Elementary Education
ELE 351: EC-6 Learners: Planning Instruction in the Classroom Environment
Spring 2012

Instructor: Adrian Decker
Office: 201 F
Office Phone: (936) 468-6285
Other Contact Information: See Blackboard Site

Course Time & Location:
Office Hours:
Credits: 2.0 Hours
Email: deckerad@sfasu.edu

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

Prerequisite to Internship II: C or better in ELE 351, ELE 352, ECH 332, RDG 415, and RDG 350 and associated Lab Courses.

I. Course Description: (brief paragraph)

Designing instruction and assessment to promote student learning and creating a positive, productive classroom environment for the EC-6 learner. Prerequisites: enrollment in Internship I. Must be taken concurrently with ELE 350.

The framework for this class will be Understanding by Design. This class will focus on the concepts of planning with the end in mind, assessment guided instruction, and differentiated instruction for diverse learning needs within the learning environment.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
- 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

Program Learning Outcomes:

- *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.
- 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/plans for future learning, and advocate for the profession/family/community.
- *PLO 5 EC6 candidates will demonstrate critical reflection of values/ideals and excellent communication skills.

Student Learning Outcomes:

- 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.
- SLO 4.1 Candidates will illustrate the ability to assess, plan instruction, reflect through quizzes, discussion postings, and assignments that indicate the implementation of TExES PPR competencies 2, 3, 4, 7, 8, 9, 10.
- 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>Assignment Type</th>
<th>Assignment</th>
<th>Points</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Reading Checks</td>
<td>Syllabus Quiz</td>
<td>20</td>
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<td></td>
<td>PPR Plan</td>
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<td>PPR Reflection</td>
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<td>Standardized Assessment Quiz</td>
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<td>Lesson Planning Quiz</td>
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<td>Response to NAGC Position Paper</td>
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<td>ENLACE Quiz</td>
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<td></td>
<td>Differentiation Quiz</td>
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<td>Grouping Plan</td>
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<td></td>
<td>Managing Differentiation Quiz</td>
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<tr>
<td>Assignments</td>
<td>Objectives Assignment</td>
<td>50</td>
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<td>Authentic Assessment</td>
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<td>Assignment</td>
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<td>Assessment Plan</td>
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<td></td>
<td>Learning Activities Plan</td>
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<td></td>
<td>Modification Plan</td>
<td>150</td>
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<td></td>
<td>Differentiation Plan</td>
<td>200</td>
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<td>600</td>
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<tr>
<td>Paper</td>
<td>Differentiation Rationale</td>
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**Reading Checks:** These activities will review content primarily from the course readings. Students will be asked to interpret, apply, and synthesize the information. See course modules for specific instructions.

**Assignments:** These assignments are cumulative. Each assignment builds on skills developed in previous assignments. At the beginning of the semester, each student will choose a content area, topic, and grade level for their assignments. See course modules for specific instructions and templates.

**Paper:** Each student will write a 3-5 page research paper to support (with empirical evidence) the use of differentiation in the classroom. See the course module for specific instructions and APA guidelines.

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>900-1000 points</td>
<td>A</td>
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<tr>
<td>800-899 points</td>
<td>B</td>
</tr>
<tr>
<td>700-799 points</td>
<td>C</td>
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<tr>
<td>600-699 points</td>
<td>D</td>
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<tr>
<td>599 or below</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.**

**Attendance Policy: Face to Face Classes:** Attendance is required for each class meeting. As you are preparing for a role as a professional educator, attendance is a crucial component of developing your professional life. In addition, class time provides opportunities to interact with your classmates and “make meaning” of the course content.

*After three absences, your grade will be lowered by 100 points. For each successive absence, 50 points will be deducted. For example, after 4 absences, your grade will be lowered 150 points, after 5 absences, 200 points, etc.*

**Attendance Policy: Online Classes:** In online environments, it is expected that you will log into the class on a daily basis. The instructor may communicate with you through the Blackboard mail or announcement tools. It is expected that you maintain this communication.

V. Tentative Course Outline/Calendar:

Adrian Decker

ELE 351: Fall 2011
All Assignments/Quizzes/Papers are due on SUNDAY at 11:59 pm

*UbD* refers to Wiggins & McTighe, *Understanding by Design*

*LMDC* refers to Tomlinson, *Leading and Managing a Differentiated Classroom*

*DIMAC* refers to Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*

*PPR* refers to Anderson et. al, *The Best Test Preparation for the TExES PPR*

All other readings are located in the course modules.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>SLO/PLO</th>
<th>Readings</th>
<th>Reading Check(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 January 18-20</td>
<td>What is Understanding?</td>
<td>PLO 1, SLO 1.1</td>
<td>Course Syllabus</td>
<td>Syllabus Quiz (20 pts)</td>
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</tr>
<tr>
<td>2 January 23-26</td>
<td>Backward Design</td>
<td>PLO 1, 2, SLO 1.1</td>
<td>PPR Domain I</td>
<td>PPR Plan (20 pts)</td>
<td></td>
</tr>
<tr>
<td>3 Jan. 30-Feb. 2</td>
<td>Big Ideas</td>
<td>PLO 1, SLO 1.1, 1.1</td>
<td>PPR Domain II</td>
<td>NO QUIZ</td>
<td></td>
</tr>
<tr>
<td>4 Feb. 6-9</td>
<td>TEKS and Objectives</td>
<td>PLO 1, 2, SLO 4.1, 1.1</td>
<td>Grade Level TEKS</td>
<td>NO QUIZ</td>
<td>Objectives Assignment (50 pts)</td>
</tr>
<tr>
<td>5 Feb. 13-16</td>
<td>Rubrics and Authentic Assessment</td>
<td>PLO 1, 2, SLO 4.1, 1.1</td>
<td>UbD Ch 7: Thinking Like an Assessor</td>
<td>NO QUIZ</td>
<td>Authentic Assessment Assignment (50 pts)</td>
</tr>
<tr>
<td>6 Feb. 20-23</td>
<td>Standardized and Classroom Assessment</td>
<td>PLO 1, 2, SLO 4.1</td>
<td>STAAR-Overview, Understanding CSR, Why We Should Stop Bashing State Tests</td>
<td>Standardized Assessment Quiz (20 pts)</td>
<td>Assessment Plan (100 pts)</td>
</tr>
<tr>
<td>7 Feb 27-March 1</td>
<td>Assessment Guided Instruction</td>
<td>PLO 1, 2, SLO 4.1</td>
<td>UbD Ch 9: Planning for Learning, UbD Ch 10: Teaching for Understanding</td>
<td>NO QUIZ</td>
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</tr>
<tr>
<td>8 March 5-8 Mid-Semester</td>
<td>Instructional Design</td>
<td>PLO 1, 2, SLO 4.1</td>
<td>Instructional Planning and Delivery, Lesson Design, Workshop: Key to Listening to Teach, Constructivism and the Five Es, Here We Grow Again</td>
<td>Lesson Planning Quiz (20 pts)</td>
<td>Learning Activities Plan (100 pts)</td>
</tr>
<tr>
<td>9 March 19-22</td>
<td>Modifications for Students with Special Needs and Gifted Learners</td>
<td>PLO 1, 2, SLO 4.1</td>
<td>What is Gifted?, Common Myths in Gifted Education, Exceptionalities, Learning in an Inclusive Community, One NAGC Position Paper</td>
<td>Response to NAGC Position Paper (20 pts)</td>
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<tr>
<td>10 March 26-29</td>
<td>Modifications for English Language Learners</td>
<td>PLO 1, 2, SLO 4.1</td>
<td>BiCS and CALPS, English Language Proficiency Standards, Examples of Instructional Strategies, General Principles for Teaching ELLs</td>
<td>ENLACE Quiz (20 pts)</td>
<td>Modification Plan (150 pts)</td>
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<tr>
<td>11 April 2-4</td>
<td>Differentiation by Readiness, Learning Profiles, and Interest</td>
<td>PLO 1, 2, SLO 4.1</td>
<td>LMDC Preface, LMDC Ch 1: Understanding Differentiation in Order to Lead OR, DIMAC Introduction, DIMAC Ch 1: What Differentiation Is, DIMAC Ch 2: The Rationale for DI</td>
<td>Differentiation Quiz (20 pts)</td>
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<tr>
<td>12 April 10-12</td>
<td>Flexible Grouping</td>
<td>PLO 1, 2, SLO 4.1</td>
<td>LMDC Ch 2: Teaching What You Believe OR, LMDC Ch 3: The Invitation to be a Part of a Vision OR, DIMAC Ch 3: The Role of the Teacher, DIMAC Ch 4: Learning Environment, DIMAC Ch 5: A Look Inside Classrooms, DIMAC Ch 6: Strategies for Managing</td>
<td>Grouping Plan (20 pts)</td>
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<tr>
<td>13 April 16-19</td>
<td>Differentiating Content, Process, and Product</td>
<td>PLO 1, 2, SLO 4.1</td>
<td>LMDC Ch 4: Learning Environments OR, LMDC Ch 5: Classroom Routines OR, DIMAC Ch 7: Preparing Students and Parents, DIMAC Ch 8: The How To’s: Readiness, DIMAC Ch 9: The How To’s: Interest, DIMAC Ch 10: The How To’s: Learning Profile</td>
<td>PPR Reflection (20 pts)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Required Texts</td>
<td>Optional Texts</td>
<td>Course Readings</td>
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| 14   | April 23-27| Managing a Differentiated Classroom/ APA | - PLO 1, 2, 3  
- SLO 4.1, 5.1  
- LMDC Ch. 6: Routines in a Differentiated Classroom  
- LMDC Ch. 7: Common Sticking Points about Differentiation  
- DIMAC Ch. 11: Differentiating Content  
- DIMAC Ch. 12: Differentiating Process  
- DIMAC Ch. 13: Differentiating Products  
NO QUIZ  
Differenceiation Rationale (100 pts) | - PLO 1, 2  
- SLO 4.1  
- LMDC Teacher's Tool Kit  
- DIMAC Ch. 14: Grading in a Differentiated CR  
- DIMAC A Final Thought  
- DIMAC Appendix  
Managing Differentiation Quiz (20 pts) | - PLO 1, 2  
- SLO 4.1  
- LMDC Teacher's Tool Kit  
- DIMAC Ch. 14: Grading in a Differentiated CR  
- DIMAC A Final Thought  
- DIMAC Appendix  
Managing Differentiation Quiz (20 pts) |
| 15   | April 30- May 3| Putting It All Together  | - PLO 1, 2  
- SLO 4.1  
- LMDC Teacher's Tool Kit  
OR  
- DIMAC Ch. 14: Grading in a Differentiated CR  
- DIMAC A Final Thought  
- DIMAC Appendix  
Managing Differentiation Quiz (20 pts) | - PLO 1, 2  
- SLO 4.1  
- LMDC Teacher's Tool Kit  
- DIMAC Ch. 14: Grading in a Differentiated CR  
- DIMAC A Final Thought  
- DIMAC Appendix  
Managing Differentiation Quiz (20 pts) | - PLO 1, 2  
- SLO 4.1  
- LMDC Teacher's Tool Kit  
- DIMAC Ch. 14: Grading in a Differentiated CR  
- DIMAC A Final Thought  
- DIMAC Appendix  
Managing Differentiation Quiz (20 pts) |
| 16   | May 7-11 | Differentiation Plan  | - PLO 1, 2  
- SLO 4.1  
- LMDC Teacher's Tool Kit  
OR  
- DIMAC Ch. 14: Grading in a Differentiated CR  
- DIMAC A Final Thought  
- DIMAC Appendix  
Managing Differentiation Quiz (20 pts) | - PLO 1, 2  
- SLO 4.1  
- LMDC Teacher's Tool Kit  
- DIMAC Ch. 14: Grading in a Differentiated CR  
- DIMAC A Final Thought  
- DIMAC Appendix  
Managing Differentiation Quiz (20 pts) | - PLO 1, 2  
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- DIMAC Ch. 14: Grading in a Differentiated CR  
- DIMAC A Final Thought  
- DIMAC Appendix  
Managing Differentiation Quiz (20 pts) |

**VI. Readings:**

**Required Texts:**

- OR

**Required Materials:**

Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again.

**Optional Texts:**


**Course Readings:**

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!

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.

Students who complete the course evaluation will receive 5 points of extra credit.

VIII. Student Ethics and Other Policy Information:

**Attendance Policy: Face to Face Classes:** Attendance is required for each class meeting. As you are preparing for a role as a professional educator, attendance is a crucial component of developing your professional life. In addition, class time provides opportunities to interact with your classmates and “make meaning” of the course content. **After three absences, your grade will be lowered by 100 points. For each successive absence, 50 points will be deducted.** For example, after 4 absences, your grade will be lowered 100 points, after 5 absences, 150 points, after 6, 200 points, etc.

**Attendance Policy: Online Classes:** In online environments, it is expected that you will log into the class on a daily basis. The instructor may communicate with you through the Blackboard mail or announcement tools. It is expected that you maintain this communication.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (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. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If 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.

**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...

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Adrian Decker
ELE 351: Fall 2011
To the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

Prerequisite to Internship II and continue progressing in the Elementary Education Program
Prerequisite to Internship II - C or better in ELE 351, ELE 352, ECH 332, RDG 415, and RDG 350 and associated Lab Courses.

LiveText
LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

IX. Other Relevant Course Information:

Late Work Policy: Late work will be accepted at the discretion of the instructor, for up to 80% credit. Absolutely NO late work will be accepted during finals week. If you miss a quiz, you may write a 1-page summary of the readings for partial credit.

"Redo Work" Policy: Students wishing to re-do work, may do so for up to 80% credit, at the discretion of the instructor. To re-do a quiz, you may write a 1-page summary of the readings for partial credit. No re-do work will be accepted during finals week.

Missing Work Policy: As each assignment is crucial to a student's understanding of the course, each assignment must be completed to receive the maximum number of points for the course. 100 points (equivalent to 1 letter grade) will be deducted for each missing assignment, quiz, paper, or other work in the course.