Murray State University
ELE 379-01,02,03,04,05: BB 101 (ITV)
5:00pm-7:00pm (7pm-8pm)
Fall 2018
Greg Gierhart
270-809-3125 ggierhart@murraystate.edu

Office Hours: Monday 1:30-2:30:Tuesday 9:00-11:00am and 2:30-3:30pm 1:30-2:30
Wednesday; Thursday 9:00-11:00am and Friday 8:30-9:30
Virtual Office Hours: Thursday 3:00-5:00pm

I.   **TITLE:** Approaches to Teaching in IECE Environments

II.   **COURSE DESCRIPTION AND PREREQUISITES:** This course will examine early childhood approaches to teaching, play-based learning, and the design, implementation, and assessment of instruction with the diverse young learner in mind. Teacher candidates will synthesize knowledge of learning theories, technology, and developmentally appropriate practices to develop units of study and lesson plans. The course will introduce candidates to federal laws and guidelines addressing diverse students. Clinical experiences required.

   Prerequisite(s): EDU 180 and EDU 280 or equivalent courses with a "B" or higher.

III.   **COURSE OBJECTIVES:**
   Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Early Childhood Standards (KYECS), the Kentucky IECE Teacher Standards for Preparation and Certification (IECE), the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), and the Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

A.   create a unit of study with lessons demonstrating the ability to organize the curriculum and instructional tasks to meet the needs of the diverse learner aligned with current state and national standards that is developmentally appropriate, culturally responsive, includes adaptations for children with disabilities, developmental delays, or behavioral issues (IECE I, II, III, IX; NAEYC 1, 2, 3, 4, 5, 7; CEC 1, 2, 3, 4, 5; InTASC 1, 2, 4, 5, 6, 7, 8, 9);
B.   reflect on the content knowledge, pedagogical practices, professional dispositions, and the collaborative roles within the school environment necessary to become a culturally responsive professional educator who establishes and maintains a positive collaborative relationship with families, colleagues, and other professionals and reflect on preschool curriculum practices and professional development and practice (IECE III, IV, V, VI, VII, IX; NAEYC 2, 6, 7; CEC 6, 7; InTASC 9, 10);
C.   explore the concepts and theoretical foundations of how students learn and the variables that affect how individual students learn and perform including the establishment of a safe, developmentally, and culturally appropriate environment for all young children (IECE I, II, III; NAEYC 1, 2, 4,7; CEC 1, 2; InTASC 2, 3);
D.   use data-driven analysis to identify research-based instructional strategies for content area literacy during the planning, enrichment and remediation of the diverse learner (IECE IV, VIII, IX; NAEYC 3, 7;CEC 4; InTASC 5, 6, 7, 8);
E.   implement models of teaching into the design of lessons and demonstrate the use of multiple levels of questioning to promote critical thinking in developmentally and culturally appropriate ways (IECE I, II, III,IX; NAEYC 1, 4, 5, 6, 7; CEC 1, 2, 5; InTASC 2, 3, 8);

F. research and infuse instructional and adaptive technology into the design and delivery of lesson plans to enhance the learning of diverse students (IECE I, II, III, IX, NAEYC 1, 3; InTASC 7, 8);
G. describe positive behavioral interventions and supports to increase student engagement which will create a respectful and organized classroom environment for diverse students (IECE II; NAEYC 2; InTASC 3);
H. explain the important role of formal and informal assessments in the universal design for learning model of instruction and collect and interpret data using informal assessment methods (IECE IV, VIII, IX; NAEYC 3, 7; CEC 4; InTASC 6);
I. discuss the definition, prevalence, identification and characteristics of students with high-incidence and low-incidence disabilities, students who are at-risk students and English Language Learners in the classroom (InTASC 1, 2, 3, 7, 8, 9, 10); and
J. demonstrate the ability to implement research-based instructional strategies to meet the needs of diverse learners and identify ways to alter lesson plans to scaffold lessons within the tiered model of instruction and progress monitoring (NAEYC I, III, IV; NAEYC 1, 2, 3, 4, 5, 7; CEC 1, 2, 3, 4, 5; InTASC 7,8,9,10).

The EPP theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on the following course activities: professional growth plan, Mock ARC, and field experiences with young children. The EPSB/CAEP Themes of Diversity, Technology, Assessment, Literacy, and Closing the Achievement Gap are explored in the course through various chapters in the textbooks. Candidates will apply what they learn by identifying assessments, learning culturally-responsive pedagogy, and using effective teaching strategies in the UDL model to meet the needs of the diverse learner and close the achievement gap.

IV. **CONTENT OUTLINE:**
   A. Various Approaches for Teaching Young Children
   B. Play-Based Learning
   C. Developmentally and Culturally Appropriate Practice
   D. Universal Design for Learning (UDL Model)
   E. Monitoring and Evaluation of Student Learning
   F. Designing Instruction to Maximize Student Learning
   G. Standards-Based Unit of Study
   H. Differentiating Instruction for Diverse Learners
   I. High-Incidence and Low-Incidence Disabilities
   J. Response to Intervention (RtI)
   K. English Language Learners (ELL)
   L. Collaboration/Co-Planning/Co-Teaching
   M. Assessment for Learning and Assessment of Learning

V. **INSTRUCTIONAL ACTIVITIES:**
   A. Lecture and discussion
   B. Large and small group activities
   C. Clinical experiences
   D. Collaborate/co-plan/co-teach in designing lessons
   E. Use of technology
   F. Unit and lesson plan artifacts

VI. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**
Clinical experiences are an essential part of this course. Teacher candidates will exhibit professionalism throughout **10 hours** of clinical experiences in a classroom associated with their major. All clinical placements will be at sites which include **some RtI experiences.** Candidates will provide their own transportation. The EPP will work with secondary content and pre-K12 partners to create clinical partnerships with schools who

have MOUs with the COEHS. Clinical placements will be made using a cooperatively created, agreed-upon system. Instructors will formally evaluate candidates' clinical experiences using an EPP-provided common instrument. Instructors will monitor, verify, and evaluate clinical experiences and components on *LiveText*. To earn a grade in this course, teacher candidates must successfully complete the required clinical experiences and record clinical experience hours and components on the *LiveText* FEM and KFETS sites.

.

Required Activities for Clinical Experiences Include:
- Placements at sites which include some RtI experiences
- Co-teaching lessons using teacher-developed lessons and varied co-teaching strategies
- Focus upon differentiating instruction and assessment to meet RtI students' needs
- Tutoring RtI students
- Professional Learning Community
- Assisting teacher or education professional
- Teaching small and large groups of students
- Diverse placements include students with disabilities and English Language Learners

VII. TEXT(S) AND RESOURCES:

Required Textbooks
- Mastropieri, M. A. & Scruggs, T. E. (2018). *The inclusive classroom: Strategies for effective differentiated instruction*. 6th ed. NY, NY: Pearson.
- Orlich, D.C., Harder, R.J., Trevisan, M.S., Brown, A. H., & Miller, D. E. (2018). *Teaching strategies: A guide to effective instruction*. 11th ed. Boston, MA: Cengage Learning.
  - Roopnarine, J. L., & Johnson, J. E. (2013). *Approaches to early childhood education* (3rd Ed.). Upper Saddle River, NJ: Pearson. (in CMC to be checked out)
  - College *LiveText*-EDU Solutions Student Membership. (Required for students enrolled in this course. Available for purchase at Murray State University bookstore.)
  - Online management course
  - Professional publications (provided by instructor)
  - The IRIS Center, Vanderbilt University (online)

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for successful performance in course tasks, including but not limited to chapter activities, quizzes, examinations, reflections, group presentations and culminating portfolio. Key course assessments are required by all instructors. All key course assessments will be posted on *LiveText* and evaluated using an EPP-provided common instrument.

A. **Key Course Assessment One- Unit of Study:** Unit will include lessons designed using EPP common template.*(Submitted to Livetext)*
B. **Key Course Assessment Two- Clinical Experience Evaluations:** Course instructors and cooperating teachers will evaluate candidates' clinical experiences using an EPP-provided common instrument on *LiveText*.
C. **Common Course Assessment One- MOCK ARC**
D. **Common Course Assessment Two- Digital Toolbox:** Candidates identify research-based instructional strategies appropriate for Tier One and Tier Two RtI students at designated grade levels. Strategies include technology and content literacy. Candidates share strategies on an electronic platform.

Although activities and grading procedures may vary by instructor, the * items are required and all sections must use the same scoring rubric for *LiveText* course assignment.

Assignments	Points
*Unit of Study	100
*Admissions Release Committee Report	100
*Clinical Experience Evaluations	50
*Digital Toolbox	100
Chapter readings assignment	100
PRAXIS CORE assignments	100
Exams (Midterm and Final)	200
TOTAL	**750**

Assessment Scale	Final Grade
90-100% of total points	A
80-89% of total points	B
70-79% of total points	C
60-69% of total points	D
Below 60% of total points	E

A. **Key Course Assessment One- Unit of Study:** Unit will include lessons designed using EPP common template.
B. **Key Course Assessment Two- MOCK ARC**
C. **Key Course Assessment Three- Clinical Experience Evaluations:** Course instructors and cooperating teachers will evaluate candidates' clinical experiences using an EPP-provided common instrument on *LiveText*.
D. **Key Course Assessment Four- Digital Toolbox:** Candidates identify research-based instructional strategies appropriate for Tier One and Tier Two RtI students at designated grade levels. Strategies include technology and content literacy. Candidates share strategies on an electronic platform.

IX. **ATTENDANCE POLICY:**
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. **ACADEMIC HONESTY POLICY:**
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized com-munication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take ap-propriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.
If the disciplinary action results in the awarding of a grade of *E* in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integ-rity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI.   **NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**
        <u>**Policy Statement**</u>
        Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

        <u>**Students with Disabilities**</u>
        Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII.   FLAG SYSTEM/ CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to determine whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**