EDU 300
Fall 2016

Learning and Teaching in Middle and Secondary Classrooms

Tuesday 9:30 -12:15

CECE 170

Instructor: Dr. Ann Anderberg,
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Mondays 1:00 –4:00
Tuesdays 12:30 -1:30
Thursday 8:30-9:30
And by appointment

Catalog Description: This course presents an overview of theories of learning most applicable to the teacher's task of promoting students' learning in classrooms. The task of meeting the learning needs of students ranging from gifted to the various handicapping conditions is addressed as well as the process of matching teaching practices with the range of learning styles typical of secondary classrooms.

Faculty reserve the right make changes to course syllabus as needed. However, every attempt will be made to keep such changes at a minimum and are usually made in response to university, program or Connecticut State Department of Education rules or regulations.

Required Text:

- *Human Learning*, 6th edition, (2012). Ormond, J.E., Pearson, Upper Saddle River, NJ
- Teaching in the *Secondary School 7*th edition (2012), T.V. Savage, M.K. Savage, D.G. Armstrong, Pearson, Upper Saddle River, NJ

On-line Resources:

- You will be asked to watch videos from this series: The Learning Classroom: Theory into Practice http://www.learner.org/resources/series172.html
- The Learning Classroom: Theory to Practice, Background Reading text, available on-line at http://www.learner.org/resources/series172.html
- Common Core State Standards Initiative. (2010). *Common core state standards*, Retrieved from http://www.corestandards.org
- Connecticut State Department of Education. (2010). *2010 Common Core of Teaching: Foundational Skills*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/board_approved_cct_2-3-2010.pdf
- Supplemental chapters and articles may be made available by the instructor over the course of the semester or will need to be accessed via on-line resources by the students.

Optional Text:

- *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2nd edition, (2012). Dean, Hubbell, Pitler, and Stone.ASCD, Alexandria, VA
- *Making content comprehensible for English learners.* 4th edition, (2013) Echevarria, J., Pearson. Upper Saddle River, NJ

Course Expectations*:*

- It is expected that you attend the weekly class. This course is designed as a student-centered course, where we will engage in discussions, assignments, and activities during class time. These activities provide you with an opportunity to deepen your understanding of the theories and concepts presented in the readings and during class. Your active and engaged participation in each class meeting and on any on-line discussion posts will be vital to your learning in this course. There is no way to "make up" whatever might be missed if you do not attend. Thus, your attendance and active participation are a vital aspect of your learning in this course. Missing one class is equivalent to missing a week's worth of classes. Significant absence from class will impair your ability to successful complete assignments for this course and will impact final grade for the course. If you must miss a class, please inform the instructor of prior to your absence OR as soon as possible after the absence. The instructor does not distinguish between reasons for absence. **After two absences from class, each additional absence will result in a drop in your final grade by half a grade.** (Adjustments and exception to this policy may be made at the discretion of the instructor for students who develop significant illness that require more than a week absence from class, or if extenuating circumstances arise.)
- This course will require a commitment of your time both during class and on out of class assignments. The weekly class is two and one half hours total. In addition, you should plan on between 3-5 hours of course reading and assignments weekly. This will include course readings, completion of course assignments, watching related videos and/or reading web-pages, and communicating via email and/or on-line discussions.
- This course relies on your willingness to engage in discussions and activities with your classmates. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct when during classroom discussions and/or when using email or on-line discussions. Please review university policies in this regard.
- It is expected that you will complete all assigned reading and view any assigned videos **prior** to the class period when they you are assigned. This includes all reading, not just those that are required for completion of the reading response assignments. In addition, you must view assigned videos and/or web-pages **prior to** either classroom or on-line discussions. Lack of preparedness on a consistent basis will impact your final grade.
- Because most of the assignments are directly attached to classroom-based activities and discussion, it is vital that assignments are completed on time. Assignments will be given due dates, and it will be to your benefit as a student to get these assignments done by those dates, as these assignments align with the topics of our weekly classes. **Assignments will be accepted up to two weeks after the due date, however, points will taken off if an assignment is late. Assignments will not be accepted two weeks after the due date and will receive a "0".** (Exceptions to these policies will be made at the discretion of the instructor if extenuating circumstances arise, but these must be discussed and negotiated PRIOR to the due date for an assignment).

- Assignments must be submitted electronically via the assignment drop box on the course web page on Blackboard All correspondences from the instructor and course materials will be available on this page. It is your responsibility to check Blackboard regularly for course updates and emails.
- ***It is your responsibility to be equipped for the online portions of this course. Technology related problems are not an acceptable explanation for not submitting your work on time. For technology support and issues, students must call the Help Desk At ECSU or email webct@easternct.edu Email correspondence for this course is to be sent through the email tool on the Blackboard vista course web page.***

Theory to Practice Assignments:

I. Video Discussions (10 points): You must be prepared to participate in a class discussion on the video each week.
http://www.learner.org/resources/series172.html

II. CORE I Portfolio: Context of Learning Profile (15 points). Full assignment will be discussed in class. Final product will be uploaded to TK20.

III. CORE I Portfolio Lesson Observation and Reflective Analysis on Student Engagement (30 points): Full assignment will be discussed in class. Final product will be uploaded to TK20.

IV. Center for Disease Control Module (CDC) (5 points).
http://www.cdc.gov/ViolencePrevention/POP.html
You will complete the module on line and upload your certificate to TK20.

V. CORE I Portfolio Lesson Observation and Reflective Analysis of Content Learning (30 points)

Full assignment will be discussed in class. Final product will be uploaded to TK20.

VI. Looking Backwards and Looking Forward (10 points)

Full assignment will be discussed in class. Final product will be uploaded to TK20.

Assignment	**% of final**
1: Video Discussions (weekly)	10
2: Context of Learning Profile	15
3: Lesson Observation - Student Engagement	30
4: CDC Module (CARE REQUIREMENT)	5
5: Lesson Observation - Content Learning	30
6: Looking Backwards and Looking Forward	10

Grading Scale

95-100 A; 90-94 A-; 87-89 B+; 84-86 B; 80-83 B-; 77-79 C+; 74-76 C; 70-73 C-; 65-69 D+; 60-64 D; below 60 F

	Tuesdays fall 2016	TOPIC	DUE
1	8/30	Introduction Syllabus and materials Common Core of Teaching Intro CCSS Bloom'/Webb DOK	Group activity Video 1: How People Learn
2	9/6	The brain Why theories matter Behaviorism Lesson Planning Intro I Unpacking Standards	Video 2: Learning as We Grow Ormrod chapters 1,2 Savage, et.al – pp. 7-9 and chapter 4
3	9/13	Lesson Planning Intro II Draft lessons plans and presentations	Video 3: Building on What We Know Draft lessons plans and presentations: (use MailMerge to share) Ormrod chapters 6,7
4	9/20	Bully	Video 4: Different Kinds of Smart **CDC Module Certificate due in TK20**
5	9/27	Dan Siegel – Effective Teaching Strategies	Video 5: Feelings Count Draft lessons plans and presentations Ormrod chapter 14 Brainstorm: The Power and Purpose of the Teenage Brain (Family Action Network) 82 minutes www.youtube.com/watch?v=kH-BO1rJXbQ
6	10/4	Cultural Competence 1	Video 6: The Classroom Mosaic Savage, et.al chapter 3 Draft lessons plans and presentations
7	10/11	Data Team I Vygotsky Cooperative Learning	Video:7: Learning From Others Ormrod chapters 12, 13 Savage, et.al chapter 6 **Context of Learning Profile due in TK20**
8	10/18	Reciprocal Teaching	Video 8: Thinking About Metacognition Ormrod chapter 8 Draft lessons plans and presentations Savage, et.al chapter 13
9	10/25	Transfer, Problem Solving & Critical Thinking 21st century skills	Video 9: Thinking About Thinking Ormrod chapter 15 **Lesson Observation - Student Engagement due in TK20**
10	11/1	Data Team II	Video 10: How We Organize Knowledge Savage, et.al chapter 5 Omrod chapters 9,10,11 Reciprocal Teaching group
11	11/8	Draft lessons plans and presentations	Video 11: Lessons for Life Draft lessons plans and presentations **Lesson Observation- Content Learning due in TK20**
12	11/15	Data Team III	Video 12: Expectations for Success Ormrod chaper16

			Draft lessons plans and presentations
13	11/22	Draft lessons plans and presentations	Video 13: Pulling It All Together Omrod chapter 17 Draft lessons plans and presentations
14	11/29	Draft lessons plans and presentations	Savage, et.al chapter 14 Draft lessons plans and presentations
15	12/6	Draft lessons plans and presentations	Savage, et.al chapter 15 Draft lessons plans and presentations
	12/13	**FINAL**	**Looking Backwards and Looking Forward due in TK20**

Course Outcomes Aligned with the Eastern EPP's Candidate Learning Outcomes, NCATE, CAEP Standards, CT SDE Pre-service Competencies, and CCCT Standards, and with Related Key Experiences

All course outcomes are interconnected with the Eastern EPP's Candidate Learning Outcomes (CLO), CAEP standards, Connecticut Preservice Competencies (PSC), Connecticut Common Core of Teaching (CCCT). The following table outlines the elements of Eastern's CLO's, NCATE, CAEP, PSC, and CCCT.

Eastern EPP's Candidate Learning Outcomes (CLO)	National Council for Accreditation of Teacher Education (NCATE)	Council of Accreditation for Educator Preparation (CAEP)	Connecticut Preservice Competencies (PSC)	Connecticut Common Core of Teaching (CCCT)
Domain I: Intentional Teaching **Domain II**: Data Literacy **Domain III**: Cultural Competence **Domain IV**: Professional Practice and Leadership	**Standard 1:** Candidate Knowledge, Skills, and Professional Dispositions **Standard 2:** Assessment System and Unit Evaluation **Standard 3:** Field Experiences and Clinical Practice **Standard 4:** Diversity **Standard 5:** Faculty Qualifications, Performance, and Development **Standard 6:** Unit Governance and Resources	**Standard 1:** Content and Pedagogical Knowledge **Standard 2:** Clinical Partnerships and Practice **Standard 3:** Candidate Quality, Recruitment, and Selectivity **Standard 4:** Program Impact **Standard 5:** Provider Quality, Continuous Improvement, and Capacity	**Domain 1**: Development and Characteristics of Learners **Domain 2**: Evidence-based/Standards-based Instruction **Domain 3**: Evidence-based Classroom and Behavior Management **Domain 4**: Assessment **Domain 5**: Professional Behaviors and Responsibilities	**Domain 1**: Content and Essential Skills **Domain 2:** Classroom Environment, Student Engagement and Commitment to Learning **Domain 3**: Planning for Active Learning **Domain 4**: Instruction for Active Learning **Domain 5**: Assessment for Learning **Domain 6**: Professional Responsibilities and Teacher Leadership

EDU 300 Learning & Reaching in the Elementary Classroom

Course Outcomes	CLOs & CAEP Standards	PSC/CCCT Standards	Key Experiences
1: Compare and analyze key concepts in behavioral, cognitive, and humanistic approaches to learning theory. Develop a comprehensive understanding socio-linguistic and constructivist theories relevant to learning and teaching.	CLO I, III,IV NCATE I CAEP 1	PSC 1,3 CCCT 1,2,3	• Lesson Observation and Reflective Analysis on Student Engagement • Class/BLACKBOARD discussions/Video Reviews • Evaluation of Lesson Plans • K-W-L: Collaborative knowledgebase • CDC Module
2: Recognize and apply learning theory as a tool in the design of instructional plans and learning contexts. Demonstrate a beginning knowledge of Lesson Planning and A positive and reflective disposition towards intention planning and teaching practices appropriate for diverse learners.	CLO I, II, III NCATE I CAEP 1,3	PSC 2,3,4 CCCT 3,5	• Lesson Observation and Reflective Analysis on Student Engagement • Lesson Observation and Reflective Analysis of Content Learning • Class/BLACKBOARD discussions/Video Reviews • K-W-L Collaborative knowledgebase • Draft lessons plans and presentations
3: Demonstrate acceptable levels of discipline-specific content knowledge and skills and beginning awareness of problem-solving and critical thinking pedagogical strategies	CLO I, IV NCATE I CAEP 1,3	PSC 3 CCCT 1,3,4	• Context for Learning Profile • Lesson Observation and Reflective Analysis of Content Learning • Class/BLACKBOARD discussions/Video Reviews • K-W-L Collaborative knowledgebase • Draft lessons plans and presentations
4: Demonstrate a beginning knowledge of	CLO II	PSC 1,4, 5	• Context for Learning Profile

Data Literacy and its role in assessment and planning of instruction.	NCATE I CAEP 1,4	CCCT 5,6	• Lesson Observation and Reflective Analysis on Student Engagement • Lesson Observation and Reflective Analysis of Content Learning • Class/BLACKBOARD discussions/Video Reviews • K-W-L Collaborative knowledgebase • Data Team Exercises
5: Demonstrate a beginning knowledge of the teacher's role in developing and managing the classroom environment	CLO I, III, IV NCATE I CAEP 1	PSC 3,5 CCCT 2,4	• CDC Module • Context for Learning Profile • Lesson Observation and Reflective Analysis on Student Engagement • Class/BLACKBOARD discussions/Video Reviews & Readings • K-W-L Collaborative knowledgebase • Draft lessons plans and presentations
6: Demonstrate a beginning knowledge of research-based effective teaching strategies. Detail and interpret various instructional strategies and teacher behaviors/attitudes that seek to ensure all students achieve academic success in school contexts.	CLO I, III NCATE I CAEP 1	PSC 1,3 CCCT 1, 2. 3. 4	• Context for Learning Profile • Lesson Observation and Reflective Analysis of Content Learning • Class/BLACK/Video Reviews BOARD discussions/Video Reviews & Readings • K-W-L Collaborative knowledgebase • Draft lessons plans and presentations
7: Explore and describe how students' learning is influenced by a varietyof factors, including home language, ethnic background, cultural values, and socioeconomic status. Understand the basic components and responsibilities of culturally competent practitioners.	CLO III, NCATE I, 4 CAEP 1, 3	PSC 1 CCCT 1,2	• Context for Learning Profile • Class/BLACKBOARD discussions/Video Reviews & Readings • Evaluation of Ed Tech tools • K-W-L Collaborative knowledgebase
8: Understand the basic components and responsibilities of Professional Practice and Leadership	CLO I NCATE I CAEP 3	PSC 5 CCCT 6	• Context for Learning Profile • Looking Backwards and Looking Forward • Class/BLACKBOARD discussions/Video Reviews & Readings • In class exercises
9: Understand and develop instructional lessons that integrate technology, as a learning tool, within all areas of the curriculum.	CLO I, II, III NCATE I CAEP Standard 1, 2, 4	PSC 1, 2, 3, 4 CCCT 1, 2, 3, 4, 5	• Context for Learning Profile • Class/BLACKBOARD discussions/Video Reviews & Readings • Evaluation of Ed Tech tools • K-W-L Collaborative knowledgebase
10: Understand issues of equity in relation to gender, culture and SES status and actively practice and advocate for appropriate use.	CLO I, III NCATE I CAEP Standard 1, 2, 4	PSC 1, 2, 3, 4 CCCT 1, 2, 3, 4, 5	• Context for Learning Profile • K-W-L Collaborative knowledgebase • Class/BLACKBOARD discussions/Video Reviews & Readings

Disposition Rubric

At the end of this course, you must submit a 1-page reflection (this is your check for understanding to be handed in during your last class) describing your strengths and challenges with respect to target or acceptable dispositions as explained in the rubric. Grades will be determined by carefully comparing your reflection with my notes. Although you will write your disposition reflection at the end of the course, you will have opportunities to demonstrate required dispositions throughout this course. If needed, meetings will be conducted with individual student(s) to discuss how dispositions can be improved.

	Target (3)	**Acceptable (2)**	**Unacceptable (0-1)**
Class participation	Attended every class, always came on time, submitted all assignments by their due dates, was not distracted, and was actively engaged in group and whole class activities.	Missed one class, almost always came on time, submitted all assignments by their due dates, was not distracted, and was actively engaged in group and whole class activities.	Missed more than one class, often came late, and/or was inactive or distracted in group/whole class activities.
Professionalism	Read professional and research journal(s) in their discipline(s) to improve their own personal and professional growth, sought membership of professional organization(s) to become involved in the professional community of educators, and demonstrated passion and enthusiasm for their discipline(s) and methods of teaching.	Read professional and research journal(s) in their discipline(s) and demonstrated some passion and enthusiasm for their discipline(s) and methods of teaching.	Did not read professional and research journal(s) in their discipline(s) and/or did not demonstrate passion and enthusiasm for their discipline(s) and methods of teaching.
Respect	Displayed professional and ethical behavior in the class, always paid attention and listened to peers and the instructor of the class with respect, and often responded thoughtfully and appropriately to the ideas of peers and the instructor.	Displayed professional and ethical behavior in the class, and always paid attention and listened to peers and the instructor of the class with respect.	Did not display professional and ethical behavior in the class and/or did not pay attention to the ideas of peers and the instructor of the class.

Video Review Checklist

(1 point for each item)

_____ Your review includes a brief summary of the video

_____ Your review includes a link to your own experience as a teacher (or student if you have not worked in a classroom yet).

_____ Your review includes an appropriate reference from our class readings.

_____ Your review is no longer than two pages.

CORE I Portfolio Class
Profile Form

1. Grade level(s) in your clinical class: _____ (i.e., 3, 4, 7/8, 9-11)

2. Clinical School Configuration: (Circle applicable choice)

Elementary
Middle
High School
Other _____

3. Subjects taught during the day:

_____

4. Number of Minutes Per Class:_____

5. Total number of students in class:_____
# of boys___ # of girls___

# of special education students___

# of ELL ___

6. Primary texts or electronic resources used in class, if applicable. (Please provide title, author/publisher, and date of publication of all textbooks, website addresses from which unit content or materials were used.)

_____

_____

7. Number of other adults in the room during portfolio instruction: Indicate all that apply.

___Paraprofessional __Co-teacher __Cooperating Teacher __Other

"QUICK WRITE" RUBRIC
For Check for Understanding Assignments
(for journal entries, schema activators, learner log entries, or 5-10 minute writing tasks)

TRAITS OF WRITING	FOCUS	ORGANIZATION	SUPPORT AND ELABORATION
2	• **Completely focused** on responding to the prompt • Demonstrates **deep understanding** of key ideas by referencing text	• Ideas are introduced in a **mostly logical and effective** order • Ideas can be **easily understood** by reader	• Connects to clinical/ classroom experience through clear example
1	• **Somewhat focused** on responding to the prompt (may have difficulty getting back on topic or may stray often) • Demonstrates **gaps** in understanding of key ideas	• Ideas are introduced in a **seldom logical** order • Ideas can be **sometimes understood** by reader	• **Connects in a vague way to** clinical/ classroom experience no example given
0	• **No attempt to focus** on the prompt or **substitutes a different** task • Demonstrates **little or no** understanding of key ideas	• Ideas are **randomly presented or merely listed**	• **No connection to** clinical/ classroom experience

1. *Academic Services: Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers assistance in study techniques, time management and understanding learning styles. Fall 2016 hours: (Tutoring) Sun. 2-9; M.-Th. 9-9, Fri. 9-5., Sat. Closed; (Advising) M.-Th. 9-7, Fri. 9-5. Sat.-Sun. Closed. For further information call 465-4310 or check the ASC website at http://www.easternct.edu/asc/.*
2. *Academic Misconduct: Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook at http://ecsu-svkb2.easternct.edu/index.php?View=entry&EntryID=307 Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how*

to present the ideas of others in their own work, and avoid all other forms of academic misconduct. For current documentation practices, consult the instructor or a style manual (e.g., APA, MLA). All violations will be handled under the procedures established in the Academic Misconduct Policy.

3. *Classroom Recording by Students: Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities. Eastern's Office of AccessAbility Services (OAS) determines if classroom recording is appropriate for a student. When that determination is made the following statement is printed on the Letter of Accommodation from OAS that grants a student use of a recording device in the classroom:*

   "Student understands that faculty members have copyright interest in their class lectures and he/she agrees not to infringe on this right in any way. Student will use these recordings only for personal academic use during this course and will not upload, broadcast, transcribe, share or release all or any part of these recordings, in accordance with federal copyright laws. Student understands that the faculty member and students in the class have privacy rights and agrees he/she will not violate those rights by using the tape recordings for any reason other than that of his/her own personal study. Student agrees to destroy all recordings at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action."

   A student without documented disabilities may request permission to record classroom activity. The instructor will have the sole discretion to determine if recording will be allowed.

Fri. 9-5., Sat. Closed; (Advising) M.-Th. 9-7, Fri. 9-5. Sat.-Sun. Closed. For further information call 465-4310 or check the ASC website at http://www1.easternct.edu/asc/."

4. *Filing of Student Work: For the sole purposes of course and program improvement and for program accreditation, student work will be archived. If or when samples of work are shared with stakeholders, all documents will be anonymized. If you prefer that your work not to be used for these purposes, you must submit a written request to the professor by the third week of coursework.*

5. *Changes to Course Syllabus: Faculty reserve the right to make changes to the course syllabus, as needed. However, every attempt will be made to keep such changes at a minimum and are usually made in response to School of Education and Professional Studies, program, or professional accreditation/certification requirements and regulations.*

6. *Student Sexual Misconduct Policy: Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experiences harassment or assault, resources are available with the Sexual Assault & Interpersonal*

Violence Response Team (SAIV-RT). Alleged violations can be reported to the Title IX Coordinator in the Office of Equity and Diversity at 860-465-5791. Reports to law enforcement can be made to Eastern Connecticut State University Police Department at 860-465-5310. ***To receive support and advocacy, please contact Starsheemar Byrum, the Coordinator of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT) at 860-465-4314. You may also visit the SAIV-RT website at www1.easternct.edu/saiv for more information including a list of confidential resources.***