

College of Charleston
EDEE 374 Intro to Elementary Education
Balancing Students and the Curriculum
Spring 2012
Three (3) Credits

Meeting Time and Place:	Tuesday; 8:00 AM – 10:45 ECTR 218
Instructor:	Dr. Christine Finnan
Office Hours:	Wednesday 1:00 to 3:00 PM Thursday 9:00 to 12:00 AM or by appointment
Office Location:	Room 311, 86 Wentworth Street
Phone/Email	Office: 843-953-4826, Cell: 843-906-4708, Email: finnanc@cofc.edu
Course Description:	<p>This course focuses on the specific characteristics and learning needs of upper elementary children (grades 2-6) and on best practice for upper elementary teachers. It helps candidates balance understanding of upper elementary students (e.g., their development, group affiliations, individual differences, and life outside of school) with the curricular expectations for these grades. In addition, candidates develop skills in involving and communicating with families. Special attention is paid to the importance of planning and assessment and to the factors influencing teachers' efforts to create classroom environments that foster a sense of accomplishment, belonging, and engagement in students.</p> <p>The course is closely aligned to the EHHP conceptual framework, addressing all three elements of teaching competency with its focus on understanding and valuing upper elementary students (ETC1), knowing what and how to teach and assess and create an environment in which learning occurs for grades 2-6 (ETC2) and understanding self as a professional upper elementary teacher (ETC3).</p>
Course Text/Materials:	<p>Course Texts:</p> <p>Finnan, C. (2008). <i>The upper elementary years: Ensuring success in grades 3-6</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Additional readings available on OAKS.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Extend knowledge of child development, focusing deeply on developmental trends and issues for upper elementary students 2. Analyze factors that influence development and school performance for upper elementary students 3. Understand the role of planning and assessment in the teaching and learning process 4. Identify key avenues for improving family involvement 5. Examine key elements of school and classroom environments that affect upper elementary student learning 6. Evaluate the support for professionalism for upper elementary teachers
Course Outcomes	<p>All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. Understand and value the learner; 2. Know what and how to teach and assess and how to create an environment in which learning occurs, and 3. Understand themselves as professionals. These three elements of teacher competency are at the heart of the EHHP conceptual framework and guide what you will learn and how your learning will be assessed. Each course in the teacher education programs provides opportunities for you to develop the knowledge, skills and dispositions needed to become an effective teacher.</p> <p>Below are EDEE 374's specific outcomes related to the three elements of teacher competency. You will note that standards are listed in parentheses following each outcome. These refer to standards developed by the School of Education, Health and Human Performance (EHHP) and the professional organization that reviews elementary education programs -- the Association for Childhood Education International (NCATE/ACEI)</p> <p>ETC 1-Outcomes related to understanding and valuing the learner:</p> <ol style="list-style-type: none"> 1. Recognize and describe developmentally appropriate and inappropriate learner behavior (EHHP Standard I; NCATE/ACEI 1.0, SC6) 2. Recognize and describe how culture, class, gender, communication patterns,

	<p>participation will be graded on quality and quantity (12 weeks @ 8 pts. each). Everyone receives four bonus points (for a total of 100). I will read for grading after class on Tuesday.</p> <p>Morning meeting: The Morning Meetings are designed to create community within our classroom and to introduce the topic of the day in a non-threatening and interactive way. Each group of leaders will be responsible for reading the assigned article and developing a short (+/- 15 minute) activity that will provide the rest of the class an opportunity to understand the main points from the article within the context of their own experience, goals, observations, etc. The Morning Meeting is not a time to make a presentation but to engage classmates in interesting ideas. You are encouraged to move around and have fun. Each morning we will follow a set routine that characterizes Morning Meetings (announcement of Morning Meeting, greetings to everyone, activity, closure/thanks to everyone).</p> <p>Knowing Your Students: This assignment provides an opportunity for you to explain why it is important to know about your students and to identify or design an interest inventory you may use with your students (see Assignment Description for more detail).</p> <p>Conducive Learning Environment: This assignment allows you to systematically examine how the classroom environment affects students. You will examine all aspects of the classroom that contribute to a positive learning environment. Using a template provided, you will document positive aspects of your field teacher's classroom (see Assignment Description for more detail).</p> <p>Fair and Useful Assessment: Assessment of student learning is a critical and controversial aspect of teaching. You will select an aspect of assessment that you find interesting, disturbing, useful, etc. to research and write up in an issues paper (see Assignment Description for more detail).</p> <p>Family Communication Project: This project involves the students you identified in your Conducive Learning Environment assignment. You will build on what you have learned about these children in the classroom and describe the steps you would take to reach out to their families to involve them in their child's learning. Describe the children and what you know of their family situation, how you will communicate with their families, the focus of the communication, and recommendations you would make to increase their involvement with their child's learning (see Assignment Description for more detail).</p> <p>Final Exam: The final exam provides an opportunity to synthesize what you have learned this semester in relation to the EHHP Elements of Teacher Competency (see Assignment Description for more detail).</p> <p>Total Points</p>	<p>50</p> <p>100</p> <p>100</p> <p>100</p> <p>50</p> <p>50</p> <p>550</p>
Evaluation Scale:	<p>A= 93-100 C = 79-81</p> <p>A- = 91-92 C- = 77-78</p> <p>B+ = 89-90 D+ = 75-76</p> <p>B = 86-88 D = 72-74</p> <p>B- = 84-85 D- = 70 - 71</p> <p>C+ = 82-83 F = 0-69</p>	
Attendance	<p>Class attendance and punctuality are expected professional behaviors. Excessive absences (i.e., more than 15% (5.25 hours/2 classes) may result in receiving a "WA/F."</p>	

Class Schedule for Spring 2012 (Tentative)

Class Date	Topic	Activities	Readings and Assignments Due
January 10	Introduction to the course	<ul style="list-style-type: none"> • Syllabus overview • Creation of community pact • Issues in elementary ed. • Morning Meetings 	
Knowing Students			
January 17	Development of 8-12 year-old children	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Development review 	Finnan, Chapter 2 Angier (OAKS)
January 24	Student diversity: groups	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Perceptions and diversity 	Finnan, Chapter 3 Kids Count (OAKS) - skim
January 31	Student diversity: individual	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Knowing students as individuals 	Finnan, Chapter 4 Dweck (OAKS)
February 7	Children's lives outside of school	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Strategies to know students 	Finnan, Chapter 5 Bergen & Fromberg (OAKS)
Conducive Learning Environment			
February 14	School and classroom environments	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Overview of observation template 	Finnan, Chapters 6 & 7 Knowing Children due
February 21	Facilitating belonging in the classroom	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Ensuring effective small group work 	Johnson & Johnson (OAKS)
Teaching and Assessment			
February 28	Teaching and assessing upper elementary	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Video: Ms Toliver • Issues of testing 	Finnan, Chapter 8
March 6	SPRING BREAK!!!		
March 13	Engaging instruction and assessment	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Simulation 	Pogrow (OAKS) Dirksen (OAKS) Conducive Learning Environment due
March 20	Importance of assessment	<ul style="list-style-type: none"> • Morning meeting • Reading discussion • Baseline assessment of assessment literacy • Discussion of standardized testing (guest speaker) 	Popham (OAKS) Lailley & Gentile (OAKS)
March 27	Meeting needs of all students	<ul style="list-style-type: none"> • Morning meeting • Reading discussion 	Jung & Guskey (OAKS) Moon (OAKS)
April 3	Discussion of assessment issues papers	<ul style="list-style-type: none"> • Morning meeting • General discussion of issues related to assessment 	Assessment paper due
Communicating with Families			
April 10	Family communication and involvement	<ul style="list-style-type: none"> • Morning meeting • Reading discussion 	Jaynes (OAKS)
April 17	Summing it up and professionalism	<ul style="list-style-type: none"> • Morning meeting • Reading discussion 	Finnan, Chapter 9
May 1 8:00	Final exam		Family Communication due

Additional Resources:

Middle childhood:

- Boocock, S. S. & Scott, K. A. (2005). *Kids in context: The sociological study of children and childhoods*. Lanham, MD: Rowman & Littlefield.
- Collins, W. A. (Ed.). (1984). *Development during middle childhood: The years from six to twelve*. Washington, DC: National Academy Press.
- Cooper, C. R. et al. (2005). *Developmental pathways through middle childhood: Rethinking contexts and diversity as resources*. (pp. ix-xi). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gracia Coll, C. G. & Szalacha, L. A. (2004). The multiple contexts of middle childhood. Children of immigrant families. *The Future of Children*. 14(2), 81-97. Available from www.futureofchildren.org/usr_doc/Vol_14No2_no_photos.pdf
- Herz, J. (1997). *Middle childhood: How to achieve more peace (yours) and cooperation (theirs) for children ages 7-12*. St Louis: Effred Family Publications.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press.
- Mitchell, C. & Reid-Walsh, J. (2005). *Seven going on seventeen: Tween studies in the culture of girlhood*. New York: Peter Lang.
- Scales P. C., Sesma, A., & Bolstrom, B. (2004). *Coming into their own: How developmental assets promote positive growth in middle childhood*. Minneapolis, MN: Search Institute.

Effective teaching and learning environments in upper elementary grades:

- Anderson, L. W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., et. al. (2001). Introduction. *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Education Objectives*.
- Kennedy, M. M. (2005). *Inside teaching: How classroom life undermines reform*. Cambridge, MA: Harvard University Press.
- Lewis, A. E. (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick NJ: Rutgers University Press.
- National Board for Professional Teaching Standards (NBPTS). (2001). *Middle childhood/generalist standards, second edition*. National Board for Professional Teaching Standards. http://nbpts.org/the_standards/standards_by_cert
- Pogrow, S. (2009). *Teaching content outrageously: How to captivate all students and accelerate learning, Grades 4-12*. San Francisco: Jossey-Bass

Planning and assessing learning for all students

- Ainsworth, L. & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Thousand Oaks, CA: Corwin Press.
- Stiggins, R. (2001). *Student involved classroom assessment*. New York: Prentice Hall.
- Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. Alexandria, VA: Association for Supervision and Curriculum Development