Department of Elementary & Early Childhood Education
SYLLABUS

ECEL 5730 Exemplary Instructional Practices Fall 2009

**Delivery**  Onsite/online/hybrid

**Required Materials**  Texts:


**Conceptual Framework**  

**Belief Statement**  The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

**Mission**  
As a cornerstone of the institution for over 130 years, the University of Central Missouri’s Teacher Education Program develops teachers and other school professionals who are well grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The Teacher Education Program prepares individuals as professional educators for an ever-changing, culturally diverse population. Faculty and candidates provide support and service to schools in meeting their present and future challenges by developing communities that learn through research and scholarly activities. Educator preparation is a campus-wide responsibility, a commitment that reflects the honor and worth of serving a vital profession.
Course Description
This course examines the most current research on instructional practices that enhance learning for the early and middle child.

Prerequisite: none

Purpose of the Course
ECEL 5730 is designed to provide the accomplished teacher the opportunity to explore various models and methods appropriate for instruction in both formal and informal learning environments for the early and middle child classroom. Teachers will analyze various models of instruction and the implication of implementation of the model(s). The accomplished teacher will examine, explore, and practice exemplary strategies, processes, and techniques that increase the effectiveness of learning in elementary classrooms. Discussions of critical educational issues related to models of teaching will be included in the course.

Format of Course
Format of Course: (On site, online, hybrid)
This course uses inquiry learning, collaborative teamwork, and analysis of practice. Class time will be conducted in a seminar format. The class will include interactive class time, electronic learning, certificate-specific meetings and activities, and independent study. Instruction will be provided through relevant discussion of the experiences of professional educators related to the objectives listed below:

Goals, Objectives, and Standards

Course Goals:
Through discussion with peers and work-embedded assignments reflecting NBPTS Standards for the developmental area of Early Childhood Generalist or Middle Childhood Generalist, the student will provide evidence that he/she:
A. Understands the central concepts, tools of inquiry, and structures of his/her discipline (MoSTEP, NBPTS - Standard 2)
B. Understands how students learn and develop (MoSTEP, NBPTS - Standard 1)
C. Understands how students differ in their approaches to learning (MoSTEP, NBPTS - Standard 1)
D. Recognizes the importance of long-range planning and curriculum development (MoSTEP, NBPTS - Standard 1,4,5)
E. Uses a variety of instructional strategies (MoSTEP, NBPTS - Standard 1,2)
F. Uses an understanding of individual and group motivation and behavior (MoSTEP, NBPTS - Standard 2,3)
G. Models effective verbal, nonverbal and media communication techniques (MoSTEP, NBPTS - Standard 2)
H. Understands and uses formal and informal assessment strategies (MoSTEP, NBPTS - Standard 3)
I. Is a reflective practitioner who continually assesses the effects of choices and actions on others (MoSTEP, NBPTS - Standard 4,5)
J. Fosters relationships with school colleagues, parents, and educational partners (MoSTEP, NBPTS - Standard 5)

Course Objectives:
A. Apply academic course work within a site-specific environment;
B. Develop a more comprehensive view of the educational process and the various functions of the school as an institution;
C. Recognize/apply the role of the teacher as leader
D. Evaluate and incorporate learning and cognitive theory in terms of practice through reflective decision-making;
E. Evaluate curriculum and instruction relative to the experiences of the elementary classroom;
F. Observe and evaluate the curriculum process through valid assessments of teaching/learning;
G. Reflect measurable dispositions necessary for a successful teaching/learning process;
H. Recognize and understand the personal needs and competencies required to become an effective teacher;
I. Recognize and apply the role and responsibilities of the teacher pertaining to school/community relations;
J. Recognize the role and responsibilities of the teacher in identifying and addressing needs and expectations of diverse learners;
K. Review, evaluate and apply various technological delivery systems to make the teaching/learning process more effective;
L. Identify and apply effective teaching methodologies and strategies that convey and reveal subject matter to students in a meaningful and relevant way;
M. Continue developing an assessment portfolio that addresses the five propositions of accomplished teaching as defined by the NBPTS.
N. Successfully participate in collaborative planning and discussion with the university faculty related to the elementary classroom experiences.

Standards: The following standards/competencies provide guidance for the course as experienced under the more general goals of practicing the assessment-planning-teaching cycle with children in elementary settings:

Early Childhood/Generalist Standards  http://www.nbpts.org
I. Understanding Young Children (p. 7)
Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.

II. Equity, Fairness, and Diversity (p. 11)
Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others, equity, fairness, and dignity.

III. Assessment (p. 15)
Accomplished early childhood teachers recognize the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Employing a variety of methods, they systematically observe, monitor, and document children’s activities and behavior, analyzing, communicating, and using the information they glean to improve their work with children, parents, and others.

IV. Promoting Child Development and Learning (p. 19)
Accomplished early childhood teachers promote children’s cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.

V. Knowledge of Integrated Curriculum (p. 29)
On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines.
VI. Multiple Teaching Strategies for Meaningful Learning (p. 45)
Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.

VII. Family and Community Partnerships (p. 51)
Accomplished early childhood teachers work with and through families and communities to support children’s learning and development.

VIII. Professional Partnerships (p. 55)
Accomplished early childhood teachers work as leaders and collaborators in the professional community to improve programs and practices for young children and their families.

IX. Reflective Practice (p. 59)
Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work.

Middle Childhood/Generalist Standards (NBPTS) http://www.nbpts.org

I. Knowledge of Students (p. 7)
Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students’ abilities, interests, aspirations, and values.

II. Knowledge of Content and Curriculum (p. 11)
Accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood curriculum.

III. Learning Environment (p. 23)
Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

IV. Respect for Diversity (p. 27)
Accomplished teachers help students learn to respect and appreciate individual and group differences.

V. Instructional Resources (p. 31)
Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.

VI. Meaningful Applications of Knowledge (p. 35)
Accomplished teachers engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

VII. Multiple Paths to Knowledge (p. 39)
Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

VIII. Assessment (p. 43)
Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.

IX. Family Involvement (p. 47)
Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.

X. Reflection (p. 51)
Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.
XI. Contributions to the Profession (p. 55)
Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

Course Policies
All assignments should be submitted on time. All assignments should be word-processed, spell-checked, checked for grammatical errors, double-spaced and conform to APA Handbook guidelines. All students are expected to be prepared for class discussion and class activities. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

Assignments and Grading Policies
Assignments are not limited to, but will/may include the following:

1. Learning Styles Preference (10 points)
   Write a succinct paper that discusses your learning preferences and the way that your preference affects you as a learner and as a teacher within the classroom. Complete two Learning Style Preference Surveys and include the results within your paper.

2. Instructional Issue (Retention, etc.) (20 points)
   The student will write a 2-3 page researched paper in APA that explores an instructional issue related to practices within the early or middle childhood classroom. Your literature review should include recent researched articles within your developmental stage of certification (Early or Middle Childhood Generalist) and be of interest to you. A minimum of three researched articles should be documented in your reference page.

3. Model Teaching Lesson (50 points)
   Decide on a specific model of teaching. Design and prepare a lesson to teach to your colleagues or to your own class (early childhood or middle childhood). If you choose to teach the lesson to your own children within a classroom, video tape the lesson and present it to your colleagues.

4. Instructional Unit (100 points)
   Work with a team (2-3 members) to design an instructional unit for your developmental area (early childhood generalist or middle childhood generalist). Use the Understanding by Design (backward design) template. The unit will combine what you know about Integrated Instruction, Differentiated Instruction, Brain-based Learning, Models of Teaching, etc. You will implement your instructional unit and use this project as a basis for your Action Research Project & the Analysis of Teaching Project.

5. Action Research Project (50 points)
   Design and conduct an action research project comparing the effects of two models of instruction on the learning performance of students within your unit of instruction. Collect data and analyze the results of the instructional practices implemented.

6. Analysis of Teaching (50 points)
   Analyze your teaching pre and post, integrating a minimum of six models of teaching within your instructional practice. A peer will analyze your teaching and you will reciprocate with offering an analysis of their teaching.

B. Grading Scale:
   A  100 - 93 %
   B  92 - 83 %
Course Schedule
A tentative course agenda outlines the readings, assignments, and topics for each class period. Access the agenda via Blackboard.

Library Services
Get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at http://library.ucmo.edu. For research assistance, you may contact the Reference Desk: Phone: (660) 543-4154; Email: reference@libserv.ucmo.edu; AIM: JCKLReference; RefChat: http://library.ucmo.edu/chat

Early Alert
As part of the College of Education commitment to building a positive, student-centered learning community that supports the success of every student, this faculty member participates in the UCM Early Alert Program. (include this only for Freshman and Sophomore courses.)

Office of Accessibility
Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (660) 543-4421.

Academic Honesty
All students are expected to adhere to the University’s policies on academic honesty. See: http://www.ucmo.edu/access/7.htm

Student Graphic Image Policy
While engaging in Department of Elementary and Early Childhood Education (ECEL) activities, either on or off campus, no students shall take or transmit pictures with camera cell phones or similar devices. Other digital and non-digital media use requires written approval from the person or parent or guardian of a minor child used as any part of the subject of the picture.

Where the images are gathered as part of work in a preK-12 classroom, the policies of the school/school district regarding images will be followed. Host teachers must be consulted to determine whether written approval has been obtained.

In cases where school or school district policy does not apply, The person taking the picture or other graphic image must keep photo release forms for a minimum of seven years. These forms will be made available to the Department or other University official upon request. Faces of minors used in ECEL class assignments cannot be used for publication either in hard copy or digitally.

Revised 16 March 2009