ELE ED 351: EC6 Learners:
Planning Instruction in the Classroom Environment

Instructor: **Dr. Jannah Nerren**
Course Time & Location: **Huntington Elementary Multi-Purpose Room**

<table>
<thead>
<tr>
<th>351.003</th>
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</thead>
<tbody>
<tr>
<td>Monday/Wednesday</td>
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<td>12:3 to 1:20 PM</td>
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**Credits:** Three semester hours credit are awarded for the ELE ED 351 lecture and lab combined. The lecture course alone is a two-hour credit course.

**Office:** 209R Elementary Education Research Center

**Office Hours:** Monday/Wednesday 10 AM to 12 Noon. Contact me by phone or WEBCT email to make an appointment.

**Department Phone:** (936) 468-2904
**Email:** wilsonhe2@sfasu.edu.

**Prerequisites:** Admission to Teacher Education and RDG 318, 320, 314, HMS 241, 242, ECH 328, 331, ELE 304, SPE 329, EPS 380

I. Course Description
ELE ED 351 EC6 Learners: Planning Instruction in the Classroom Environment is an in-depth review of pedagogy and professional roles and responsibilities for designing instruction and assessment to promote student learning and creating a positive, productive classroom environment for the EC-4 learner. The course is a field based course and must be taken concurrently with ELE 352. Students must also register for ELE 351 Lab that meets at a school site.

II. Intended Learning Outcomes/Goals/Objectives
ELE ED 351 EC6 Learners: Planning Instruction in the Classroom Environment is aligned with the College of Education's Conceptual Framework (CF) and Vision, Mission, Goals and Core Values (VMGV). The CF and VMGV describe a shared vision and purpose for the SFASU College of Education. The CF and VMGV provide coherence for our curriculum, clinical experiences, and assessments, and are linked to the University vision and values. In addition, the CF and VMGV describe how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. The course is aligned to Goal 1 and 2 of the College of Education Conceptual Framework:

- 1. Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- 2. Prepare teachers, support personnel, and educational leaders for Texas

During this course, teacher candidates review content directly related to Domains I and III of the TExES Pedagogy & Professional Responsibilities:

- Domain I Designing Instruction
- Domain III Implementing Effective, Responsive Instruction and Assessment

The Program Learning Outcomes and Student Learning Outcomes are:

- **PLO 1 EC6 candidates will demonstrate the professional knowledge and skills required of an entry-level educator for pre-k through 6th grades in Texas Public schools.**
  - SLO 1.1 Candidates will demonstrate TExES PPR professional knowledge and skills of competencies 2, 3, 4, 7, 8, 9, and 10 through quizzes that indicate mastery of PPR content.
- **PLO 2 EC6 candidates will demonstrate the prerequisite content and professional knowledge necessary for an entry-level position for pre-k through 6th grades in Texas public schools.**
- **PLO 3 EC6 candidates will demonstrate the dispositions of the College of Education (service, openness, collaboration, integrity, academic excellence, and life-long learning).**
**PLO 4 EC6 candidates will illustrate the ability to assess, plan instruction, determine impact on learners, reflect/plan for future learning, and advocate for the profession/family/community.**

- SLO 4.1 Candidates will illustrate the ability to assess, plan instruction, and reflect through quizzes, discussion postings, and assignments that indicate the implementation of TExES PPR competencies 2, 3, 4, 7, 8, 9, 10.

**PLO 5 EC6 candidates will demonstrate critical reflection of values/ideals and excellent communication skills.**

- SLO 5.1 Candidates will demonstrate critical reflection and excellent communication skills through lesson planning reflection paragraphs and end of course learning reflections that indicate reflective, grounded thought and accurate communication skills.

### III. Course Assignments, Activities, Instructional Strategies, use of Technology

Class articles, resources, quizzes, and exams are located on WEBCT, and students are expected to use WEBCT to access these items and to communicate with the instructor.

<table>
<thead>
<tr>
<th>Competency Quizzes</th>
<th>Syllabus Quiz and Competency Quizzes 2, 3, 4, 7, 8, 9, 10 that review the TExES PPR Competencies (1 point each)</th>
<th>8 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Work</td>
<td>Daily work (see calendar)</td>
<td>10 points</td>
</tr>
<tr>
<td>ENLACE</td>
<td>ENLACE Quiz (Note to access quiz, you must exit the our blackboard course, and find the “ELE 351 ENLACE course)</td>
<td>10 points</td>
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<tr>
<td>Gifted Students Web Assignment</td>
<td>Analysis and Application of Position Paper on Gifted Students</td>
<td>5 points</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Lesson Plan Cycle LP, Workshop Approach LP, and Inquiry Approach LP (4 points each)</td>
<td>12 points</td>
</tr>
<tr>
<td>Planning Project Components</td>
<td>Desired Results, Assessment Plan, and Differentiation Plan (5 points each)</td>
<td>15 points</td>
</tr>
<tr>
<td>Differentiation Rationale</td>
<td>Rationale for differentiation, written in APA style (3-5 pages, plus references)</td>
<td>15 points</td>
</tr>
<tr>
<td>Planning Project</td>
<td>Including: Desired Results, Assessment Plan, Differentiation Plan, 3 Lesson Plans, Reflection, and self-assessment</td>
<td>25 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100 points</td>
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<tr>
<td><strong>Bonus</strong></td>
<td>You will receive two bonus points for completing the course evaluation near the end of the semester.</td>
<td>102 points</td>
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### Competency Quizzes

These quizzes will cover the readings from the PPR Book. This component of the class is self-guided. If you have questions about the reading, please contact the instructor. The quizzes are meant as study aides for your PPR exam.

### Daily Work

Each day during class you will begin work on a daily activity. These activities are meant to help you understand and work with the content. They will be due the following class period for feedback from the instructor. As these provide you with valuable information about your progress in the course, 2 points will be deducted from your daily work grade for each assignment missing.

### ENLACE Quiz

You will need to take the ENLACE quiz by the dates specified in the course calendar. To access the quiz, you must exit the course in Blackboard, and find the ENLACE: ELE 351 course. Please read the module carefully before attempting the quiz.
Gifted Students Web Assignment
After selecting and reading a position paper from the National Association for Gifted Children’s website (www.nagc.org). You will write an analysis of the paper, including specific applications to your classroom practice. This paper should be 2-3 pages and include a citation for the position paper used.

Lesson Plans
Throughout the course, you will write three lesson plans. These lesson plans will be for 3 different objectives, as determined by our Planning. The three types of lesson plans that we will use in this course are: Lesson Plan Cycle, Workshop Approach, and Inquiry Approach.

Planning Project Components
In addition to the lesson plans, the Planning Project has three additional components (Desired Results, Assessment Plan, and the Differentiation Plan). You will have a chance for peer review before turning them in.

Planning Project
The final project for this class will be the planning project. It should include: Desired Results, Assessment Plan, Differentiation Plan, 3 Lesson Plans, a Reflection, and a self-assessment. This is the culminating project of the semester.

IV. Evaluation and Assessments (Grading)
Grading Scale for ELE Courses

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100 points</td>
<td>A</td>
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<tr>
<td>80-89 points</td>
<td>B</td>
</tr>
<tr>
<td>70-79 points</td>
<td>C</td>
</tr>
<tr>
<td>60-69 points</td>
<td>D</td>
</tr>
<tr>
<td>59 or below points</td>
<td>F</td>
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Note that ANY missing assignments will cause the student to drop a letter grade for EACH missing assignment.

V. Tentative Course Outline/Calendar

Bring your 3-Ring binder that includes the articles posted on WEBCT, notebook paper, and post it notes each day to class.
Attendance and professionalism points are earned if you are physically there, mentally there, and all materials needed for the class are present.

Note: PPR indicates the TExES PPR Preparation Book; CQ: Competency Quiz

All other readings are available in the Course Blackboard website.

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Daily Work</th>
<th>Major Assignments and Quizzes</th>
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<tr>
<td>3 9/8</td>
<td>Big Ideas</td>
<td>“What is a Big Idea?” Wiggins (2010) PPR Ch. 1 Comp 002</td>
<td>List of Big Ideas</td>
<td>Competency Quiz 2 by 9/9</td>
</tr>
<tr>
<td>4 9/13</td>
<td>Understandings/6 Facets of Understanding</td>
<td>“Six Facets of Understanding” Wiggins &amp; McTighe (1998) PPR Ch. 1 Comp 003</td>
<td>6 Facets of Understanding Activity</td>
<td>Competency Quiz 3 by 9/14</td>
</tr>
<tr>
<td>5 9/15</td>
<td>Unpacking the TEKS/Clarifying Goals</td>
<td>4, 5, OR 6th grade, Social Studies OR Science TEKS PPR Ch. 1, Comp 004</td>
<td>Unpacking TEKS Activity</td>
<td>Competency Quiz 4 by 9/16</td>
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<td></td>
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<td>Bring “Desired Results” to class on 9/20</td>
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<tr>
<td>7 9/22</td>
<td>Peer Review of Desired Results</td>
<td>PPR Ch. 3, Comp 008</td>
<td>Peer Review</td>
<td>Competency Quiz 8 by 9/23</td>
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<td></td>
<td>Desired Results Due By 9/23</td>
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<tr>
<td>Week/Day</td>
<td>Topic</td>
<td>Readings</td>
<td>Daily Work</td>
<td>Major Assignments and Quizzes</td>
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<td>9 9/29</td>
<td>Gifted and Talented Learners</td>
<td>NO CLASS- Internet assignment PPR Ch. 3, Comp 009</td>
<td>Competency Quiz 9 by 9/30</td>
<td>G/T Learners Paper by 9/30</td>
</tr>
<tr>
<td>10 10/4</td>
<td>Overview of Assessment</td>
<td>“Understanding the Varieties of Assessment” Butler &amp; McMunn (2006) PPR Ch. 3, Comp 010</td>
<td>Competency Quiz 10 by 9/30</td>
<td></td>
</tr>
<tr>
<td>12 10/11</td>
<td>Six Facets to Develop Assessments</td>
<td>“Student Self-Assessment” Bruce (2001) List of performance tasks based on the 6 facets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 10/13</td>
<td>Assessment Plans</td>
<td>none</td>
<td>Peer Review</td>
<td>Assessment Plan due by 10/14</td>
</tr>
<tr>
<td>18 10/27</td>
<td>Lesson Plan Cycle Peer Review</td>
<td>none</td>
<td>Peer Review</td>
<td>Lesson Plan Cycle Lesson Plan due by 10/28</td>
</tr>
<tr>
<td>20 11/3</td>
<td>Workshop Approach Peer Review</td>
<td>none</td>
<td>Peer Review</td>
<td>Workshop Approach Lesson Plan due by 11/3</td>
</tr>
</tbody>
</table>
VI. Readings
2. Texas Education Agency, Texas Assessment of Knowledge and Skills (required)
3. WEBCT articles and resources (required) and to be printed and brought to class.

VII. Course Evaluations
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical and earns you two (2) points that are added to your grade total. The two points are considered BONUS points! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

Attendance/Discipline Policy:
Attendance for this class is mandatory. After 3 absences, your grade will be lowered 10 points, and 5 points for each successive absence.
Attendance is recorded during each class and points are earned for attendance, participation, and preparedness. Regular and punctual attendance is expected at all classes, laboratories, and other activities for which a student is registered. For those classes where attendance is a factor in the course grade, the instructor shall make his/her class policy known in writing at the beginning of each term and shall maintain an accurate record of attendance. Regardless of attendance, every student is responsible for course content and assignments. Candidates are expected to follow class rules. Candidates may receive a notice of concern/conference for unacceptable performance (academic or behavior) and follow the College of Education procedures for documenting unacceptable performance.

**Excused Absences:** It is University policy to excuse students from attendance for certain reasons. Among these are absences related to health, family emergencies, and student participation in certain University sponsored events. Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for absences to a maximum of three weeks of a semester or one week of a six week summer term when the nature of the work missed permits. In the case of absences caused by participation in University sponsored events, announcement via the web site of such absences by the Vice President for Academic Affairs will constitute an official excuse. Faculty members should submit as an attachment to an e-mail a written explanation of the absence, including the date, time and an alphabetical listing of all students attending to the office of the Vice President for Academic Affairs for Publication.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Honesty** It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

**Student with Disabilities** To obtain related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468 3004/(936) 468 1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

## IX. Other Relevant Course Information:

**Add/Drop:** To learn about the policy concerning adding and dropping courses visit the Sfasu Add/Drop policy.

**Admission to Elementary Education:** Admission to Elementary Education requires that students pass all parts of the Elementary Admissions Test initially administered in RDG 318. Students who fail this test may not take ELE, RDG, or ECH courses in subsequent semesters (until they pass the test.

**Admission to Teacher Education:** Admission to Teacher Education requires 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of the course work. If the GPA falls below 2.5 during the intern courses or student teaching, students will be dropped from professional education courses

**Advancement in Teacher Education Requirement:** In order to take the next course(s) in the professional teacher education sequence, departmental policy requires that students maintain a GPA of 2.5 or better (the same as required for admission to Teacher Education). Students failing to maintain at least a 2.5 GPA will be dropped from professional education courses.
Assignment Policy: All students are expected to complete assignments on the due date shown on the Tentative Timeline (WEBCT). Points will be subtracted for assignments turned in late at the rate of one point per day. These assignments can only be turned in late if certain criteria is met. See the explanation above under Course Requirements. In order to receive an A in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned. Written work in which the use of the English language is not at an acceptable level for a university senior will be returned to the students marked unacceptable and a zero assigned.

Late Work Policy: No late work will be accepted unless excused absence requirements are met.

Make-Up Work Policy: The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. No make-up work will be accepted Dead Week or Finals Week.

"Redo Work" Policy: Some assignments may be subject to editing and resubmission at the discretion of the instructor. Full credit will not be given to "redo work." In this event, the resubmitted work is due no later than one week after it is received from the instructor. WH Grades: The university policy concerning WH grades states, "Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for absences to a maximum of three weeks of a semester or one week of a six week summer term when the nature of the work missed permits. It also states that: Students may not attend sections of a course in future semesters to complete WH grade. Limited course visitation may be arranged with the permission of the instructor. When students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Undergraduate Teacher Certification—The "Undergraduate Initial Teacher Certification Handbook" contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook.

Syllabus Verification - Completion of the Syllabus Quiz verifies that you have read and understand this syllabus.

References

Day 1

Day 2


Day 3

Day 4

Day 6


Day 8


Day 10


Day 11


Day 12


Day 13


Day 15


Day 16


Day 17


Day 19


Day 21


Day 23


Day 24


Day 26