I. TITLE: EDU 303 Strategies of Teaching

II. CATALOG DESCRIPTION: This course is an investigation of the skills of teaching which are applicable at any grade level. Emphasis placed on the application of teaching strategies in microteaching and classroom settings. The course will also include coverage of classroom management strategies, discipline techniques, and curriculum development as a function of instruction. Laboratory experiences required. Prerequisite: Students must have earned a C or better in EDU 103 or permission of chair.

III. PURPOSE: The purpose of this course is to provide students with a broad repertoire of teaching strategies, as well as classroom organization and management techniques. Students will examine various approaches to classroom discipline. Students will also demonstrate specific teaching skills during microteaching experiences.

IV. 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 advocated by the Kentucky Education Reform Act guidelines and initiatives. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky New Teacher Standards for Preparation and Certification (NTS) addressed by that objective. Upon successful completion of this class, students will be able to:

A. prepare a KERA unit of study and KTIP lesson plans. (NTS # 1)
B. microteach lesson(s) demonstrating the ability to organize the curriculum and/or instructional tasks which are developmentally appropriate. (NTS # 1-6)
C. evaluate, reflect upon, and revise given teaching situations. (NTS #4, 5)
D. demonstrate teaching skills associated with multiple approaches to learning. (NTS #3)
E. develop and apply effective questioning methods, differentiated instructional strategies, and assessment techniques. (NTS #3, 4)
F. examine classroom management strategies (CHAMPs, etc.).(NTS #2, 3)
G. infuse instructional technology into microteaching and other activities. (NTS #1, 2, 3, 9)
H. create a working e-portfolio artifact and reflection (NTS #1, 5, 9)
I. research educational trends and issues (Diversity, Assessment, Literacy/Reading, and Closing the Achievement GAP) through a cooperative inquiry project presentation (NTS #2, 3, 7, 9)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on three microteaching experiences, Collaborative Inquiry Project, Working Portfolio Entry, CHAMPs Reaction Paper, and Professional Growth Plan.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap are explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Inquiry Project.
V. CONTENT OUTLINE
A. The Effective Teacher
B. Understanding Your Students
C. Goals and Objectives
D. Unit and Lesson Planning
E. Classroom Management I: Establishing the Learning Climate
F. Classroom Management II: Promoting Student Engagement
G. Teaching Strategies for Direct Instruction
H. Teaching Strategies for Indirect Instruction
I. Questioning Strategies
J. Self-Directed Learning
K. Cooperative Learning and the Collaborative Process
L. Assessing Learners

VI. INSTRUCTIONAL ACTIVITIES
A. Lecture and discussion
B. Small group discussion
C. Microteaching experiences
D. Demonstration of technology proficiency
E. Cooperative learning activities
F. Unit and lesson development
G. Peer collaboration / peer review
H. Formative and summative evaluations

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES
A minimum of 20 clock hours is required which includes microteaching experiences. Students must demonstrate their growing knowledge of technology and audio-visual aids as instructional tools during the microteaching activities.

VIII. RESOURCES
A. Murray State University Libraries
B. RACERtrak, ERIC, and the Internet
C. Self-selected books, articles, and activities
D. MSU computer centers
E. Media/Resource Center AL 341
F. Public library
G. Kentucky Department of Education
IX. GRADING

Please note: Although activities and grading procedures may vary by instructor, the * items are required and all sections must use the same scoring rubric.

A. Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>10 pts. x 12 chapters</td>
<td>120</td>
</tr>
<tr>
<td>*Microteaching #1, 2, 3</td>
<td>75, 75, 75</td>
<td>225</td>
</tr>
<tr>
<td>*Cooperative Inquiry Project</td>
<td>40 pts.</td>
<td>40</td>
</tr>
<tr>
<td>Examinations</td>
<td>75 pts. x 2</td>
<td>150</td>
</tr>
<tr>
<td>*CHAMPs (M-3) Reaction Paper</td>
<td>25 pts.</td>
<td>25</td>
</tr>
<tr>
<td>PRAXIS Chapter Assignments</td>
<td>10 pts.</td>
<td>10</td>
</tr>
<tr>
<td><em>Working Portfolio Entry</em>*</td>
<td>75 pts.</td>
<td>75</td>
</tr>
<tr>
<td>*Professional Growth Plan</td>
<td>15 pts.</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

(**Artifact and Reflection Requirement: Micro-teaching Lesson Plan: NTS #1)

1. Microteaching Experiences (225 pts.)

Students will develop an instructional unit on a topic that is developmentally appropriate for their future students. First, they will identify and describe their students. Then they will select a unit theme, develop unit goals, and identify relevant state and national standards, and implement within KTIP lesson plans. Students will teach in three microteaching sessions their unit. The lesson plans must be developed to include enough instructional activities and discussion to encompass appropriate instructional minutes – Elementary -30 minutes; Middle – 45 minutes, and Secondary – 90 minutes.

For Microteaching #1, students will develop a Kidspiration that will be used to introduce themselves as a new teacher. The Kidspiration will include personal and professional information as well as the introduction of their instructional unit (KERA Goals, Academic Expectations, Program of Studies, Core Content). The opening of the first lesson will also be presented. This microteaching will be presented within 10 minutes.

For Microteaching #2, students will continue teaching from their first developed lesson plan. However, during this microteaching, students will present the middle section (activity/discussion) and the planned ending (review and foreshadow/extension). Students will also create and present a summative assessment for this lesson. This microteaching will be presented within 20 minutes.

For Microteaching #3, students will teach from a newly developed lesson plan (opening, middle, and ending). This lesson plan will be the second in the instructional unit. The students will present this lesson for 30 minutes. (This does not mean that the entire lesson will be completely taught – especially for middle and secondary majors). Students will create and present a summative assessment for this lesson.

Students will use different instructional technology for each lesson presentation. Students’ teaching efforts will be recorded. Their efforts will be assessed by peers and the instructor. After each MT, students will reflect upon the experience. They will submit a microteaching packet that includes the original lesson plan, corrected lesson plan, professor’s/peers’
comments, and reflection paper. Late or incomplete submissions will result in partial credit. (NTS 1-6, 9/ Objectives A-G)

### Microteaching Experiences

<table>
<thead>
<tr>
<th>Session</th>
<th>Length</th>
<th>Point Value</th>
<th>Targeted Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT #1</td>
<td>10 minutes</td>
<td>75 pts.</td>
<td>Self, Unit Introduction, &amp; Opening</td>
</tr>
<tr>
<td>MT #2</td>
<td>20 minutes</td>
<td>75 pts.</td>
<td>Middle and Ending (summative assessment)</td>
</tr>
<tr>
<td>MT #3</td>
<td>30 minutes</td>
<td>75 pts.</td>
<td>Lesson Plan 2 (opening, middle and ending—summative assessment)</td>
</tr>
</tbody>
</table>

2. **Collaborative Inquiry Project (40 points)**
   To develop research skills and an awareness of issues in the education profession, teams of students will conduct research on a topic associated with Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap. Students’ efforts will evaluated using an inquiry project rubric (NTS 2, 3, 6, 7, 9 / Objectives C-G, I)

3. **Working Portfolio Entry (75 pts.)**
   As a final and cumulative activity, students will demonstrate what they have learned about quality lesson design by creating a third lesson plan associated with their instructional unit. Students will write a 2 page paper reflecting upon how the plan demonstrates their ability to meet Kentucky New Teacher Standard 1. Furthermore, students will add the corrected lesson plan and reflection to their LiveText working portfolio. The instructor is a **Reviewer in LiveText**. (NTS 1, 3, 5, 9/ Objectives A, C, H)

4. **CHAMPs Reaction Paper (25 pts)**
   The College of Education has partnered with the author of CHAMPs to infuse classroom management strategies throughout the courses. EDU 303 will focus on CHAMPs Module 3. To demonstrate knowledge attainment, students will summarize and discuss how they would implement CHAMPs within their classroom. (NTS 2, 3, 5, 7/ Objectives B, F)

5. **Growth Plan (15 pts)**
   A professional growth plan is designed to allow a teacher to identify his/her strengths and weaknesses related to each of the Kentucky New Teacher Standards. Therefore, upon completion of all of the lesson planning and microteaching sessions, students will summarize their strengths and weaknesses and identify possible ways to improve. (NTS 5-7/Objectives E, C )
B. Evaluation
Grades will be awarded for performance in accordance with the Murray State University scale.

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>540-600</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>480-539</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>420-479</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>360-419</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>359 &amp; below</td>
<td>0-59%</td>
<td>E</td>
</tr>
</tbody>
</table>

X. ATTENDANCE POLICY
This course adheres to the policy published in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY
This course adheres to the academic honesty policy published in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES

XIII. PREREQUISITE: Students must have earned a C or better in EDU 103 or permission of chair.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. FLAG SYSTEM/ CONTINUOUS ASSESSMENT
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, 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 make a determination as to 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.