CARSON-NEWMAN COLLEGE
Education 341: Children in Elementary Schools
Fall 2010

Course Information

This course is designed to help the K-6 elementary school teacher understand how to plan developmentally appropriate activities for children. The course emphasizes that effective classroom management incorporates planning that begins both with knowledge of children’s developmental characteristics and the requirements of the elementary school curriculum in grades K-6. Emphasis is placed on developing the ability to observe and assess the needs of children, active involvement of children in the planning process, and integration of all curricular areas. Practicum is required.

Instructor Information

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Course Materials


In addition to the textbook, the following resource is strongly recommended:

Conceptual Framework

The National Council for the Accreditation of Teacher Education (NCATE) accredits Carson-Newman College’s education unit. One of the requirements for accreditation is that the unit must identify a conceptual framework which serves to organize all course work and field experience within the programs offered by the unit. The education unit’s conceptual framework is based on Urie Bronfenbrenner’s theory of the ecology of human development. Brofenbrenner theorizes that individuals are influenced by forces in their near and far environments, and he also theorizes that individuals have the capacity to influence other individuals and events within their near and far environments as well; that is, development is a reciprocal process. We assume that students develop as professional educators through the interactions with faculty and other students here at Carson-Newman, but we also assume that other influences in the larger environments help to shape the professional development of students as well. This includes interaction with professional educators as well as the professional literature. Of critical importance is the view of the student as an active agent in his/her own professional development. Students who have not reviewed the conceptual framework should secure a copy of the framework from the course instructor.
Because Brofenbrenner’s theory is a dynamic one that includes influences from a variety of courses, five themes have been identified to enhance the overall development of students as professional educators. The five themes are: Assessment; Cultural Diversity; Home, School, and Community Relationships; Reflection; and Technology.

**Objectives**

Persons who are being licensed to teach in Tennessee are required to demonstrate their mastery of approximately 150 competencies as specified by the Tennessee State Department of Education, K-6. Methods is one of the courses that is required of all persons who are seeking to become licensed as an elementary school teacher through Carson-Newman College’s teacher education program, and the course content is designed to help meet the following specific competencies:

- Understand how cultural and community diversity impacts learning
- Establish developmentally appropriate expectations and instructional goals based upon knowledge of students, the community, subject matter, and the curriculum
- Understand the philosophy, organization and curriculum of primary and intermediate schools
- Plan instruction based upon the developmental needs of students
- Develop and implement an integrated curriculum
- Collaborate with colleagues in planning, implementing, and evaluating instructional units
- Integrate assessment data, national standards, Tennessee curriculum frameworks, texts, instructional technology and other material and information in planning instruction
- Relate learning to real life experiences
- Create a stimulating, safe environment which provides varied opportunities for learning, including the use of manipulative, centers, concrete experiences and technology, flexible grouping and scheduling, and exploratory and advisory programs
- Use a variety of instructional strategies to enable students to take risks, solve problems, make decisions, and become reflective thinkers
- Understand the role of career awareness and exploration in support of student learning; provide learning opportunities that integrate career awareness into all subject areas; and develop an understanding of the effects of educational decisions on career options.
- Assess learning using a variety of methods which are aligned with instructional techniques.
- Construct varied types of assessments including observation, questioning, interviews, and performance tasks. Interpret the results of teacher-designed assessments and standardized assessments and develop improvement plans.
- Plan group activities involving students in decision-making experiences with specific leadership and group member responsibilities.
- Understand the major concepts, assumptions, and processes of inquiry for the discipline being taught.
• Create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several related subject areas.
• Understand how learning occurs, how students construct knowledge and acquire skills, and know how to provide learning opportunities that support their intellectual, social, and personal development
• Understand developmental progressions in students’ physical, social, emotional, moral, and cognitive domains
• Understand and identify differences in student approaches to learning and performance
• Adapt instructional techniques to students of diverse cultural and language backgrounds and to students who have exceptional learning needs
• Create an inclusive learning community in which individual differences are respected
• Understand the principles and techniques associated with various instructional strategies that reflect best practices (such as cooperative learning, direct instruction, whole group instruction, independent study, and interdisciplinary instruction) and that foster high expectations for all students
• Use multiple teaching and learning strategies and engage students in active learning opportunities to develop critical thinking and problem solving skills
• Organize instruction to connect subject matter to real life experiences. Create learning experiences that students can apply in the future to careers
• Develop clear, accurate presentations of concepts, using appropriate and varied methods to assist students’ understanding
• Vary the teacher role in the instructional process, such as alternating among instructor, facilitator, coach, and members of the audience
• Create an inclusive learning environment that supports positive social interaction, active engagement in learning and self-motivation
• Organize the resources of time, space, facilities, activities, and instructional assistants and volunteers to engage students in productive tasks and to maximize the amount of class time spent in learning.
• Develop shared expectations for all students that include a classroom climate of mutual respect, support, and inquiry
• Use classroom management strategies that foster self-control and self-discipline. Know how to de-escalate potential conflicts and use conflict resolution strategies to maintain a smoothly functioning learning community.
• Understand effective verbal and non-verbal communication techniques and use them to support student learning
• Model effective communication strategies in asking questions, listening, giving directions, probing for student understanding, and helping students to express their ideas
• Understand how cultural and gender differences can affect communication in the classroom
• Support and expand student expression in speaking, writing, and technical media
• Use knowledge of learning theory, subject matter, curriculum, and student development, and assessed
student needs in planning instruction

• Evaluate, select, and create learning experiences that are developmentally appropriate, relevant to students, and are based upon principles of effective instruction
• Create learning experiences that connect learning to real life and future careers
• Identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives
• Integrate effectively a variety of resources, such as teacher-created materials, textbooks, technology, and community and business resources
• Reflect on teaching practice by evaluating continually the effects of instruction
• Monitor teaching strategies and behavior in relation to student success, modifying plans and instruction accordingly
• Manage different learning strategies and develop higher level thinking skills, using various instructional technology tools; select, use and integrate appropriate technology-based resources to specific grade level and content of subjects being taught
• Use access to the Internet for capturing and incorporating information

Activities to Achieve Course Objectives

Based on input from students, the following activities will be used to achieve course objectives: Reading from a variety of source materials, such as standards documents, textbooks, children’s books, and current periodicals; viewing non-print media and Internet sources; planning, implementing, and evaluating activities for children in grades K-6; reflecting through discussions and writing activities; participating in group activities for children in grades K-6; and making presentations about topics included in the course.

Organization of Course Content

This course covers an extensive list of objectives. In order to impose some order upon these objectives, the course will be organized around the following broad areas:

I. Learner-Centered Planning
   A. The Goals of Instruction
   B. Formulating Goals and Objectives
   C. Planning for Learning
   D. The Affective, Psychomotor, and Cognitive Domains
II. Learner-Centered Instruction  
A. Questioning Strategies  
B. Teaching Strategies  
C. Using and Building on Learner Differences: Instructional Strategies  
D. Classroom Management: Intervention  

Evaluation Strategies and Other Notes  

• Tests will be short answer, essay, or case study format.  

• Practicum: Students will teach in a Kindergarten classroom. Lesson plans will be submitted prior to the teaching experience. Students will be expected to write reflections about each lesson.  

Criteria for Evaluation  

Tests – 3 or more (at least 325 points)  
Lesson Plan/Reflection – at least 10 @ 20 pts. each  
(one plan & one reflection for portfolio artifact)  
Class Participation/Activities & Assignments - TBA  
Notebook: (lesson plans/reflections, dated handouts, assignments, class notes, & grade sheet) – 15 pts  
Workjobs – (4 @ 20 pts. each)  
Classroom Management Plan (artifact) 75 pts.  

Grading Scale  

A=94%  B=85%  C=75%  D=65%  F=Below 65%  

Expectations Concerning Assignments  

Assignments are expected to be submitted on time and according to the guidelines provided. Unless specified otherwise, all material written outside of class must be typed. Late assignments are eligible for half credit. If you are having trouble with the course, I will be happy to help you with the material and expectations. However, please come see me at the first sign of trouble. Make-up tests will be administered during the last full week of classes in the semester. The instructor reserves the right to make changes in the syllabus and/or evaluation system to serve the needs of students. No extra credit projects are allowed unless the instructor makes such projects available to the entire class.
**Attendance Policy**

The attendance policy at Carson-Newman College states that students are required to attend all classes. Because it is important for professionals to be punctual, the class policy is that three (3) tardies will constitute one absence. Students who miss class due to a documented illness, death of an immediate family member, or a college-sponsored activity will be permitted to make up work that is missed, but it is the student’s responsibility to determine what work has been missed. Students can learn as much from each other as from the instructor, and it is expected that all students will attend class regularly, having read assigned materials or completed assigned activities prior to coming to class. It is expected that all students will participate actively in discussions and demonstrate respect for varying views presented by members of the class. Accumulating more than three (3) unexcused absences may result in a letter grade reduction for the course. Responsible attendance is eligible for bonus points.

**Carson-Newman Policies**

Carson-Newman College is committed to extending access and opportunity to those who have disabilities. To request modifications or accommodations due to a disabling condition, or for a copy of the college policy concerning modifications or accommodations, contact Dr. Rebecca Van Cleave, Baker 317, extension 3268.

**Final Exam**

Wednesday, December 15, 9:00 a.m.