



Elementary Methods Block
Practicum: Level II Field Component K-Gr 6
EDA 400
Syllabus: Florida Campus

In conjunction with:

EDA 341 Reading and Language Arts Methods and Materials

EDA 342 Teaching of Reading

EDA 360 Social Studies Methods and Materials

EDA 380 Math and Science Methods and Materials

Block Course Prerequisites: EDA 210 and 230, MAT 162, 261,& 262
Admission to Teacher Education Program

Department Mission and Theme:

Teachers as facilitators of student success: “The teacher who pursues moral and professional excellence intervenes purposefully to facilitate student learning in a prescribed direction.” This course prepares future teachers to facilitate the learning of essential knowledge, skills, and habits of mind among elementary age children by providing opportunities to explore and use appropriate methods and materials. The course is undergirded by both **declarative** and **procedural** knowledge bases. The **conditional** knowledge base is used on a limited basis.

Link to Department Mission & Theme	<i>Teachers as facilitators of student success:</i> This course EDA 400, Level II Field Component, (K- Gr 6) prepares candidates to facilitate learning by fostering an understanding of appropriate methods, materials, and motivational techniques to connect theory and practice.
Link to Conceptual Framework	This course supports the development of declarative, procedural, and conditional knowledge.
Summary Standards Addressed in Course	<p>Florida Educator Accomplished Practice-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12</p> <p>Florida Elementary Competencies 60.1-35</p> <p>English for Speakers of Other Languages Performance Standards-2, 4, 14, 16, 17, 18</p> <p>NAEYS-1, 2, 3, 4, 5</p>

	ESOL Competencies 47.2, 4, 6, 8, 9, 10 Asbury's Dispositions Standard: Respect/compassion for others; Passion for teaching; Personal/emotional wellness and vitality; Moral/ethical integrity; Spiritual sensitivity and purpose
Discipline-Related Standards	These courses address NAEYC Standards 1-5.
Attention to Culturally Responsive Teaching	These courses will enable students to demonstrate an understanding of developmental differences among students through <u>planning</u> and <u>teaching</u> lessons in an elementary classroom setting.
Attention to Technology Integration	
Professor's Use	In this course the professors will use the following technology: PowerPoint presentations & Elmo visual presenter used with lectures; Internet web sites for background research; Word processing for various documents
Candidate's Use	In this course the candidates use the following technology: Word processing for various assignments; Internet web sites for research; review & critique of web sites; review & critique of computer software; Word processing for various documents and other technology that is available at the elementary school where they are placed for their field experience.
Attention to Dispositional Development	These courses are particularly suited to address the development of the following dispositions: moral & ethical integrity, respect & compassion for others, emotional & personal vitality and wellness, passion for teaching, and spiritual vision & purpose.
Attention to Impact on Learning	
Impact on Candidate Learning	This course will impact candidate knowledge of the methods and materials used in the teaching in the elementary school setting. (See specific course objectives)
Candidate's Impact on P-12 Student Learning	This course will enable students to demonstrate their understanding and ability to implement and measure impact on student learning through designing and teaching lessons and unit plans along with appropriate assessments. Students will have an opportunity to teach lesson plans in an elementary classroom and reflect on the effectiveness of their instruction by analyzing student work.
Attention to Multiple Instructional Methods	Instructional methods used in this course include, but are not limited to, the following: in-class collaborative group activities, small and large group discussions, lecture, video viewing, guest speakers, reflective seminars, service projects, field experience, and individual observations.

COURSE OBJECTIVES:

<i>The candidate will:</i>	Specific type of knowledge developed	Link to NAEYC Standards	Link to Course Activities/Assignments	Link to Portfolio (possible evidence)
1-Describe and use the processes of inquiry and problem solving	Declarative Procedural Conditional	Standard 4	Tests, In-class activities, Science inquiry project	Standard I
2-Attend to students' background knowledge and experiences in planning & teaching	Declarative Procedural Conditional	Standard 1 & 4	Lesson & unit planning, Teaching in the field	Standards II & IV
3-Attend to students'	Declarative	Standards 2 &	Lesson & unit	Standards II

diverse interests and needs in planning & teaching	Procedural Conditional	4	planning, Teaching in the field	& IV
4-Write clear performance objectives that are age and developmentally appropriate	Declarative Procedural Conditional	Standard 4	Tests, In-class activities, Lesson & unit planning	Standard II
5-Write lesson/unit plans that clearly align goals, learning activities, and evaluation	Declarative Procedural Conditional	Standard 4	Lesson & unit planning	Standard II
6-Create, select, and use appropriate materials and technology	Declarative Procedural Conditional	Standard 4	Lesson & unit planning, Teaching in the field	Standards II & VI
7-Recall and utilize content area knowledge in creating accurate instructional plans and materials, as well as in teaching	Declarative Procedural Conditional	Standard 4	Tests, Lesson & unit planning, Teaching in the field	Standards III & I
8-Describe and use content specific pedagogy	Declarative Procedural Conditional	Standard 4	Tests, Lesson & unit planning, Teaching in the field	Standards III & I
9-Implement and manage science & math instruction in a field setting	Declarative Procedural Conditional	Standard 4	Teaching in the field	Standard IV
10-Analyze student work for misconceptions and errors	Declarative Procedural Conditional	Standard 3	Teaching in the field	
11-Create, select, and use formal and informal assessments and scoring rubrics	Declarative Procedural Conditional	Standard 3	Lesson & unit planning, Teaching in the field	
12-Reflect on the extent to which learning goals were met	Declarative Procedural Conditional	Standard 5	Lesson planning (impact & refinement), Teaching in the field (Reflection Paper)	Standard VII

Course Objectives and Standards Addressed

1-Describe and use the processes of inquiry and problem solving

FEAP-8

NAEYC-4

FEC-1-35

ESOL Ps-2, 4, 14, 16, 17, 18

2-Attend to students' background knowledge and experiences in planning & teaching

FEAP-2, 5, 7, 9, 10

NAEYC-1, 4

FEC-1-35

ESOL Ps-2, 4, 14, 16, 17, 18

3-Attend to students' diverse interests and needs in planning & teaching
 FEAP-2, 5, 7, 9, 10
 NAEYC-2, 4
 FEC-1-35
 ESOL Ps-2, 4, 14, 16, 17, 18

4-Write clear performance objectives that are age and developmentally appropriate
 FEAP-10
 NAEYC-4
 FEC-1-35
 ESOL Ps-2, 4, 14, 16, 17, 18

5-Write lesson/unit plans that clearly align goals, learning activities, and evaluation
 FEAP-10, 11
 NAEYC-4
 FEC-1-35
 ESOL Ps-2, 4, 14, 16, 17, 18

6-Create, select, and use appropriate materials and technology
 FEAP-2, 4, 5, 7, 9, 10, 12
 NAEYC-4
 FEC-1-35
 ESOL Ps-2, 4, 14, 16, 17, 18

7-Recall and utilize content area knowledge in creating accurate instructional plans and materials, as well as in teaching
 FEAP-2, 4, 5, 7, 8, 9, 10
 NAEYC-4
 FEC-1-35
 ESOL Ps-2, 4, 14, 16, 17, 18

8-Describe and use content specific pedagogy
 FEAP-2, 4, 5, 7, 8, 9, 10
 NAEYC-4
 FEC-1-35
 ESOL Ps-2, 4, 14, 16, 17, 18

9-Implement and manage social studies instruction in a field setting
 10-Analyze student work for misconceptions and errors
 FEAP-2, 4, 7
 NAEYC-4
 FEC-1-35
 ESOL Ps-2, 4, 14, 16, 17, 18

10-Analyze student work for misconceptions and errors
 FEAP-1
 NAEYC-3
 FEC-1-35
 ESOL Ps-2, 4, 14, 16, 17, 18

11-Create, select, and use formal and informal assessments and scoring rubrics
 FEAP-1
 NAEYC-3
 FEC-1-35

ESOL Ps-2, 4, 14, 16, 17, 18
12-Reflect on the extent to which learning goals were met
FEAP-3, 10
NAEYC-5
FEC-1-35
ESOL Ps-2, 4, 14, 16, 17, 18

Block Course Description:

Students in this course EDA 400 (K-Gr 6) will take the basic understanding of educational research and theory and the current methods and materials for facilitating children’s development in all content areas and apply them to the educational setting of an elementary classroom for at least 56 instructional hours within the semester of their elementary methods courses.

Instructional Strategies Used in this Course

Direct Instruction
Large and Small Group Discussion
Instructor Modeling
Field Experience Observation
Reflection Opportunities from the Field Experience

Course Topics

- Math skills and concepts
- Speaking, listening, reading, and writing skills
- Social studies knowledge, skills, and values
- Scientific knowledge, inquiry skills, and habits of mind
- Appropriate choices leading to healthy lifestyles
- Physical and motor skills, and enjoyment of physical activity
- Literature genres
- Integrative thinking (ability to make connections across content areas)

Additional Common Materials:

- Students who have not already done so will need to purchase an I.D. badge to be worn in the public schools.
- In addition, students will be asked to create and collect various tools and materials for teaching. The cost of such items as: construction paper, cardboard, poster board, glue, lamination, duplication, children’s books, science “gadgets”, etc...**IS THE RESPONSIBILITY OF THE STUDENT.**

Common Elementary Block Course Objectives:
[Correlated with NCATE-NAEYC Program Standards]
1. Promoting Child Development & Learning
<i>1a. Knowing & understanding young children's characteristics & needs</i>
<i>1b. Knowing & understanding multiple influences on development & learning</i>
<i>1c. Using developmental knowledge to create healthy, respectful, supportive, & challenging learning environments</i>
2. Building Family & Community Relationships
<i>2a. Knowing about & understanding family & community characteristics</i>
<i>2b. Supporting & empowering families & communities through respectful, reciprocal relationships</i>
<i>2c. Involving families & communities in their children's development & learning</i>
3. Observing, Documenting, & Assessing to Support Young Children & Families
<i>3a. Understanding the goals, benefits, & uses of assessment</i>
<i>3b. Knowing about & using observation, documentation, & other appropriate assessment tools & approaches</i>
<i>3c. Understanding & practicing responsible assessment</i>
<i>3d. Knowing about assessment partnerships with families & other professionals</i>
4. Teaching & Learning
<i>4a. Knowing, understanding, & using positive relationships & supportive interactions</i>
<i>4b. Knowing, understanding, & using a wide array of effective approaches, strategies, & tools for early education</i>
<i>4c. Knowing & understanding the central concepts, inquiry tools, & structures of content areas or academic disciplines.</i>
<i>4d. Using own knowledge and other resources to design, implement & evaluate meaningful, challenging curriculum to promote positive outcomes.</i>
5. Becoming a professional
<i>5a. Identifying & involving oneself with the early childhood field</i>
<i>5b. Knowing about & upholding ethical standards & professional guidelines</i>
<i>5c. Engaging in continuous, collaborative learning to inform practice</i>
<i>5d. Integrating knowledgeable, reflective, & critical perspective on early education.</i>
<i>5e. Engaging in informed advocacy for children and the profession.</i>
6. Displaying Christ-like Dispositions
<i>1. Moral and ethical integrity</i>
<i>2. Respect and compassion for others</i>
<i>3. Personal and emotional wellness & vitality</i>
<i>4. Passion for teaching</i>
<i>5. Spiritual vision and purpose</i>

Common Block Expectations & Assignments:
Field Experience (Pass/Fail)

- Each student enrolled in the EDA 400 (K-Gr 6) will be assigned to work with a teacher and class in an elementary school as determined by the instructor of EDA 400 and the school administrator of the elementary schools used for this practicum experience. *Students enrolled in EDA 400 must complete 56 hrs. of classroom experiences in the assigned classroom.*

Field Experience Dates:

The dates for the fulfillment of the 56 hours will be determined by the instructor of EDA 400, the teacher candidate, and the teacher at the assigned school.

In addition, students will participate in 2 debriefing sessions that involve completion of specified tasks. Debriefing session forms can be found in your *Field Experience Handbook*. The first form is due at the first debriefing session. The last form will serve as a discussion guide during the final debriefing session.

Assignments

1-(25 pts.) Field Experience Reflection Paper

FEAP-3, 10

FEC-1-35

NAEYC-4

ESOL P-2, 4, 17

The student must complete a 2 to 4 page paper in which she/he reflects on and summarizes what she/he has learned during the field experience.

Part A should include general insights the student has gained about:

- herself/himself,
- the art of teaching,
- the curriculum, and
- the students

Part B should **describe a specific incident** from the field experience and the student's reflections on that incident at the four levels of teacher reflection (Smyth). These levels of teacher reflection will be explained and illustrated in the first debriefing seminar.

(The 25 points will be added to the points required in your methods classes and will be reflected on the methods syllabi.)

2-(10 points) Collaboration Form

FEAP-1, 2, 4, 5, 7, 8, 9, 10

FEC-1-35

NAEYC-4

ESOL P-2, 4, 14, 16, 17, 18

Students will complete the collaboration form that is included in the Field Experience Handbook for Block.

(The 10 points will be added to the points required in your methods classes and will be

reflected on the methods syllabi.)

3-(25 points) College Supervisor Evaluation

FEAP-1, 2, 4, 5, 7, 8, 9, 10

FEC-1-35

NAEYC-4

ESOL P-2, 4, 14, 16, 17, 18

The instructor of EDA 400 will observe and evaluate students during the teaching of a whole-class lesson. The observation should come during the teaching of your three-day unit, if possible. The evaluation form outlining the criteria by which you will be assessed can be found in your *Field Experience Handbook for the Block*. **Students are responsible to notify the supervising professor for their school concerning the days/times they are scheduled to teach whole-class lessons.** (The 25 points will be added to the points required in your methods classes and will be reflected on the methods syllabi.)

4-(10 points) “On time”

FEAP-1, 2, 4, 5, 7, 8, 9, 10

FEC-1-35

NAEYC-4

ESOL P-2, 4, 14, 16, 17, 18

A point will be awarded for being “on time” with each of the 10 documents from the checklist for the block included in the Field Experience Handbook.

5-(100 points) The Instructional Unit

FEAP-1, 2, 4, 5, 7, 8, 9, 10

FEC-1-35

NAEYC-4

ESOL P-2, 4, 14, 16, 17, 18

An integrated, instructional mini-unit of three days will be planned prior to your 56 hours of field experience during the block and then implemented and analyzed during your placement. This unit will be due in four phases as follows:

EDA-400 Schedule for Methods “BLOCK”	Sessions I	Session II	Session III	Session IV	Session V
Module 10 2 credit hrs EDA-342 Reading	Introduce and Review EDA-400 Handbook	Continue to review EDA-400 Handbook	Mini-Unit Expectations	Mini-Unit Expectations	Mini-Unit Expectations
Module 11 2 credit hrs	Phase I Due	Open Forum	Phase II Due	Open Forum	Open Forum

EDA-341 Language Arts					
Module 13 2 credit hrs EDA-360 Social Studies	Phase III Due Debriefing Session I	Phase III Due	Open Forum	Open Forum	Phase IV Due
Module 14 3 credit hrs EDA 380 Science and Math	Open Forum	Open Forum	Open Forum	Open Forum	Debriefing Session II

- A Field Experience Handbook further details the requirements for EDA 400.

Additional Expectations

*Each school visit document your hours and sign-off. You must have at least 56 field experience hours during this placement.

*To arrive at a total of 56 hours of field experience you will need to work out times with your cooperating teacher that are good for him/her and that fits your schedule.

*Please see a sample of the signature/sign-off form in your methods handbook.

ESOL Performance Standard Addressed	Related Course Objectives	Related Readings, Class Activities, and Assignments	Related Assessments
2	1 through 12	Methods “Block” Handbook	College Supervisor Evaluation The Instructional Unit Reflection Paper
4	1 through 12	Methods “Block” Handbook	College Supervisor Evaluation The Instructional Unit Reflection Paper
14	1 through 12	Methods “Block” Handbook	College Supervisor Evaluation The Instructional Unit Reflection Paper
16	1 through 12	Methods “Block” Handbook	College Supervisor Evaluation

			The Instructional Unit Reflection Paper
17	1 through 12	Methods “Block” Handbook	College Supervisor Evaluation The Instructional Unit Reflection Paper
18	1 through 12	Methods “Block” Handbook	College Supervisor Evaluation The Instructional Unit Reflection Paper

Bibliography for EDA 400

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