

Murray State University

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 621

CREDIT HOURS: 3

I. TITLE: Advanced Methods of Teaching

II. COURSE DESCRIPTION AND PREREQUISITES: This course is an advanced course that applies theories and practices of models of teaching based upon applied research and practitioners' experiences.

Prerequisites: EDU 303 or an equivalent course and at least have had student teaching experiences.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards (KTS), CHETL, and Kentucky IECE Standards (KIS) that are addressed by that objective. Upon successful completion of this class, students will be able to

- A. demonstrate increased depth of content knowledge (KTS #1, 9);
- B. demonstrate the ability to design differentiated instruction (KTS #2, 4);
- C. demonstrate the ability to research, analyze, and share best practices in instruction (KTS #2, 9, 8, 10);
- D. demonstrate specific technology tools to increase student learning, motivation, and engagement (KTS #6, 2, 3);
- E. demonstrate various authentic assessment strategies (KTS #5, 2, 4);
- F. develop, implement, and analyze the results of a teacher/course evaluation to increase teacher effectiveness (KTS #10, 7, 8);
- G. demonstrate ability to use data to improve student learning (KTS #5, 7);
- H. demonstrate knowledge of Common Core Standards, Kentucky Core Content, KY Teaching Standards, CHETL, and Kentucky IECE Standards (KTS #1, 9);
- I. develop knowledge and skills to facilitate the development, appreciation and understanding of human diversity and community within the classroom and community (KTS #1, 2, 3, 4; KIS #I, II, III, VI, VIII); and
- J. design a professional growth plan based on teacher's values, needs, school to determine goals for professional development in (KTS #7, 8, 10; KIS #V, VII, X);

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to post reflections on Blackboard Discussion after each of the 10 projects

The EPSB Themes of Diversity and Closing the Achievement Gap are major themes explored in the course through course activities, projects, and assignments.

IV. CONTENT OUTLINE:

- A. Exploring the Teacher's Role in the Century 21 Classroom
- B. Using Technology as a Tool to Increase Student Achievement
- C. Using Data to Increase Student Achievement
- D. Exploring the Co-teaching Model of Instruction
- E. Exploring the Professional Learning Community Concept to Increase Student Achievement
- F. Differentiating Instruction to Address Diverse Learners' Needs
- G. Using Formative Assessment to Increase Student Achievement
- H. Using Research to Inform Current Practice

V. INSTRUCTIONAL ACTIVITIES:

A variety of instructional activities will be used in this course including inquiry learning, webinars, reflection, classroom discussion via Blackboard, projects, and presentations.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

- A. Waterfield Library
- B. Webinars
- C. Technology Websites
- D. Links to many sources
- E. Materials provided by the instructor

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Grading scale:
 - A=90-100% of total points
 - B=80-89% of total points
 - C=70-79% of total points
- B. Class Requirements include:
 - Readings from various articles, powerpoints, slideshares, blogs, and other e-sources
 - Canvas Discussion Board participation 100 points (DB)
 - Webinar Summary/Critique 20 points (WS)
 - Professional Growth Plan 20 points (PGP)
 - Differentiated Instruction Lesson Plan 20 points (LP)
 - Digital Presentation (Glogster/Prezi) 20 points (DP)
 - Differentiated Lesson Plan 20 points (DLP)
 - Flipped Classroom Assignment 20 points (FCA)
 - A Framework for Teaching (Danielson) Assignment 20 points (FTA)
 - Digital Story (Animoto/photopeach) 20 points (DS)
 - Professional Learning Community (PLC) Assignment 20 points (PLC)
 - Class Evaluation/Reflection 20 points (CE)

Total 300 points

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students are expected and strongly encouraged to attend class regularly and on time in order to gain maximum benefit from the course. Class attendance will be checked and will be an explicit factor in the course grade as reflected in the class participation component. Students are responsible for all material missed due to class absences.

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 communication 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 Submissions - 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 appropriate 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 F 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 integrity 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:

Policy Statement

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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

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).