

CEL 610 – Effective Instruction in the Elementary School

Course Syllabus

Spring 2020
Online

Faculty Information

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Campus office location – Ewing 390

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Office hours – Monday & Wednesday 10 am – 12 pm; Tuesday 2-3 pm; Phone

Communication plan – I will respond to emails Monday- Friday 8 am – 5 pm & Sunday 5-7 pm

Course Materials

Required Materials

Kauchak, D. & Eggen, P. (2012). Learning & teaching: Research-based methods (6th ed.) Upper Saddle River, New Jersey: Pearson. ISBN: 9780132999298

Course Description

A study of the characteristics of effective teaching in the elementary school with emphasis on research and literature in the field.

Purpose

This course is designed to engage candidates in evidence-based practices in planning and teaching a diverse population of students, while exhibiting appropriate dispositions for effective teaching. Emphasis is placed upon helping candidates understand the complex scientific nature of issues related to effective teaching, and developing their capacity to investigate research-based strategies, evaluate such strategies for relevance to their own teaching context, and translating appropriate instructional strategies to their own classroom practices.

Program Learning Outcomes

This course helps students achieve the following program learning outcomes:

PLO 2 Demonstrate understanding and appropriate use of research methodologies.

PLO 6 Demonstrate the ability to apply professional dispositions, laws and policies, codes of ethics and professional standards.

PLO 7 Demonstrate the ability to apply knowledge and understanding of specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards.

Course Student Learning Outcomes

At the completion of the course students will:

1. Demonstrate understanding of historical research efforts to define good teaching. (NBPTS, ML 2,3,4,5; NBPTS, EC 2,4,6; CAEP A1; PLO 2)
 - 1.1 Define good teaching as revealed by the research.
 - 1.2 Summarize the “teacher effectiveness” research.
 - 1.3 Explain the importance of teacher knowledge and its impact on student learning.
 - 1.4 Describe the implications for teacher expectations.
 - 1.5 Describe the role of motivation in the teaching/learning relationship.
2. Demonstrate understanding of student diversity and its impact on teaching and learning. (6 NBPTS, ML 2,3,4,5; NBPTS, EC 2,4,6; CAEP 1, 2; PLO 6)
 - 2.1. Define student diversity.
 - 2.2 Describe facets of student diversity (cultural, language, socioeconomic, learning abilities, etc.) and appropriate instructional implications for each.
 - 2.3 Describe culturally responsive instruction.
 - 2.4 Demonstrate the ability to effectively plan and teach students with a variety of diverse characteristics.
3. Demonstrate best practices in planning and teaching that effectively meet the needs of all learners, including students with diverse characteristics such as culture, language, gender, abilities, etc. (GP 2,3; NBPTS, ML 2,3,4,5; NBPTS, EC 2,4,6; CAEP 1, 2; PLO 6)
 - 3.1 Discuss the rationale for implementing sound inclusive practices in the classroom.
 - 3.2 Plan specific lesson parts and complete lessons based on evidence-based practices.
 - 3.3 Teach lessons in a field setting based on sound educational practices
 - 3.4 Reflect on instructional practices and their impact on student learning.
4. Demonstrate knowledge of current research literature implicating effective instructional practices for all learners. (GP 2, 4, 5; NBPTS, ML 2, 10; NBPTS EC 5, 6; CAEP 1; PLO 2, 6, 7)
 - 4.1 Summarize research articles from ERIC and What Works Clearinghouse that identify effective instructional strategies for diverse learners.
 - 4.2 Demonstrate the ability to implement research-based strategies in the design and implementation of interventions for struggling learners.
5. Demonstrate an understanding of differentiating instruction to meet the needs of diverse learners (NBPTS ML 1; NBPTS EC 1, 4, 6; CAEP A1; PLO 6, 7)
 - 5.1 Analyze research on differentiating instruction.

- 5.2 Demonstrate knowledge of general principles of differentiating instruction.
- 5.3 Translate the principles of differentiated instruction into lesson development and implementation.
- 6. Demonstrate understanding of the major tenets of Universal Design for Learning (UDL). (NBPTS, ML 2,3,5; NBPTS, EC 2, 6; CAEP A1; PLO 7)
 - 6.1 Demonstrate knowledge of the professional vocabulary specific to UDL.
 - 6.2 Discuss the 4 curricular pillars of UDL.
 - 6.3 Discuss the goals of UDL.
 - 6.4 Develop a lesson implementing the pillars of UDL.
- 7. Demonstrate knowledge of the role of instruction in effective classroom management practices (NBPTS, EC 9; CAEP A1; PLO 7)
 - 7.1 Discuss strategies for effectively using instruction to manage an elementary classroom.
 - 7.2 Develop an engaging instructional activity that contributes to the accomplishment of a specific learning goal and is suitable for the beginning of class time.

Major Course Activities

Group Discussions (4 discussions @ 10 pts each to total 40 points): Read the related chapter(s) and view the assigned video before attempting the discussion. You are required to submit 200-300 word responses to each Discussion. You are also required to submit a substantive response (100-200 words per response) to at least 2 of your classmates' discussions each week discussions are required. Responses that do not meet the word count requirements will not be counted as participation and will not receive points.

Professional Readings & Article Reviews (4 reviews @ 20 pts each to total 80 points): Read, summarize, and report on articles from professional journals and What Works Clearinghouse related directly to effective instructional practices.

Case Analysis Research Paper (50 pts): Analyze an elementary classroom (grades K-6) in light of its diverse learners and contextual factors and develop a paper that identifies and justifies appropriate evidence-based practices to meet the needs of the learners.

Lesson Plan Portfolio (100 pts): Plan a series of lessons based on sound planning principles, teach a specific lesson plan in an approved setting, and reflect on each lesson. Only Plan 3 requires a video of the implementation. Video-record Plan 3 and submit it via Canvas or upload it as an unlisted YouTube or google drive video and email me the link.

Tests (2 @ 100 pts each to total 200 pts): Text readings and discussion will be the basis for the tests.

Evaluation and Grading

Activity	Assessment	Point Value
<i>Discussions</i>	<i>Scoring guide-includes the requirements listed in Major Course Activities-Group Discussions section of this syllabus.</i>	<i>4 @ 10 pts to total 40</i>
<i>Article Reviews</i>	<i>Rubric- Includes an assessment of the summary, reflection, and writing elements.</i>	<i>4 @ 20 pts to total 80</i>
<i>Case Analysis Research Paper</i>	<i>Rubric – includes an assessment of the description, research summary and reflection, and writing elements.</i>	<i>50 pts</i>
<i>Lesson Plan Portfolio</i>	<i>Scoring guide- includes an assessment of the appropriateness of the objectives, instructional planning, and reflection.</i>	<i>100</i>
<i>Tests</i>	<i>Multiple choice items and essays</i>	<i>2 @100 pt to total 200</i>

Grading Scale		
Points Earned	% of total possible points	Grade
440-470	94 – 100	A
393-439	84 – 93	B
346-392	74 – 83	C
299-345	64 – 73	D
0-298	0 – 63	F

Submit all assignments as Word documents. Do not submit PDF files unless they are attachments to lesson plans.

Late assignments will incur a grade reduction in the amount of 10% each day. Assignments not submitted by the end of 2 days after the due date will not be accepted. You are encouraged to request an extension if circumstances arise that hinder you from submitting your assignment on time. Requests for extensions must be submitted prior to the due date.

Short assignments (discussions and abbreviated lesson plans) will be graded with feedback within 48 hours of the due date. Longer assignments (Article reviews, Research papers, longer lesson plans) will be graded with feedback within 72 hours of the due date. Feedback will be listed within scoring guides and rubrics and within your assignments.

The Final Exam for this course is scheduled for Feb. 15, 2020.

Attendance

Attendance at each class is required. Regular and punctual attendance at all scheduled online classes and activities is expected of all students and is regarded as integral to course credit. Attendance shall be taken at each online class meeting.

A student will be considered to be in attendance in an online class when the individual 1) participates in online discussion about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance.

The last date of attendance will be the date the student last logged into the course and met one of the four criteria above.

Each student is directly responsible to the individual professor for absences from online class meetings and for making up work missed. Attendance will be taken weekly by the instructor. Failure to log into the class on a weekly basis and 1) participate in online discussion about academic matters; or 2) initiate contact with faculty to ask questions about subject studies; or 3) complete assignments; or 4) take tests will result in an absence for the week. A student with active participation less than 75% will be dropped and receive a grade of F in the class. Please

see the [DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/) <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

Academic Honesty Policy/Grievance Policy/FERPA

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. Please review the policies at the links below.

DSU Policy on Academic Honesty: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student's performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website: <http://www.deltastate.edu/academic-affairs/registrar-office/forms-and-policies>

Participation

Students are expected to participate in all online group discussions and class meetings. Failure to participate in the weekly group discussion will count as an absence. Only authorized absences will be recognized for make-up work/test missed. Students will be entitled to make up work according to the following regulations: in cases of personal illness and illness within the student's immediate family (medical excuse required); in cases of death in the immediate family; personal emergencies (handled on an individual basis at the discretion of the instructor); and absences authorized by the Vice-President for Academic Affairs. Failure to log into the class on a weekly basis and 1) participate in online discussion about academic matters; or 2) initiate contact with faculty to ask questions about subject studies; or 3) complete assignments; or 4) take tests will result in an absence for the week. A student with active participation less than 75% will be dropped and receive a grade of F in the class.

Etiquette and Civility Online/Netiquette

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

All communication for online discussions, emails, and other forms of communication should be appropriate, reflect professionalism, and should utilize Standard English and grammar. Refrain from all profanity and personal discussions. Use the following guidelines for communicating in this course:

- In most situations, typing in all caps is inappropriate. Most readers tend to perceive it as shouting.

- Sarcasm can (and will) backfire. Err on the side of being overly polite and ensure there is no sarcastic tone in your message.
- Make an effort to exhaust your search options before asking a question. For questions related to class structure such as due dates or policies, refer to the syllabus.
- Always make an effort to use proper punctuation, spelling and grammar.
- Stick to the basic black text color—if you need to emphasize something in your sentence use bold or italicized words.
- Keep email messages short and to the point.
- Personal information should not be shared in Canvas.

Taken from Erstead, W. (2014). 9 netiquette guidelines online students should know.

<http://www.rasmussen.edu/student-life/blogs/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

Below is a source with some basic netiquette tips that you may find useful:

<https://elearningindustry.com/10-netiquette-tips-online-discussions>

Additional Course-Specific Rules, Policies, Expectations

Please note that all work is expected to be of graduate level quality in appearance and the level of thinking and writing used. All assignments must be submitted in a Word document. Do not submit PDF files unless they are attachments to lesson plans. All written work turned in for a grade will be evaluated for content and for mechanics of writing. (Detailed directions for assignments and grading criteria are located in the weekly modules.)

PENALTIES FOR DISHONESTY

If it is believed that an academic honesty violation has occurred, the instructor should schedule a conference with the student to present the violation and evidence. If, following the consultation, the faculty member still believes the student has committed an act of academic dishonesty, the faculty member may recommend an appropriate sanction, such as a grade of zero on the test, examination, or paper in question, retake of a test or examination, extra work, failure in the course, suspension, or a combination of these sanctions. The faculty member shall inform the student of the recommended sanction. The faculty member then shall submit a written report of the matter (including Cheating/Plagiarism Document) to the department/division chair, the dean of the school/college in which the course was offered, and, if different, the student's academic dean, and the Provost, with a copy to the student. In the case of a graduate student, the dean of the Graduate Studies shall be given a copy. This notification will remain confidential in compliance with policies protecting student privacy. If the recommended sanction is dismissal, the provost shall inform the president, and the president shall direct the registrar to inform the student of the recommendation of the dismissal. In each case, copies of the notification of a recommended sanction shall be sent by the registrar to the faculty member, the department/division chair, the dean of the school or college in which the course was offered, and if different, the student's academic dean.

IMPORTANT DATES

January 13	Day and night classes begin; registration continues
January 14	Late registration starts; fees assessed
January 20	Martin Luther King Holiday
January 22	Last day to add and/or register for classes for spring semester
January 22	Last day a course may be changed from credit/audit
January 22,	Last day to pay for late registration and avoid being removed from all classes
January 27	Last day to drop class without receiving a grade of W

January 27	Last day to drop class and receive 100% tuition refund
January 28	Grades of W in effect
January 29	12:00 Noon No-show reporting by Faculty
March 1	Spring 2020 late graduation application deadline
March 2	Mid-semester
March 9-13	Spring Holidays
March 16	8:00 a.m. Classes resume
March 27	Last day to withdraw from a course
April 6	Early Spring Intersession, Summer and Fall registration begins
April 9	5:00 p.m. – April 10 Easter Holiday
April 13	8:00 a.m. Classes resume
May 4-7	Final Examinations
May 8	Spring Commencement (10:00 am & 2:00 pm)

Course Schedule/Content Outline

Week of	Topics/ Activities/Assignments
Week 1 – Module 1 Jan 13-19	<p>Introduce Yourself discussion due by the third day of class.</p> <p>Module 1- Teaching & Student Diversity Read chapters 1-2</p> <p>Online Class Meeting via ZOOM Jan 16 @ 4:30 pm</p> <p><i>Discussion 1 – Zaretta Hammonds describes culturally responsive teaching and delineates 4 big ideas. Read the article at the link below. In your own words, define culturally responsive teaching. Discuss one of the big ideas that resonates most with you. Tell why. Describe a step you can take toward culturally responsive teaching.</i> https://www.teachingchannel.org/blog/2016/10/20/crt-the-brain/ Due Jan 17 , 11:30 p.m., via Discussions function</p> <p>Article Review 1 –Read <i>Towards Culturally Responsive and Integrative Instruction</i>. Summarize the article. Reflect on how the information can benefit your teaching practices. Describe a specific set of actions you will implement as a result of reading the article. Due Jan 18.</p>
Week 2 – Module 2 Jan 20 - 26	<p>Module 2 - The Role of Instruction in Classroom Management Read chapter 3 and Transformative Classroom Instruction and Pedagogy from Transformative Classroom Management (John Shindler, 2009) (http://web.calstatela.edu/faculty/jshindl/cm/Chapter11pedagogy-final.htm)</p> <p>Online Class Meeting via ZOOM Jan 23 @ 4:30 pm</p> <p><i>Discussion 2 – Carefully observe the events occurring during the brief video (https://www.youtube.com/watch?v=XMhIUo2a1iE) Discuss two recommendations you would give the teacher to help her use instruction to promote positive student behaviors.</i> Due Jan 24, 11:30 p.m., via Discussions function</p> <p>Article Review 2- Search for and summarize an article that suggests instructional</p>

	<p>practices that effectively promote good classroom management while enhancing student learning. Due Jan 25, 11:30 pm</p> <p>Begin Case Analysis Research Paper Assignment</p> <p>Lesson Planning Portfolio: Artifact 1-develop a brief outline that demonstrates your ability to engage students in meaningful instruction during the first 5-10 minutes of class. A bell-ringer writing task is not acceptable for this assignment. Develop a Reflection (1 -2 paragraphs) that discusses the activity's implementation and its impact on student learning. Due Jan 26, 11:30 pm</p>
Test 1	<p>Modules 1-2 The test will be available Jan 28, via the Quizzes function. The test will close at 11:30 pm.</p>
Week 3 – Module 3 Jan 27- Feb 2	<p>Module 3 - Effective Planning and Teaching Read chapters 4-5, Motivation Handouts, & Teacher Expectation Handouts</p> <p>Online Class Meeting via ZOOM Jan 30 @ 4:30 pm</p> <p><i>Discussion 3 – Review the factors that influence instructional planning (chapter 4). Discuss two factors that represent weaknesses for you. Describe at least 2 professional development goals that will help you improve in the weak areas. Due Jan 31, 11:30 pm</i></p> <p>Article 3 Review – Search for and summarize an article that explores the role of student motivation in student achievement <u>or</u> the role of teacher expectations in student learning. Due Feb 1, 11:30 pm</p> <p>Lesson Planning Portfolio: Artifact 2- develop a motivating introduction to a content lesson of your choice. Include the learning objective, related Standards, and only the “Motivation Introduction” part of the lesson. This part should make a clear connection to the lesson topic and objective. Implement your motivating introduction. Develop a Reflection (1 -2 paragraphs) that discusses the motivating introduction's implementation and its impact on student learning. Plan 2 Due Feb 2, 11:30 pm</p>
Week 4 – Module 4 Feb 3 - 9	<p>Module 4 – Direct Instruction & Differentiating Instruction Read chapters 8 &12; review the Universal Design for Learning (UDL) PowerPoint and resources.</p> <p>Begin to prepare a full content lesson plan and identify a classroom to which you will teach the lesson. See the Lesson Planning Portfolio Artifact 3 in Module 5 for specific directions.</p> <p>Online Class Meeting via ZOOM Feb 6 @ 4:30 pm</p> <p><i>Discussion 4 – Choose <u>one</u> of the prompts listed below. Due Feb 7, 11:30 pm</i> <i>A. Describe what instructional options you have at your disposal to differentiate instruction for a range of learning abilities and cultural and learning styles differences in your classroom. Respond to peers by suggesting a different method/strategy for differentiating instruction using the available resources.</i></p>

	<p><i>B. Watch the video at this link: https://www.youtube.com/watch?v=bDvKnY0q6e4 Select a learning objective for the content and elementary grade of your choice. Describe how you can teach that objective while demonstrating the 3 goals of UDL. This should be a description and not a lesson plan.</i></p> <p>Article 4 Review - Search for and summarize an article that suggests effective strategies for differentiating instruction for a specific content area/skill in a specific elementary grade. Due Feb 8, 11:30 pm</p> <p>Case Analysis Research Paper on Diversity due Feb 9, 11:30 pm</p>
Week 5 – Module 5 Feb 10 - 16	<p>Module 5- Assessing Learning and Providing Interventions Read chapter 13 & Response to Intervention resources</p> <p>Lesson Planning Portfolio: Artifact 3- develop a content lesson of your choice that demonstrates effective differentiation. This should be a full lesson that includes the objective, introduction, Modeling/Demonstration, Practice, and assessment of the objective. Teach the Artifact 3 lesson in an elementary classroom. Video the Modeling/Demonstration and Practice sections of the lesson. Differentiation should be evident in these sections in the video. Analyze your assessment results and propose intervention activities for those who do not meet the learning goals. Develop a Reflection (1 -2 paragraphs) that discusses the lesson’s implementation and its impact on student learning.</p> <p>Plan 3 & Teaching Video – Submit Plan 3 and the video. Due Feb 13, 11:30 pm</p>
Test 2	<p>Modules 3-4 The test will be available Feb 15, via the Quizzes function. The test will close Feb 15 at 11:30 pm.</p>

Add and Drop deadlines are listed in the Academic Calendar:

<http://www.deltastate.edu/academic-affairs/calendar/>

Other important information may be found in the Course Catalog:

<http://www.deltastate.edu/academic-affairs/catalog/>

Technology

This course will utilize Canvas Conference and/or ZOOM for Class Meetings. You will need a microphone to hear and be heard. A webcam is optional. This course will utilize Canvas Chat for Class Chats.

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](#). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

Link to Canvas: <https://deltastate.instructure.com>

Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10720>

Canvas Privacy Policy: <https://www.canvaslms.com/policies/privacy>

Canvas Accessibility Statement: <https://www.canvaslms.com/accessibility>

Student Support Services

Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

Writing Resources for Students

- Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
- <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
- Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
- Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>

Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

ADA Statement and Disability Services

Information about [Disability Services](#) can be found on the DSU website.

<http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](#), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

Disclaimer

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.