Instructor: Dr. Paul Nagel
Class times and location: Tuesday and Thursday 8:00--10:00 I.C. Evans Elementary School, Burkburnett ISD
Office Hours: Monday through Thursday: 10:00—Noon
Office: Room 206, Ferguson Building
Phone: 397-6264 (MSU)
E-mail: paul.nagel@mwsu.edu

Required Texts & Readings

Readings as assigned by instructor

Conceptual Framework Overview
The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learning Environment** – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- **Individual Development** - GWCOE demonstrate knowledge of individual differences in growth and development
- **Diverse Learners** - GWCOE recognize the value and challenges of individual differences:
- **Reflection** - GWCOE engage in individual and group reflection to improve practice.
- **Collaboration, Ethics, Relationships** - GWCOE develop positive relationships, use collaborative processes, and behave ethically.
- Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development - GWCOE actively engage in continuous learning and professional development.
- Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
- Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
- Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.
- Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

Course Description

This field-based 2 credit course focuses on elementary and middle school pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design with regard to the social studies curriculum. Different teaching strategies include: appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important component of this field-based class is the 50% of course time spent in active participation in field (classroom) experiences.

Course Objectives: The successful participant in the course will be able to:

- Describe learning and thinking in elementary and middle school social studies.
- Develop curriculum and use effective instructional planning skills.
- Develop appropriate assessment tools to assess students learning.
- Use assessment data to design appropriate learning activities.
- Develop lesson plans/units that involve students in an active learning environment.
- Develop and implement effective teaching strategies for successful social studies learning.
- Develop lesson plans/units that incorporate national standards in social studies.
- Develop lesson plans/units that incorporate state standards in social studies.
- Develop learning activities that involve the infusion of technology.

Assessment

One measure of your success in the course will be determined by your success in demonstrating your knowledge of the skills and tools necessary to be an effective educator.

As you complete the assignments for this class, you will demonstrate skills from the following five categories:

- **Planning and Preparation** - demonstrate knowledge of content and pedagogy; demonstrate knowledge of students; select instructional goals; demonstrate knowledge of resources; design coherent instruction; assess student learning
- **Classroom Environment** - establish a culture for learning
- **Instruction** - communicate clearly and accurately; use questioning and discussion techniques; engage students in learning; provide feedback to students; demonstrate flexibility and responsiveness
- **Professional Development** - Reflect on teaching; show professionalism; contribute to the school and/or district
- **Technology Integration** - demonstrate the use of technology in the learning/teaching process.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Domain I: Planning and Preparation</strong></td>
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<tr>
<td>• Demonstrate knowledge of content and pedagogy</td>
<td>• Plan a lesson that will have students actively involved in the learning process.</td>
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<tr>
<td>• Demonstrate knowledge of students</td>
<td>• Assessments reflect direct correlation to learning objectives.</td>
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<tr>
<td>• Select instructional goals</td>
<td>• Use the TEKS for Social Studies.</td>
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<tr>
<td>• Demonstrate knowledge and understanding of learning/teaching models and strategies</td>
<td>• Content understanding is assessed through midterm, final, &amp; class projects.</td>
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<tr>
<td>• Demonstrate knowledge of resources</td>
<td>• Teacher Work Sample - Develop an authentic assessment for your lesson, implement the authentic assessment, and complete a formal teacher-work-sample assessment report with data charts. (Class time will be given for completing the majority of the formal data report.)</td>
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<tr>
<td>• Design coherent instruction</td>
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<tr>
<td>• Assess student learning</td>
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| **Domain II: Classroom Environment** |  |
| • Set high expectations for learning and achievement for all students | • Reflection of assigned prompts and classroom observations and teaching activities. |
| • Apply concern for diversity to the learning process | • Feedback provided by your mentor teacher. |
| • Develop a vision of learning that promotes the success of all students based on relevant knowledge and theories, including but not limited to an understanding of the diversity of learners and learners’ needs, and schools as interactive, social and cultural systems. | • Complete two learning style assignments. |
| • Honor diverse learning styles and cultures |  |
| • Work within the context of the school, classroom, and students |  |

| **Domain III: Instruction** |  |
| • Communicate clearly and accurately |  |
| 1. Directions and procedures | • Teach a lesson you have planned that has students actively involved in the learning process. |
| 2. Oral and written language | • Teach at least one lesson that addresses the social studies. |
| 3. Student communication | • Each lesson presentation will conclude with a written reflection following the completion of the lesson. |
| • Use questioning and discussion techniques | • Feedback provided by your mentor teacher. |
| 1. Quality of questions | • Observations completed by the professor. |
| 2. Discussion techniques |  |
| 3. Student participation |  |
| • Engage students in learning |  |
1. grouping of students;  
   student interaction
2. materials, resources, and  
   technology
3. motivating students to learn;  
   hook
4. presentation of content in  
   relevant ways
5. structure, sequence and  
   pacing of lessons
   - Use appropriate  
     learning models and  
     strategies
   - Teacher assesses student learning
     1. Implement assessment
     2. Use of assessment for future planning
     3. Teacher self-reflection
   - Demonstrate flexibility and  
     responsiveness
     1. Lesson adjustment
     2. Response to students
     3. Persistence in search for  
        alternative approaches as  
        necessary

**Domain IV: Professionalism**

- Reflect on teaching
- Show professionalism
- Contribute to the school and/or district
- Professional dress and demeanor
- Preparation for Planning and Assessment class meetings

- Observation of professionalism by instructor, mentor, and principal.
- Reflection required after each lesson taught.
- Participation in discussions and classroom activities.
- Being present in class in a prompt manner.
- Additional assignments given by professor.

**Technology Integration**

- Teacher and student use of technology
- Integrate technology **TEKS**
- Proper use of **Internet** and **WebCT**

- Ingrate the use of technology in the teaching of social studies.
- All assignments must be typed (using a word-processing program), neat, double spaced, in 10 or 12 point cpi. A word processing program is available for student use in MSU Computer Labs.

**Dispositions**: Demonstrate the following dispositions essential for learning:

- curiosity (ask questions, look for additional information, probe, reflect);
- flexibility (take alternate points of view, venture new ideas; be open-minded and playful);
- organization (plan ahead);
• patience (take time to reason, be persistent in efforts);
• risk-taking (try things beyond current repertoire);
• care/passion (invest in ideas/process/product).

Be aware of how your attitude is conveyed to others (body language, conversation, neatness and completeness of work, willingness to assist and contribute, etc.). A sense of humor and ability to be flexible are crucial!

Assessments

Planning and Instruction (200 points)

• 1 developmental lesson plan (50 points)
• 1 lesson plan with connection to the social studies (50 points)
• Lesson plan reflection (50)
• Performance Assessment Assignment, Rubric and Quiz (50 points)

Class assignments, etc. (75 points)

• Learning Style Assignment 1 & 2 (50 points)
• Graphic Organizer (25 points)

Class Contributions, Attendance and Mentor Feedback (25 points)

Final Exam (50 Points)

Total Points (350 points)

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>B</td>
<td>86%-92%</td>
</tr>
<tr>
<td>C</td>
<td>78%-85%</td>
</tr>
<tr>
<td>D</td>
<td>70%-77%</td>
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<tr>
<td>F</td>
<td>below 69%</td>
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Grading Policies:

All assignments must be attempted to be eligible to receive an A or B. All field experience hours must be documented to be eligible to take the final examination and receive a passing grade in this course. Five points per day late will be deducted on all assignments. All assignments (including planned lesson, taught lesson, journal entries etc.) will not be accepted three days past the due date unless there are extenuating circumstances. Assignments may be submitted electronically in extenuating circumstances.

Taught lesson, including reflection on how it went, must be turned in NO later than three days after the lesson is taught. It is important to reflect on how well your lesson went or did not go in a timely manner.
Professionalism

As part of your preparation for becoming a teacher, you will be expected to act in a professional manner. This includes:

**Internship Experience:** Throughout your internship experience ask your mentor teacher to give you some constructive feedback to lessons taught and/or planned. Use this information to make changes in the remaining lessons. Always conduct yourself in a professional manner. A complete lesson plan must be provided to the mentor teacher well in advance of any lesson to be taught. A copy of this lesson plan should also be available to the course instructor if that lesson is scheduled to be observed. Notification of a teaching opportunity should be provided to the appropriate course instructor well in advance via email.

**Attendance:** Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence and this F will apply to all block courses. After the second absence from the course it is mandatory that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the grade for the course being lowered by one letter. It is the candidate’s responsibility to make up any missed work. A summary of a missed class cannot be provided via email. It is also expected that you will complete all course field experience hours in a professional manner. Professional conduct is expected when observing or participating in school settings (e.g., dressing appropriately, arriving on time, remaining for the entire pre-arranged time, not canceling, and demonstrating respect in all interactions with children, parents, teachers, and staff). If you must miss your field experience for any reason, you are expected to call the school and the teacher you are observing before school begins for the day. You must also contact the course instructor by e-mail or phone to let me know you will not be present and arrange a time with me when we can discuss the most appropriate way to make up that absence. Excessive tardiness (determined by the professor) can be defined as an absence and subject to the absentee policy. Three instances of tardy arrival will be counted as one absence.

In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Unless there has been advance approval from the instructor, it is assumed that all assignments will be submitted on the date they are due. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted.

**Participation:** It's not just enough to show up! Be prepared. Participate in class discussions and activities by making meaningful, thoughtful contributions. Be sure you don't monopolize discussions; actively include other class members. You must read all readings when assigned.

**Preparation:** Complete all assigned readings before class and be ready to fully participate in class activities. Complete written assignments on time.

**Respect:** Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner. Remember we are guests in the BISD school district.
**Professional Development:** Remember that teaching requires a commitment to continual learning. Demonstrate your eagerness to learn outside of the classroom by reading professional journals and attending professional meetings when possible.

**Academic Honesty**
MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors’ works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

**Disability Support**
As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

**Submitted Work**
Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. All projects are to be typed and utilize an appropriate style. Assignments are to be accomplished with the quality expected of an upper division university student. Unacceptable work will be returned, un-graded, to the class member. **Students should always retain a copy of any work turned in for a grade.** In most cases, student work will be submitted electronically to the course instructor using the email function of WebCT. Explanation of the procedure and process of electronic submissions will be presented in class. In some cases students will be expected to submit assignments electronically and bring a hard copy of the assignment to class for class discussion and group work.