     **ELED 4122 - Course Syllabus**

ELED 4122. Research and Analysis of Teaching Elementary School Learners.  (3) Prerequisite: Admission to Teacher Education.  Concepts, methods, and practices used by effective teachers in their daily K-6 classroom routines with emphasis on classroom management and organization.  Approximately 10 hours of field experience. *(Fall, Spring, Summer)*

**ELED 4122**

**RESEARCH AND ANALYSIS OF TEACHING**

**Fall 2013**

|  |  |
| --- | --- |
| **Dr. Jack Piel** | **OFFICE HOURS** |
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Required textbook:

Good, T. L. & Brophy,  J. E. (2003) *Looking in Classrooms (*10th ed.). New York:  Addison Wesley Longman.

Recommended Readings:

Borich, G. (2000). Effec*tive teaching methods* (4th ed.). Columbus, Ohio: Prentice-Hall, Inc.

Evertson, C. M., Emmer, E. T., Clements, B. S. & Worsham, M. E.   
(1994). *Classroom management for elementary teachers* (3rd ed.).  Boston: Allyn & Bacon.

Froyen, L. A. & Iverson, A. M. (1999). *Schoolwide and classroom management: The reflective educator-leader*(3rd ed.). Merrill.

Harvey, S., Goudvis, A., *Strategies that Work.* (2000). New York: Stenhouse Publishers.

Jacobsen, D. A., Eggen, Paul, P., & Kauchak, D. (2002). *Methods for teaching: Promoting student learning* (6th ed.). New Jersey: Pearson Education, Inc.

Kauchak, D, Eggen, P, (2012.) *Learning and Teaching,: Research-Based Methods* (6th ed.).   
  
Nelson, J., Lott, L. & Glenn, H. S.  (1997). *Positive discipline in the classroom.* Amherst, MA: Prima Publishing.

Redman, G. L. (1999). *Teaching in today’s classrooms: Cases from elementary school.*  New Jersey: Merrill.

Wong, W.K. & Wong, R.T. (1998). *The first days of school: How to be an effective* *teacher.* Sunnyvale, CA: Harry K. Wong Publications.

Course Description

This course is designed to introduce the teacher Candidates to classroom teaching practices that ultimately affect student achievement.  Research about teaching practice is used as the knowledge base for the course.  The course examines classroom behaviors of teachers and students to help teacher Candidates understand the impact of those behaviors on achievement.  Behaviors considered good and poor teaching practice will be explored.  The course helps Candidates learn to analyze and evaluate teacher behavior in specific contexts and grade levels.  The student will use observations and teaching experiences in elementary school classrooms to help develop the knowledge and skills required for course credit.

***Professional Educators Transforming Lives***, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness,** and **commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

**Core Proficiency: Knowledge.** Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: Knowledge relevant to life in the 21st century

K2: Specialty area knowledge

K4: Knowledge of learners and their contexts

K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues

**Core Proficiency: Effectiveness.** Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

E1: 21st century skills

E2: Planning, implementation, and evaluation

E3: Research-based practice

E5: Culturally competent practice

E6: Response to diverse learners

E7: Reflective practice

**Core Proficiency: Commitment.** Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

C1: Positive impact on learners

C2: Ethics

C3: Leadership

C4: Collaboration

C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness,** and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are highlighted below.

**North Carolina Professional Teaching Standards (2007):** 1) Demonstrate leadership, 2) Establish a respectful environment for a diverse population of students, 3) Know the content they teach, 4) Facilitate learning for their students, 5) Reflect on their practice.

**North Carolina Standards for School Executives (2006):** 1) Strategic leadership, 2) Instructional leadership, 3) Cultural leadership, 4) Human resource leadership, 5) Managerial leadership, 6) External development leadership, 7) Micropolitical leadership.

**Code of Student Academic Integrity**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

*Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

**College of Education Commitment to Diversity**

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College’s learning environments, thereby enriching the community and improving opportunities for human understanding.  While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

**College of Education Technology Statement**

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application.  Preparation in the integration and application of technology to enhance student learning is essential for all candidates.  Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

**Religious Accommodations**

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student’s religious practice or belief.  Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance.  Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](https://legal.uncc.edu/sites/legal.uncc.edu/files/media/policies/ps-134-AccommodationForm.pdf) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

## Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704‑687‑4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

**Online Student Course Evaluation Process and Confidentiality**

Courses in the College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

**Credit Hour Statement**

This three credit course requires three credit hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks.  Out-of-class work may include but is not limited to: required reading, research, written assignments and studying for quizzes and exams.

OBJECTIVES satisfied by this course:

* NC-State Department of Public Instruction(*SDPI*) C=Core Standard; E= Elementary; D= Diversity; T= Technology
* Association of Childhood Education International (*ACEI*)

1) Review teacher’s authority and responsibility for pupil management.(*SDPI* –C/4 & 6; D/5; E/15 & 16; *ACEI-*3.1, 3.4, 3.5 & 5.3)

2) Identify alternative curricular and instructional models.(*SDPI*-C/2 & 6, D/1, T/3, E/7; *ACEI-*3.1, 3.2 & 3.4 )

3) Describe the implications of research on student achievement in relation to instructional practice and teaching effectiveness.(*SDPI*-C/5; D/6; *ACEI*-5.1, 5.2 & 5.4)

4) Identify cognitive processes that affect pupil performance in achieving instructional objectives.(*SDPI*-C/1 & 2; D/2; E/7; ACEI-1, 2.8, 3.1, 3.3)

5) Identify instructional methods and techniques that are consistent with sound practice and research findings on teacher effectiveness.(*SDPI*-C/2, D/1,3,T/3, E/14 & 15; *ACEI*-2.8, 3.1, 3.3, 3.4 & 5.2 )

6) Identify instruction that is appropriate to meet student needs and achieve learning objectives.(*SDPI*-C/3, D/4, T/2 & 3, E/14 & 15; *ACEI*-1, 3.1, 3.2,3.4)

7) Identify instructional modifications that are appropriate for pupils with special learning needs.(*SDPI*-C/3, D/4, T/2 & 3, E/14 & 15; *ACEI*-1, 3.1, 3.2, 3.4)

8) Demonstrate motivational techniques appropriate to student needs and instructional objectives.(*SDPI*-C/2, D/1, T/2, E/15; *ACEI*-2.8, 3.3, 3.4)

9) Identify effective classroom and behavior management techniques to meet the learning needs of students. (*SDPI*-C/2 & 6, D/3, T/2, E/14 & 15; *ACEI*-3.4, 3.5, 5.1, 5.2, 5.3 & 5.4)

10) Utilize the findings of systematic classroom observation systems. (*SDPI*-C/4, 5 & 6, D/3, 5 & 6, T/2, E/14, 15 & 16; *ACEI*-3.4, 3.5, 5.1, 5.2, 5.3 & 5.4)

11) Identify alternative instructional management systems.(*SDPI*-C/4, 5, & 6, D/3, 5 & 6, T/2, E/ 14 & 15; *ACEI*-3.4, 3.5, 5.1, 5.3, & 5.4)

12) Identify various techniques for student behavior management.(*SDPI*-C/4, 5, & 6, D 5 & 6, T/2, E/15, 16 & 17; *ACEI*-3.4, 5.1, 5.2 & 5.3)

13) Establish group structures appropriate to pupil learning needs and objectives.(*SDPI*-C/6, D/3 & 4, T/2, E/7 & 15; *ACEI*-3.4, 3.5)

14) Identify and/or develop teaching strategies necessary to integrate computer courseware into an on-going instructional program.(SDPI-C/4, D/6, T/1, 2 & 3, E/7& 17; *ACEI*-3.3, 3.4, 3.5 & 5.1)

15) Using the computer for Computer Managed Instruction (CMI): eg. student enrollment, student performance, and grade reporting.(*SDPI*-C/4. D/6, T/1, 2 & 3, E/7 & 17; *ACEI*-3.3, 3.4, 3.5 & 5.1)

KNOWLEDGE:

The teacher understands how students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.  (INTASC Principle 1)

The teacher understands that students’ physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions. (INTASC Principle 2)

The teacher understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.. (INTASC Principle 3)

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). (INTASC Principle 4)

The teacher understands how social groups function and influence people, and how people influence groups. The teacher knows how to help people work productively and cooperatively with each other in complex social settings. The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated. (INTASC Principle 5)

The teacher understands how cultural and gender differences can affect communication in the classroom. (ITASC Principle 6)

The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students’ growth and learning, and the complex interactions between them. The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities). (INTASC Principle 9)

The teacher understands how factors in the students’ environment outside of school (e.g. family, circumstances, community environments, health and economic conditions) may influence students’ life and learning. (INTASC Principle 10)

DISPOSITIONS:

The teacher is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children’s learning of the discipline. (INTASC Principle 1)

The teacher is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning. (INTASC Principle 2)

The teacher is sensitive to community and cultural norms. The teacher appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." (INTASC Principle 3)

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole. The teacher values the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning. The teacher recognizes the value of intrinsic motivation to students’ life-long growth and learning. The teacher is committed to the continuous development of individual students’ abilities and considers how different motivational strategies are likely to encourage this development for each student.(INTASC Principle 5)

The teacher is committed to reflection, assessment, and learning as an ongoing process. The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students. (INTASC Principle 9)

The teacher respects the privacy of students and confidentiality of information. The teacher values and appreciates the importance of all aspects of a child’s experience. (INTASC Principle 10)

Code of Academic Integrity:

            The UNC-Charlotte code of academic integrity found on page 262 of the 2002-2004 Undergraduate Catalog of The University of North Carolina at Charlotte applies to this course: ELED 4122- Research & Analysis of Teaching. This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.  Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students.  Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course will be adversely affected by academic dishonesty.  Students who violate the code can be expelled from UNC-Charlotte.

**COURSE REQUIREMENTS:**

An important function of this course is to promote the transition from ” Student” to “Teacher Candidate and Student Teacher.” Assumption of a “teacher role” requires understanding and use of professional standards for elementary school teachers. Professional practice should be demonstrated by all students taking this course.

**Professionalism is reflected through:**

**a) Physical appearance (e.g., appropriate dress for an elementary school, cleanliness, neatness).**

**b) Patterns of speech (e.g., interactions with others, body language and other mannerisms).**

**c) Dispositions toward children, colleagues, parents, and administrators (e.g., respect attention to others’ ideas and concerns, work ethic, punctuality).**

**d) Dispositions toward the teaching profession ( e.g., careful attention to detail regarding course and clinical requirements, professional quality of work products, and rigorous effort at improving professional competencies.**

**e) Active engagement in collegial behavior to generate shared ideas and work products.**

**1. Attendance, Preparation and Participation** **and Professionalism (Up to 100 Points).**

**Prompt attendance** and readiness for participation in class discussions are essential to this course. Readiness for participation must specifically reflect professional responsiveness. **Professional responsiveness is demonstrated by following the instructor’s guidelines and directions, participating in class discussions and activities, asking questions and seeking clarification when needed, and displaying a positive and constructive attitude toward working and learning**.

**All cell phones should be in the “off” or “silent” mode during class. Computers in class . . . .**

**Students who engage in non-class activities such as checking email, phone messages, texting, “surfing” the Internet and working on course work for other classes** **will, at the discretion of the instructor, be considered absent from class**.

**Class attendance is an essential part of this course**. **Students are expected to be active contributors to class sessions. To reflect the value of class participation, student may earn 100 points for attending and participation in all class sessions. Five (5) points will be deducted from that 100 point total for each class not attended by the student (regardless of the reason).**

**Clinical Observations and Class Participation**

Students are assigned a clinical placement school during the first phase of the Yearlong Internship and are required to log clinical experience time at that school. A portion of that time should be committed to making observations related to ELED 4122 course content. Those observations should serve as the basis for **active, knowledgeable and creative contributions** to class discussions. The level of participation in class discussions, based on clinical observations, may be factored into the Attendance/Participation grade for each class. **This will be at the discretion of the instructor (Up to 5 points may be added for strong, thoughtful contribution to class discussions).**

Note: If inclement weather presents an impediment to safe travel, students are not expected to attempt to attend class. Provisions will be made for students to complete "make up" work for sessions missed due to weather related travel hazards.

Note: UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student’s religious practice or belief.  Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance.  Students wishing to request a religious accommodation may refer to the information found at [http://legal.uncc.edu/policies/ps-134.html](https://mail.uncc.edu/OWA/redir.aspx?C=b7165552ecd5440bbd1e445c2466266c&URL=http%3a%2f%2flegal.uncc.edu%2fpolicies%2fps-134.html)*.*

**2. Timely Completion of Assignments:**

It is essential for prospective teachers to develop efficient planning skills, attention to schedules, and attention to detail. **Assignments are due at the beginning of class on each Due Date.** **Any assignment submitted after the Due Date and time (regardless of the reason) will receive a grade point reduction of five (5) points.**

**3. Professional Attention to Spelling and Grammar:**

All assignments (except in class work) must be word-processed or typed and should **use the English language appropriately for academic products. At the discretion of the instructor**, work submitted for evaluation that contains frequent errors in spelling, grammar, punctuation or syntax may be returned to the studentfor correction **without a grade.** That work may be resubmitted to the instructor for grading with an **AUTOMATIC “LATE” SCORE REDUCTION OF FIVE (5) POINTS.**

**4. CLASSROOM MANAGEMENT PLAN ASSIGNMENT (Up to 100 Points).**

This assignment is designed to prepare you to answer questions about classroom management when you are in an interview for a teaching position. The write-up for this assignment should give details of your approach to classroom management.

You should clearly explain your **management philosophy** including your views about **intrinsic vs. extrinsic motivation**, how you will develop **class rules & procedures**, your approach to **consequences such as rewards, negative reinforcement, and punishments** and **your plan for communicating with parents.**

Provide ***a three-to-four page write-up that describes your plan.*** Your plan should be developed in accordance with ELED 4122 class discussions and the major concepts, principles, and research findings from the text.

\*\*Note—be sure to read from at least 4 sources other than the text about classroom management &/or discipline. Cite all references on a bibliographic page using APA format. \*\*\* Teachers/Administrators/Professors may not be listed as references!

**Scoring Rubric and Writing Guide for Classroom Management Plan**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# 100 Points maximum

|  |  |
| --- | --- |
| **Requirement: Management Philosophy and Motivation Theory** |  |
| The overview of your plan indicates the grade range for your plan and attention to students’ developmental level.  **(Up to 5 Points)**  You thoroughly explain your views about intrinsic vs. extrinsic motivaton.  **(Up to 5 Points)**  You explain how your philosophy guides your plan.  **(Up to 5 Points)**  You reference your philosophical approach with research citations.  **(Up to 5 Points)** | **Up to 20 Points** |
| **Requirement: Class Rules and Procedures** |  |
| You explain how your process for developing rules and procedures is guided by your philosophy  **(Up to 5 Points)**  You clearly and thoroughly explain the process you will use with students to develop and clarify guidelines, rules and expectations.  **(Up to 10 Points)**  You demonstrate how positive statements about observable behaviors should be used when describing class rules and procedures.  **(Up to 5 Points)** | **Up to20 Points** |
| **Requirement: Consequences, rewards, negative reinforcement and punishment** |  |
| You describe your approach to managing consequences for student behavior and give examples of those consequences.  **(Up to 10 Points)**  Your consequences for behaviors (positive and negative) are clear, logical, and sequential.  **(Up to 5 Points)**  Consequences should be expressed to students in a way that is easy for them to comprehend, explain, and remember.  **(Up to 5 Points)** | **Up to 20 Points** |
| **Requirement: Parent Communication Plan** |  |
| You tell exactly how, when and how often parents will receive communication from you?  **(Up to 10 Points)**  You state specifically the type of information will you share when communicating with parents?  **(Up to 10 Points)** | **Up to 20 Points** |
| **Requirement: References** |  |
| You thoroughly reference the basis for your statements in your plan and provide a complete bibliography at the end.  **(Up to 10 points)**  You include the required number of references: 4 minimum  (2 can be Internet, 2 must be book/articles-*other than class text*).  **(Up to 10 Points)** | **Up to 20 Points** |
|  |  |
| ***Possible total = 100*** | **Total Score:** |

**5. VIDEO RECORDING AND ANALYSIS REQUIREMENT (Up to 200 Points).**

Video recording is an excellent tool for self-assessment and evaluation.  You are required to video yourself once this semester while teaching in the classroom in which you are assigned for clinicals. The video provides an opportunity to collect baseline data for a comparison to your video lesson during student teaching. It also allows you to monitor your professional growth during teacher training at UNC Charlotte.

Following the video recording session, you are to watch the video and write an analysis of your teaching. Your analysis should be based on class discussions, content in the textbook, and other educational references. It should reflect professional knowledge about teaching practice. The video will be viewed by the instructor to validate your findings and evaluate your knowledge of teaching methodology.

**This clinical is designed to teach you how to analyze teaching. It is the process of analysis that will be scored – not how well you teach. A poorly taught lesson can be very well analyzed. Once the analysis process is mastered, teaching improvement can begin.**

**IMPORTANT NOTE: The recording must be formatted in such a way that it will automatically open and play on standard playback devices and/or computers.** **Each student is required to check the playback capability of the recording before submitting it to the instructor**.

**VIDEO ANALYSIS GUIDE**

**Preparation and a proactive approach are essential to good teaching.**

**On average, 1/3 of the students in this course have technical problems creating and/or playing their video. Every semester, some students must repeat the teaching and recording process.**

**It is wise to complete this requirement well in advance of the due date to allow resolution of technical problems!**

**You should submit a CD to the instructor for this assignment. No flash drives, memory cards, video cameras, email files or other video formats may be submitted to the instructor.**

**IMPORTANT: Make certain your video will automatically open and play on a standard CD playback device.**

**If the instructor is unable to view your video because of problems with technology, the entire lesson, video recording and lesson analysis must be repeated. If this occurs, your score on the analysis will be reduced by 20 points.**

**A video analysis submitted to the instructor after the due date (regardless of reason) will receive an** **automatic score reduction of 5 points**.

The video analysis must be typed and in narrative form.  The lesson plan must be turned in with the written analysis. Use the lesson plan format prescribed for student teachers by the Office of Field Experiences.

Suggested process to complete your video:

1. Meet with your Cooperating Teacher to arrange a date and time to do the video lesson.
2. Discuss the lesson content with your Cooperating Teacher and get approval to teach the lesson.
3. Collect parent release forms from all students prior to video recording the lesson. Fill in all pertinent information **PRIOR** to making copies.  Allow enough lead time to remind students to return the forms or be prepared to send a “second round” home to those who forget.  If a student fails to return the form, that student must remain off camera during your lesson.
4. Locate a video camera, reserve it, and practice using it **WELL IN ADVANCE** of the video recording date. Work cooperatively with another student in the course to videotape one-another if the cooperating teacher is unable to assist with the recording.

To score well on this clinical activity do the following:

1. Thoughtfully respond to the questions/statements in the outline to demonstrate an in-depth understanding of teaching practice. Revise and edit your analysis to make sure it responds to all areas listed on the scoring rubric. Proofread carefully.

2. Make sure the lesson you select is a good choice for analysis. Provide examples (or evidence) to support the conclusions in your analysis. Such examples may include student comments/responses to your instruction, student work/products, informal/formal observations, and specific strategies or activities you designed.

3. In order to earn the most points in each section, be sure to state what was successful and why OR state a weakness and what you could do to improve it.

**The video analysis must be organized in the following order and secured in a paper folder.**

1. A copy of lesson plan (for reference purposes).

2. Your analysis should be labeled, numbered, and lettered **EXACTLY like the scoring rubric**.

3. Put the scoring rubric and the CD in front pocket of paper folder.

**Video Analysis Write-Up Format**

**NOTE:**

**The Video Analysis has TWO parts, each requiring a thorough write-up.**

**Part I:**

**DIRECTIONS: Watch your video. As you observe your video, give one of the following ratings:**

**1 = I am very pleased with myself here.**

**2= Pretty good, a little more work and I will have it.**

**3= I need to improve here.**

**4= No evidence of this or “I did not do well here at all”.**

**Please remember that your grade on this video is based on your ability to find your strengths, as well as, areas that should be improved. Your comments should demonstrate the ability to set goals to guide improvement in your teaching.**

**Questions: Rating Comments**

**(Expand each cell as necessary)**

**Did I…………… ????**

|  |  |  |
| --- | --- | --- |
| Talk to the class and not the board or windows? |  |  |
| Move around and monitor the students? |  |  |
| Laugh or smile during the lesson? |  |  |
| Listen carefully to students’ comments, questions, or answers without interrupting? |  |  |
| Define new terms, concepts, or principles? |  |  |
| Give examples, illustrations, or applications? |  |  |
| Use alternate explanations when students don’t understand? |  |  |
| Use handouts and technology effectively? |  |  |
| Ask different levels and kinds of questions? |  |  |
| Provide ample wait time? |  |  |
| Ask students to clarify their answers? |  |  |
| Encourage students’ questions? |  |  |
| Provide opportunities for students to practice what they are learning? |  |  |
| Check for understanding? |  |  |
| Give feedback, encouragement, criticism, and praise? |  |  |
| Address any behavior issues as needed without losing class time? |  |  |
| Prevent dominating students from monopolizing the discussion? |  |  |
| Refrain from monopolizing the discussion? |  |  |
| Use instructional time wisely? |  |  |
| Bring closure to the discussion? |  |  |
| **As I reflect back on the lesson as a whole, I feel my students…..** | **n/a** |  |
| Students were engaged in this lesson. |  |  |
| Students understood the purpose of this lesson? |  |  |
| This lesson was motivating to my students, |  |  |
| My students mastered the objective. |  |  |
| I would want to be one of the students in my class. |  |  |

**Total Score for Part 1: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_**

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**Part II: The purpose of this video analysis is to help you improve your teaching. Do a thorough written analysis of your lesson. Write your analysis in 4 sections using each item below as a heading for a section.**

**1. Strengths of your lesson**

**2. Areas needing improvement**

**3. Set goals for yourself.**

**4. How/when will you assess yourself to make sure you meet these goals?**

**(Up to 25 points for each of the 4 items)**

**1. Strengths of your lesson Score: \_\_\_\_\_\_\_\_\_\_\_\_**

**2. Areas needing improvement Score: \_\_\_\_\_\_\_\_\_\_\_\_**

**3. Set goals for yourself. Score: \_\_\_\_\_\_\_\_\_\_\_\_**

**4. How/when will you assess yourself to make sure Score: \_\_\_\_\_\_\_\_\_\_\_\_**

**you meet these goals?**

**Total Score for Part 2: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**GRAND TOTAL FOR THE VIDEO ANALYSIS (PART 1 + PART 2): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. TESTS (Up to 100 points per test).**

Two tests plus a final will be given in the course. The tests will be designed to verify candidates have acquired foundational knowledge from the text necessary for high level professional practice. The tests will be based on class discussions and content from assigned readings.

**7. Group Presentation (100 Points)**

GROUP PRESENTATION GUIDELINES

As part of preparation to collaborate and teach, each class member will be required to participate in a group presentation addressing the content of one or more chapters in the text. The group should use the Study Guide questions in this syllabus as a basis for their in-class presentation. Additionally, the instructor will give the class an overview of the chapter being presented during each class.

The group presentation should demonstrate thorough knowledge of the topic, a creative/engaging approach to content delivery, effective teaching/presentation technique, and an effective assessment of class members’ understanding of the topic. Each group presentation should last no longer than one hour. The instructor will add comments and information during and following each group’s in-class instruction.

IMPORTANT! MAKE SURE YOU HAVE JOINED A PRESENTATION GROUP AND HAVE MADE ARRANGEMENTS TO PREPARE THE GROUP PRESENTATION BEFORE WE GO TO GERMANY

**Important Conditions About Contributing to the Success of the Class:**

If an individual student does not participate or make a significant contribution to the group presentation, that student should be identified to the instructor in a written statement signed by the other group members. A student who does not participate **(regardless of the reason)** will be counted as “absent” from that class session **(5 point deduction)** and be receive an **additional 5 point deduction** for non-participation in the presentation**. (Total deduction: 10 Points).**

Note: Study guides for the two tests are given below

ELED 4122 STUDY GUIDE 1 (CHAPERS 1-5)

Fall 2013

The following items direct you to important concepts in the text. Develop a practical, working knowledge based on the research and analysis provided in the text.

Chapter 1

1. Be familiar with the different types of teaching knowledge and their differences as described in the text.

2. Be familiar with the four topics basic to most teaching situations.

3. Be familiar with the different type of questions and their purposes.

4. Be able to explain the important reasons for calling on students who are not volunteering.

5. Be familiar with the processes necessary for thorough, meaningful classroom observation and the key to useful observation.

6. Be familiar with Action System knowledge and why it is important.

7. Know the key to meaningful classroom observation.

8. Be able to explain how teachers can ignite and maintain student interest in a topic.

9. Be familiar with the effect of teachers engaging in so many tasks and interactions each day.

10. Be familiar with the characteristics of a Qualitative Approach and a Quantitative Approach to observation.

11. Be familiar with different coding systems used to record and describe behaviors.

Chapter 2

12. Be familiar with *Pygmalion in the Classroom*, terms associated with it and the research’s implications to teacher behavior.

13. Be familiar with the definitions associated with teacher expectations.

14. Be able to define teacher expectations based on content in the text.

15. Be able to identify types of teacher expectations based on descriptions of teacher behavior.

16. Know the primary basis for most teachers’ impressions about their students.

17. Know the teacher behaviors associated with differential treatment between high and low achievers.

18. Know the characteristics of Proactive, Reactive, and Over Reactive Teachers.

19. Know what the text suggests about when differentiated expectations are usually formed.

20. Be able to identify teacher behaviors associated with communicating low expectations to students.

21. Be familiar with the research about teacher behaviors associated with students perceived as “more capable.”

Chapter 3

22. Be familiar with teacher approaches to developing classroom management and the effectiveness of the various approaches.

23. Be familiar with the terms associated with classroom management, their definitions.

24. Be able to identify, using the proper term, a teacher’s management behavior based on a classroom example.

25. Know the effects of praising students, positive and negative.

26. Know the methods of promoting self-regulated learning as described in the text.

27. Know a major goal of classroom management associated with long-term benefit to each student.

28. Be familiar with what the text says about how teachers can be effective at promoting higher order learning.

29. Be familiar with what research has shown about effective elementary school classroom managers.

30. Be familiar with appropriate teacher cues to desired learning behaviors.

31. Be familiar with the terms associated with different types of rewards and their definitions.

Chapter 4

32. Be familiar with appropriate and inappropriate teacher statements used to manage student behavior.

33. Be familiar with Gordon's "no lose" approach to resolving conflicts.

34. Be able to identify examples of appropriate and inappropriate punishment.

35. Be familiar with the effects of punishment.

36. Be familiar with what Good and Brophy propose about extreme laws and policies aimed at "dangerous" students.

37. Be familiar with techniques that are effective at redirecting inattentive students.

38. Be familiar with *inappropriate* techniques for direct correction.

39. Know the ways students are most likely to deal with conflict – without explicit instruction from the teacher.

40. Be familiar with what Good and Brophy say about teachers who use punishment.

41. Know the circumstances in which Contingency Contracting is usually most effective.

Chapter 5

42. Be familiar with terminology associated with motivation, stimulus, response and reinforcement and be able connect a term with a description.

43. Be familiar with the theories and terminology associated with academic aptitude.

44. Know the definitions of different types of educational goals.

45. Be familiar with the concepts of Intrinsic vs. Extrinsic Motivation.

46. Know the most effective type of tasks to promote student Effort and Persistence

47. Know what teacher behaviors will and will not, minimize text anxiety.

48. Be familiar with the value of promoting student autonomy in learning tasks.

49. Be familiar with the concepts/theories of stimulus, response, motivation and strategies.

50. Be able to identify a classroom example of the *expectancy x value* theory of motivation?

51. Be familiar with Chapman’s *Teaching Triangle* and its application to classroom instruction.

ELED 4122 STUDY GUIDE 2 (CHAPERS 6, 7, 8 and 9, 10, &11)

Fall 2013

Chapter 6

1. In 1954 *Brown v. Board* *of Education* abolished the practice of segregation. What were some of the results?

2. When examining the practice of Tracking, research about Between-Class Ability Grouping of students has shown:

3. When Mason and Good (1993) examined Within-Class Ability Grouping for math, comparing a *structured approach* (grouping before instruction) to a *situational approach* (grouping after instruction), they found:

4. Johnson and Johnson (1999) identified five elements that should be included in Cooperative Learning. What are they?

5. Research about Cooperative Learning Models indicates the most effective Cooperative Learning methods do what?

6. Good and Brophy recommended Cooperative Learning with certain qualifications. Be familiar with those qualifying conditions?

7. A major concern for the teacher when using Cooperative Learning is:

8. Student self-evaluation of the whole group during Cooperative Learning should:

9. The optimum means of achieving most education objectives is:

Chapter 7

10. As the need arose in America for education of the masses, what were the results?

11. The need for addressing heterogeneity in the classroom arises when:

12. Research about the progress of students with mild learning disabilities usually shows:

13. Many research studies about retention of students in grade indicate:

14. When attempting to use the Mastery Learning a teacher can better manage instruction if he/she:

15. Newman (1992) found the most important factor contributing to success with an at-risk student was:

16. When using the Curriculum-Based Measurement approach what are things teachers do?

17. According to your text, one guiding principle of heterogeneous teaching is that:

18. High achievers often finish work quickly. The authors recommend the following for early finishers:

Chapter 8

19. Moll (1972) when looking at bilingual education, identified "Funds of Knowledge" possessed by family members. He recommended using those funds of knowledge to:

20. Most evidence about what is best for English Language Learners indicates that the goal should be to:

21. Research about successful teachers in urban settings identified reappearing factors. Be familiar with those factors.

22. According to Good and Brophy, what are factors associated with parental involvement?

23. When looking at teacher interactions based on gender, research has shown:

24. According to Good and Brophy, attention to learning styles and multiple intelligences may be of the most benefit to a teacher if:

25. Be familiar with the five types of students identified by Good and Power (1976)?

Chapter 9

26. Why is it important for teachers to have a clear understanding of their philosophy?

27. When looking at curriculum and what to emphasize, teachers must find the right balance between:

28. A teaching approach designed to equip students with knowledge, skills, values, and dispositions that will be useful inside and outside of school is called:

29. Knowledge Networks may best be described as:

30. A term frequently used to identify powerful ideas embedded within networks of knowledge is:

31. The terms "authentic tasks" or "authentic learning" identify what type of learning goals?

32. Research about the use of seatwork as an instructional practice indicates:

33. According to Good and Brophy, the high stakes testing era has resulted in:

34. According to Good and Brophy, since high stakes testing is part of the reality of teaching, when preparing students for high stakes testing teachers should:

Chapter 10

35. According to Good and Brophy what are primary approaches to teaching?

36. Research about teacher behaviors related to student success indicates what?

37. Research about teacher behaviors related to student success indicates what?

38. When looking at effective narrative presentation by the teacher, what is suggested by Good and

Brophy?

39. When deciding what type of questions to ask, teachers should understand that lower level questions focus on:

40. Higher order thinking questions and lower level thinking questions can be blended effectively in what ways?

41. Wait time has been associated with a variety of benefits to learners. Research has shown the amount of wait time needed to gain those benefits is:

42. According to Good and Brophy an INAPPROPRIATE use of homework is for:

Chapter 11

43. One of the basic tenets of Constructivist principles is that the role of the teacher is to:

44. Constructivists believe when learning is NOT connected to prior knowledge it becomes:

45. Vygotsky's "Zone of Proximal Development" refers to:

46. Sociocultural Learning Theory emphasizes what approaches to learning?

47. What are the components of scaffolding, identified by Wood, Bruner, Ross and Rogoff?

48. According to Nuthall's (2002) research, students need what to retain a new concept?

49. According to Good and Brophy, Constructivist teaching methods are most effective for what learning goal?

50. According to Good and Brophy, because of differences in learning theories and the complexities of teaching, when planning instruction a teacher should

**ELED 4122 GRADING SCALE**

**POSSIBLE POINTS FOR EACH COURSE COMPONENT:**

**1. Attendance and Participation: Up to 50 Points**

**2. Classroom Management Plan: Up to 100 Points**

**3. Required Video Analysis: Up to 200 Points**

**4. Test #1: Up to 100 Points**

1. **Test #2: Up to 100 Points**

**6. Group Presentation Up to 50 Points**

**7.Final Exam Up to 100 points**

**POSSIBLE TOTAL POINTS FOR THE COURSE: 700 Points**

**GRADING SCALE PERCENTAGES: A = 100 – 93%**

**B = 92 – 85%**

**C = 84 – 78%**

**(Note: a grade of “C” or above is a program completion requirement)**

**D = 77 – 70%**

**F = 69% and below**

**COURSE POINTS REQUIRED FOR GRADES:**

**GRADE POINTS REQUIRED**

**A 651 and above**

**B 650 - 595**

**C 594 - 546**

**D 545– 490**

**F 489 and below**

**Video Recording Permission Letters:**



Department of Reading and Elementary Education

9201 University City Blvd.

Charlotte, NC 28223-0001

Phone 704-687-8889

**PERMISSION FOR UNC-CHARLOTTE STUDENT TO VIDEO RECORD**

A UNC-Charlotte student has been assigned to your child’s classroom, under the supervision of the classroom teacher. As part of the teacher education program, all students are required to videotape a lesson in a classroom. The student will use these videotapes for self-evaluation of their teaching skills and for developing a portfolio

At no time will the videotape be used to evaluate or make an example of any child. These images may be used only for noncommercial professional purposes of evaluating and developing the professional skills of the prospective teacher education student.

Your child is not required to appear in the videotape. If necessary, an alternative learning activity will be provided.

Please indicate your permission for your child to participate in these instructional activities and appear in a videotape. The videotape will be viewed only for the purposes of evaluating and developing the skills of the UNC-Charlotte student.

Thank you for your role in producing future teachers of the highest quality. If you have any questions, please contact me at 704-687-8709.

**Dr. Jack Piel, Ph.D.**

Jack Piel

Dept. of Reading & Elementary Education

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Child’s name Parent/Guardian Signature & Date

|  |
| --- |
| **I understand the limited nature of the permission granted by the parent/guardian to use the videotape in this classroom only for the purpose of evaluating and developing the professional skills of the UNC Charlotte student. I agree not to use them for other purposes, without further written permission of the parent/guardian.**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **UNC-Charlotte Student Signature & Date Teacher Signature & Date** |



El departamento de leer y la Enseñanza primaria

9201 Ciudad de la Universidad Blvar.

Carlota, de 28223-0001 de NC

[704-687-8731](tel:704-687-8889" \t "_blank) deTeléfono

El PERMISO PARA UNC-CARLOTA ESTUDIANTE para GRABAR REGISTRO

Un estudiante de UNC Carlota ha sido asignado al aula de su niño, bajo la vigilancia del maestro de aula. Como parte del programa de la educación de maestro, todos los estudiantes universitarios son requeridos a grabar lecciones en un aula de escuela de enseñanza primaria. El estudiante utilizará este video para una evaluación de sus habilidades de instrucción, para el análisis de prácticas de instrucción durante el trabajo de clase de UNC Carlota, y para desarrollar una carpeta profesional.

En ningún momento se usara el vídeo para evaluación o hacer un ejemplo de cualquier niño. Estas imágenes video pueden ser usadas solamente para propósitos de evaluar y desarrollar las habilidades profesionales de los estudiantes universitarios y no para uso comercial.

Su niño no se exige aparecer en el vídeo. Si necesario, una alternativa de aprendizaje alternativa se proporcionará.

Por favor indique su permiso para que su niño participe en estas actividades instrucciónales de estudiante de UNC a Carlota y que pueda aparecer en el video. Gracias por su parte en desarrollar a futuros maestros de la más alta calidad.  Si usted tiene cualquier pregunta, por favor avíseme por teléfono [704-687-8731](tel:704-687-8894).

Jack Piel, Ph.D.

El Dr. Jack Piel

Codirector Clínico del Profesor agregado -- las Escuelas Profesionales del Desarrollohacer contactos

Departamento de leer & Enseñanza primaria

UNC Carlota

Concedo permiso para mi niño para tomar parte en sesiones de grabación video para entrenar de maestro y para esos videos para ser utilizado para el desarrollo profesional del UNC Carlota Estudiante.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

El nombre de Niño Padre/Guardián Firma & Fecha

Comprendo que la naturaleza limitada del permiso otorgado por el padre/guardián para el uso del video en esta clase solamente para el propósito de hacer una evaluación y desarrollar las habilidades profesionales del estudiante de UNC Carlota. Concuerdo que no usaré el video de otros propósitos, sin permiso escrito adicional del padre/guardián.

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UNC-CARLOTA Estudiante Firma & la Fecha Maestro Firma & Fecha

**Fall 2013**  **ELED 4122 Class Schedule Monday, 2:00 – 4:45**

**Dr. Marvin Chapman**

Unit 1 **Introduction/Overview**

Schedule and Assignments

**Classroom Life, Chapters 1&2**

Frameworks for Analyzing Teaching

Student Teaching Assessment Rubric (STAR)

Group topic selection (two students)

**Classroom Management I, Chapter 3** **NOTE: Begin preparing your**

Preventing Problems **Management Plan NOW!**

**Classroom Management II, Chapter 4**

Coping with Problems Effectively

**Motivation, Chapter 5**

Extrinsic & Intrinsic Motivation -- Privileges, Rewards and Consequences

9/18 \*\* **Test #1, Chapters 1 -- 5**

Unit Two **Student Diversity and Cultures, Chapter 8**

**Worthwhile Content and Active Teaching,**

**Chapters 9&10**

**\*\*Classroom Management Plan Due, Chapters 6&7**

Classroom Management Plan Discussion

**Active Teaching, Chapter 11**

10/23 \***\* Test #2, Chapters 6--11**

Unit Three **Tools to Support Teaching and Learning, Chapters 12 &13**

**Video and Analysis plus presentation**

**Growth as a Teacher, Chapter 14**

**Final Exam Classroom Exercise**