
THEME: THE PROFESSIONAL EDUCATOR AS AN EFFECTIVE PERFORMER, REFLECTIVE DECISION MAKER, AND HUMANISTIC PRACTITIONER

I. COURSE DESCRIPTION
This course focuses on familiarizing elementary and middle school teachers (grades 1-8) with the challenges and issues of the curriculum, which include classroom and curriculum organizing patterns, and teacher roles and responsibilities. Understanding the curriculum through seven content areas, delivery of the instruction and the historical perspective is explored. Emphasis is placed on (a) diversity if the learner and the learning (b) the teaching personnel and professional development C» theory and practice of curriculum content offerings, and (d) school-community expectations and influences.

II. COURSE RATIONALE
In the Elementary School Program many challenges and issues are presented. Teacher certification and development reforms, student diversity and learning styles, violence in the classroom, educational equity, financial reform issues, school choice and technological infusion within the curriculum are examples of issues in the elementary school Therefore, it is important that teacher candidates understand historical development, and current trends in school organization. Candidates focus on how teachers teach and students learn in a multicultural and diverse society through a reflective process. The Candidates will be able to effectively use best practices to improve the instruction and assessment strategies to meet the needs of all learners in the curriculum at the middle school level. Thus, Candidates will be able to be effective performers through knowing their content well and using varied and diverse teaching strategies to maximize the learning in the learner (NCA TE, PD 5). Candidates refer to Curriculum Standards to assist in meeting the students' needs for content at the appropriate level for the learner (PD 6). This is consistent with the organizing theme in the School of Education (SOE) conceptual framework: THE PROFESSIONAL EDUCATOR AS AN EFFECTIVE PERFORMER, EFFECTIVE DECISION MAKER, AND HUMANISTIC PRACTITIONER.

III. COURSE COMPETENCIES
This course is organized into four parts. Part one emphasizes the society we live in with its needs, conflicts, and wants. The historical development of the curriculum continues to respond to societal goals and problems and the learner's development.
A. Read and write one reflective summary (three pages) from the designated curriculum chapters in the book or PRAXIS sub-topics in the curriculum, instruction and assessment areas. An oral report and discussion is required in class. Use APA style for title page and reference page with three references (see attachment). Place in your Portfolio.

B. Portfolio Development
The purpose of this learning activity is to help you, the learner and teacher candidate to be able to continuously develop your professional growth in the matriculation process in the Teacher Education Department. Your portfolio is an authentic sample of your professional development Items indicated on the final check out should be added. Video Reflective of "Integrating Learning" and "Inquiry Based Learning", that require a one page reflection; Writing Objectives Group Activity; ADEPT Lesson Plans; Two Research Articles and case studies in the curriculum should be added to the portfolio selections.

C. Two Research Articles; one on Curriculum and the other on Diversity. The purpose of this learning activity is to help you as a teacher candidate, to stay abreast of current and relevant research in the content Refer to refereed journals published since 1996 from the following: The Education Journal, Education Digest, Educational Leadership, ASCD/The Curriculum Digest. You should read the article and write a one-page critique of each, which should include a summary and a reaction. The article must be turned in with your writing and all writing must be referenced. Visit the Library on the Web or in person to access varied journals.

D. Video tape analysis of two teachings or subjects: "Inquiry Learning" and "Why Michael Can't Learn" (ADHD). A one page reflective is required after viewing and class discussion. The reflection should include: The problem or issue, multiple strategies that address the topic; pros and cons of the strategies and the effectiveness, along with how this learning will help you in enhancing the learning with diverse learners.

E. PRE-STEP- 10 hours of observation is required. A specific observation rubric is to be completed for this course along with the pre-step form. Observation and participation in the school system is an integral part of your professional growth. The required forms will be passed out in class. Theory to Practice case studies from the curriculum will be analyzed for teacher candidates to be able to interpret specific learning and teaching situations and effective strategies from the case. Case studies will be analyzed during the semester and for the Final Examination.

IV. EXPECTED MEASURABLE OUTCOMES
Adhere to regulations for attendance by University Policies. Late Assignments will be reduced by one letter grade for each day the assignment is past the due date. No
make-up examinations without medical or University Excuse. Plagiarism is not acceptable (putting your name on the work of someone else). Any form of academic dishonesty is not allowed.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses knowledge of effective verbal and nonverbal, and media communication techniques to foster active inquiry collaboration and supportive interaction in the classroom.

7. The teacher plans instruction based upon your knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, and social and physical development of the learner.

TECHNOLOGY (ISTE):
  I. Teachers plan and design effective learning environments and experiences supported by technology.
  II. Teachers implement curriculum plans that include methods and strategies for applying technology.

SOUTH CAROLINA STATE STANDARDS - Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
  PD1: Long-Range Planning
  PD2: Short Range Planning of Instruction
  PD3: Short-Range Planning, Development, and Use of Assessment
  PD4: Establishing and Maintaining High Expectations for Learners
  PD5: Using Instructional Strategies to Facilitate Learning
  PD6: Providing content for Learner
  PD7: Monitoring and Enhancing Learning
  PD8: Maintaining an Environment that Promotes Learning
  PD9: Managing the Classroom
  PD 1 0: Fulfilling Professional Responsibilities Beyond the Classroom
Matrix of Course Objectives aligned to Professional Organizations' Standards

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<tr>
<th>Learning Objectives</th>
<th>INST/SOE Outcome</th>
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**Humanistic practitioners** demonstrate the knowledge and understanding within the multi-cultural context. Candidates can integrate a variety of instructional and evaluation strategies for diverse student populations. The candidate is sensitive to cultural, ethnic, learning developmental levels, diverse learning styles and incorporates appropriate strategies in the curriculum to work effectively with all students regardless of their race, age, sex, socioeconomic level or developmental differences.

**B. Learning Objective**
The learning objective is coded with institutional outcomes, effective performer, reflective decision maker, or Humanistic practitioner. Objectives are categorized as Introduced, Reinforced, and Mastered.

**Knowledge**
The Candidates are able to:
1. Identify and discuss your personal beliefs and goals of education, instructional methods and curriculum I, R,
2. Identify and discuss advantages of grouping for instruction. I
3. Identify societal and community influences which impact the curriculum I
4. Compare and contrast the purposes of schools. R
5. Compare the present middle school and curriculum 30, 40, 50 years ago. R
6. Student developmental theories and the learning process
7. Compare Piaget, Vygotsky, Freud, Erikson, Kohlberg; Students as diverse learners R
8. Apply Instructional strategies to enhance critical thinking, problem solving, performance. I, R
9. Apply INTASC, ADEPT, and SC Curriculum standards in the curriculum R
10. Apply Classroom management strategies. I, R
11. Student motivation and the learning environment R
12. Apply Constructivist and Student as Researchers strategies in classroom R
13. Curriculum planning - write a lesson plan and objectives. I, R
14. Discuss effective assessment strategies in learning I, R
15. Discuss and teach English Language Arts. I, R
16. Discuss and teach Social Studies I, R
17. Discuss and teach Science I, R
18. Discuss and teach Mathematics Education I, R
19. Discuss and teach Physical and Health Education I, R
20. Discuss and teach Arts Education I, R
21. Professional Growth and Development of candidate R

**Skills**

Candidates will:

1. Collaborate on Learning Style Inventory, write summary and discuss in class affective reflections. I, R
2. Discuss the impact of the social issues and the curriculum. R
3. Write and share 3 behavioral objective domains I, R
4. Infuse a variety of technology into group content mini-lesson. R
5. Create and illustrate a learning center in the classroom (choose content) I, R

V. OUTLINE OF COURSE CONTENT

**PART I**

**ORIENTATION-COURSE REQUIREMENTS REVIEW, MATRICULATION PROCESS REVIEW-LEVEL I and II, TEACHER INTERVIEW, CLASS FINAL CHECKOUT FORM REFER TO CARE CENTER-ADVISER, PRAXIS C & I, Assessment and Content)**

**Week 1** Chapter 1 Teachers, Schools and Society. What kind of Learner are You? Discussion/Reflective Interdisciplinary Curricular Vocabulary (Handout) Weekly Quiz

**PART II**

**CHALLENGE, CHOICE, AND RESPONSIBILITY OF THE ELEMENTARY SCHOOL TEACHERS**

**Week 2** Teachers, Schools and Curriculum in Historical Legal Implications - Important Court Cases- Handout Class Discussion; Vocabulary Quiz

**Week 3** How Children Learn: Similarities and Differences Survey: Your beliefs about Teaching (in-class) Multiple Intelligence-Howard Gardner (Handout) Assessment One (PRAXIS Type Items) Pre-Step Forms and Observation Form (Handout)

**PART III**

**DELIVERY OF INSTRUCTION: HOW TEACHERS TEACH**

**Week 4** Review/Discussion Test Items; ADEPT Review (Handout) Copy from Internet -State of SC Website Classroom Management, Planning and Guiding Learning Experiences

**Week 5** Exposition and Discussion Strategies

**Week 6** Inquiry, Problem Solving, Constructivist, and Students as Researchers Assessment Two (PRAXIS Type Test Items)
Week 7  Curriculum Planning, The Teaching Unit
Three types of Objectives (CLASS- Group Activity)

Strategies for Assessing and Communicating Learning Progress ADEPT PD

ADEPT PDI Review
Technology Infusion into the Curriculum
MIDTERM ASSESSMENT (PRAXIS TYPE ITEMS) SPRING BREAK

PART IV  IMPLEMENTING THE CURRICULUM
Week 10  (CHAPTER summaries)
Week 11  Teaching Language Arts (Chapter 9)
Week 12  Social experiences: The Nature of the Social Studies (Chapter 10)
Week 13  Mathematics Education (Chapter 11)
Week 14  Science Education (Chapter 12)
Week 15  Physical and Health Education (Chapter 13)
Week 16  Arts Education (Chapter 14)
ASSESSMENT THREE (CONTENT)
VIII. BIBLIOGRAPHY


Web sites
www.abiongman.com
SCSU OUTCOMES | COMPETENT 3 | DEVELOPING COMPETENCE 2 | NEEDS IMPROVEMENT 1 | SCORE
---|---|---|---|---
**EFFECTIVE PERFORMER**
The candidate knows subject matter content and pedagogy and understands how children develop and learn. S/he can plan, implement and assess student learning based on national, state, and institutional standards. The candidate uses technology to access, deliver and evaluate information.

**REFLECTIVE DECISION MAKER**
The candidate is able to make decisions pertaining to the planning, implementation, and evaluating of instruction based on research, best practice, and experience. S/he uses self-evaluation and student feedback to make instructional and professional choices.

**HUMANISTIC PRACTITIONER**
The candidate believes in an attitude or way of life centered on human interest or values; s/he is committed to philosophy that asserts the dignity and worth of men and his capacity of self-realization. The candidate understands and considers the dispositions, beliefs, and values of a diverse, global population in planning implementation, and assessment of instruction.

Candidate clearly describes learning activity
Candidate demonstrates knowledge of subject
Candidate describes and appreciates plans for diverse learning styles and abilities

Candidate describes learning activity
Candidate demonstrates knowledge of subject
Candidate describes an appreciation for diverse learning styles and abilities

Candidate describes learning activity vaguely
Candidate demonstrates beginning knowledge of subject matter
Candidate vaguely describes an appreciation for diverse learning styles and abilities

Candidate uses reflection in current research and best practice to improve instruction and assessment.
Candidates value the use of self-evaluation in making decisions about professional performance and growth consistently.

Candidates use minimum reflection in current research and best practice to improve instruction and assessment.
Candidates value the use of self-evaluation in making decisions about professional performance and growth consistently.

Candidates use in current research and best practice to improve instruction and assessment.
Candidates value the use of self-evaluation in making decisions about professional performance and growth consistently.

Candidate shows knowledge of individual difference.

Candidate demonstrates planning and assessing with consideration for individual differences.
Candidate demonstrates appreciation for diverse and customs consistently and encourage positive interactions among students.

Candidate demonstrates planning and assessing with consideration for individual differences.
Candidate demonstrates appreciation for diverse and customs.

Candidate demonstrates planning and assessing for individual differences.
Candidate demonstrates appreciation for diverse and customs.

Candidate demonstrate and appreciate for diverse and customs inconsistently and encourage positive interactions among students.