learning, and/or psychological disabilities. For assistance, students with disabilities should contact the Office of Developmental Services.

Attendance - you are expected to attend **all** classes. Upon your third absence, you are subjected to having your final grade lowered one letter grade. Upon your fourth absence, you are subject to forfeiting your credit in this course. Two tardies equal one absence! We will begin promptly at 9:30. It is the student's responsibility to change an absence to a tardy, if arrival to class is after roll has been checked.

SPECIAL NOTICE TO THE STUDENT…
ALL ASSIGNMENTS IN THIS COURSE ARE DUE ON THE DATES SPECIFIED BY THE INSTRUCTOR, EITHER ON THE SYLLABUS OR BY CLASS ANNOUNCEMENT. ASSIGNMENTS WILL NOT BE ACCEPTED LATE. YOUR GRADE WILL BE LOWERED IF AN ASSIGNMENT IS MISSED.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

"Engaging Learners,
Inspiring Leaders,
Transforming Lives"

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission –

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"Knowledgeable Practicing Professionals"

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.