

**A. COURSE TITLE: MSIT 6302
MODELS OF TEACHING**

(6/5/06)

B. CATALOG DESCRIPTION:

Candidates will expand their repertoire of teaching strategies for grades K through 12. Candidates will gain the skills necessary to analyze teaching and learning and will engage in reflective practices through the use of instructional improvement tools.

C. PURPOSE OF COURSE:

The course is designed to enhance the lifelong learning potential of teachers and to provide opportunities for engagement in reflective decision-making. As one of the core propositions of the National Board of Professional Teaching Standards (NBPTS) states: "Teachers think systematically about their practice and learn from experience." This course provides opportunities to engage in reflective practice by creating a community of learners, as supported by the NBPTS. Teachers will acquire multiple paths to help students learn as they analyze, evaluate, and strengthen their own classroom practice. Instructional improvement tools such as peer coaching, self-analysis and reflection, demonstration lessons, and teaching portfolios will be used as professional growth mechanisms.

D. REQUIRED TEXT:

Lasley, T., Matczynski, T., & Rowley, J. (2002). *Instructional models: Strategies for teaching in a diverse society*. (2nd edition) Belmont, CA: Wadsworth.

PRIMIS Customized casebook (from Silverman, Welty & Lyon)

E. CONCEPTUAL FRAMEWORK: "Educators as Reflective Decision-Makers"

Faculty members involved in the preparation of professional educators, as well as professional education candidates, public school representatives, and members of the community share a vision for the Professional Education Unit (PEU) at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision-Makers. The vision encompasses the development of candidates' abilities to examine pro Faculty members involved in the preparation of professional educators, as well as professional education candidates, public school representatives, and members of the community share a vision for the Professional Education Unit at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision-Makers. The vision encompasses the development of candidates' abilities to examine problems, formulate options, consider decisions, and evaluate outcomes while embracing an awareness of and sensitivity to human diversity. The vision is achieved by candidates' acquisition of reflective decision-making skills through self-understanding, course work, and field and internship experiences.

How do the goals of the program reflect the conceptual framework? The master's in Advanced Studies in Teaching and Learning (ASTL) prepares candidates to become highly skilled and articulate classroom teachers. It is designed to enhance and expand existing knowledge, skills, and dispositions of candidates while fostering the development of competencies expected of advanced educators. The program rests on the assumption that accomplished educators engage in reflective decision-making as they assess and extend their own professional practice. In addition to addressing the eight essential

elements of the Conceptual Framework, the program incorporates standards and propositions from appropriate national professional organizations and supports the following goals:

ASTL Graduates

- Articulate the rationale for decisions they make regarding professional practice, classroom policies, and school procedures.
- Demonstrate the knowledge, skills, and dispositions necessary to continually conduct research on their own practice and respond to their findings.
- Respond positively to classroom practices that enhance student learning.
- Critically analyze their own classroom practices and appropriately respond to their findings.
- Make informed decisions by reflecting on experiences both past and present to improve teaching practices that enhance student learning.
- Become change leaders for the improvement of their schools.

How does “Models of Teaching” address the PEU’s Conceptual Framework vision of preparing educators as reflective decision-makers?

Course objectives align with the National Board of Professional Teaching Standards (NBPTS). Cases and assignments provide opportunities for reflective practice. Course activities aim to engage candidates in analytic problem solving and systematic reflection. Candidates will be expected to examine and to evaluate the consequences of teacher decisions and actions. In addition, each candidate will begin the creation of a teaching portfolio.

F. USE OF TECHNOLOGY:

Candidates will use technology where appropriate in presenting their demonstration lessons. They will videotape their own classroom performance. In addition, Internet sites will be used to gather lesson plan ideas.

G. DIVERSITY:

Each candidate’s individual school setting will enrich the diversity of the course. Each instructional model will be examined for its appropriateness for diverse students. Learner characteristics will be stressed as an important component of the instructional analysis process. Moreover, cases selected for discussion will represent a wide range of school populations and settings.

H. COURSE OBJECTIVES:

Upon completion of the course, the candidates will be able to:

1. Describe and evaluate the development of their personal teaching styles (NBPTS 3.1, 3.5, 4.1);
2. Apply the instructional analysis process to the dimensions of context, learner characteristics, and learning tasks (NBPTS 3.3, 3.5);
3. Demonstrate mastery of four of the following seven instructional models: concept attainment, cooperative learning, synectics, inquiry learning (PBL), mnemonics, Socratic seminars, and roleplaying (NBPTS 2.2, 2.3, 3.1, 3.2); and

4. Engage in the change process through observation, collaboration, demonstration, reflection, peer coaching, and portfolio development. (NBPTS 4.1, 4.2, 5.1)

I. COURSE OUTLINE:

- A. Teaching Styles
 1. Development
 2. Goals
 3. Reflective Decision Making

- B. Instructional Design
 1. Context
 2. Learner Characteristics
 3. Learning Tasks
 4. Instructional Alignment

- C. Instructional Models
 1. Concept Attainment
 2. Cooperative Learning
 3. Synectics
 4. Inquiry Learning (PBL)
 5. Mnemonics
 6. Socratic Seminars
 7. Roleplaying

- D. Instructional Improvement Tools
 1. Peer coaching
 2. Classroom observation
 3. Mentoring
 4. Videotaping
 5. Self-reflection
 6. Teaching portfolios

J.FIELD EXPERIENCE REQUIREMENTS:

Field experiences will take place in each candidate's own classroom and school throughout the semester. Candidates will keep a reflective journal (see attachment for directions). A summary reflective paper will address the following questions: 1) How do various instructional models impact student learning? 2) What evidence have you collected? For example, samples of student work 3) What progress have you made toward your instructional improvement goals? 4) How has your teaching changed?

K. COURSE EVALUATION:

Evaluation of candidates will be based upon the following components:

Case Response Papers 2 @ 50 points each =	100 points
Reflective Paper (Teaching Style & Improvement Goals) =	25 points
Summary of Field Reflections =	25 points

3 Teaching Portfolio Entries = 150 points
(Lesson Plan, Observation of Demonstration Lesson, Videotaped Self-Analysis)

GRADING SCALE:

A total of 300 points can be earned during the course. Grades will be calculated using the following scale:
270 – 300 points = A; 240 – 269 = B; 210 – 239 = C; 180 – 209 = D; Below 180 = F

Late work will be penalized by deducting ten percent of the assigned point value for each day late.

L. ATTENDANCE POLICY:

Candidates are expected to be present, prompt, and prepared. They are expected to attend all class meetings. For unavoidable absences, proper notification is expected as well as plans to make up any work missed. Candidates should note the university's drop and withdrawal policies that include notification of the registrar's office.

M. STUDENT HANDBOOK POLICY:

Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic uses as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies included in the *Handbook*.

Plagiarism is the presentation of another person's work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties – failure on the assignment or in the course. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to all requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3135. Instructors should be notified the first day of class.

N. BIBLIOGRAPHY:

Bigge, M. L. (1982). *Learning theories for teachers*. New York: Harper & Row.

Bullock, A. A. & Hawk, P. (2001). *Developing a teaching portfolio: A guide for preservice and practicing teachers*. Upper Saddle River, NJ: Prentice-Hall.

Campbell, D. et al. (2004). *How to develop a professional portfolio*. (3rd ed.) Boston: Pearson Education.

Eggen, P. & Kauchak, D. (2001). *Strategies for teachers: Teaching content and thinking skills*. (4th ed.) Boston: Allyn & Bacon.

Fuller, F.F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6: 207-226.

Good, T.L. & Brophy, J. (2000). *Looking in classrooms*. (8th ed.) New York: Longman.

- Gunter, M., Estes, T., & Schwab, J. (1999). *Instruction: A models approach*. (3rd ed.) Boston: Allyn & Bacon.
- Henderson, J. (2001). *Reflective teaching: Professional artistry through inquiry*. (3rd ed.) Upper Saddle River, NJ: Merrill.
- Johnson, D.W. & Johnson, R. (1994). *Learning together and alone*. Boston: Allyn & Bacon.
- Joyce, B. & Calhoun, E. (1996). *Creating learning experiences: The role of instructional theory and research*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B. & Weil, M. (2000). *Models of teaching*. (6th ed.) Boston: Allyn & Bacon.
- Martin-Kneip, G. (2000). *Becoming a better teacher: Eight innovations that work*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Milhollan, F. & Forisha, B. (1972). *From Rogers to Skinner: Contrasting approaches to education*. Lincoln, NE: Professional Educators Publications.
- Morrison, G., Ross, S., & Kemp, J. (2004). *Designing effective instruction*. (4th ed.) Hoboken, NJ: John Wiley & Sons.
- National Board for Professional Teaching Standards. (1994). *What teachers should know and be able to do*. Detroit, MI: Author.
- Ornstein, A. (1995). *Strategies for effective teaching*. Chicago: Brown & Benchmark.
- Porter, A.C. & Brophy, J. (1988). Synthesis of research on good teaching. *Educational Leadership*, 45: 74-84.
- Price, K. & Nelson, K. (2003). *Daily planning for today's classroom*. Belmont, CA: Thomson Wadsworth.
- Weil, M. & Joyce, B. (1978). *Personal models of teaching: Expanding your teaching repertoire*. Englewood Cliffs, NJ: Prentice Hall.
- Wenzlaff, T. L. & Cummings, K.E. (1996). The portfolio as a metaphor for teacher reflection. *Contemporary Education*, 67(2): 109-112.
- Wolf, K. (1996). Developing an effective teaching portfolio. *Educational Leadership*, 53 (6): 34-37.

O. ATTACHMENTS (Assignments & Rubrics)

REFLECTIVE JOURNAL

Reflection is the process of trying to understand more fully your experiences and their applications and implications for you as an educator. Writing in a journal is one way to promote reflective thinking -- a characteristic of an effective teacher. A reflective journal is a place to make connections between your own experiences and what you are learning (i.e., course concepts and ideas). It is written in first person and should include specific examples. Write once or twice a week in your reflective journal. Classroom experiences, readings, class discussions, and interactions with colleagues provide content sources for reflection.

To help focus your writing, consider the following areas:

- how class learning experiences connect with your professional development;
- ideas and/or statements with which you strongly agree (or disagree);

- observations about yourself relative to learning experiences; and
- conclusions drawn from learning experiences.

A helpful formula for reflective journal writing is as follows:

What? Describe what you observed, read, or experienced.

So what? Analyze its meaning for you personally.

Now what? Specify implications for your future.

These three questions correspond to the three stages of reflection as identified by Bullock and Hawk (2001): 1) description, 2) analysis, and 3) planning. For thorough reflection all three components are essential. *Description* provides the context of an event and includes such details as who, what, when, where, and how. *Analysis* involves looking for patterns and identifying strengths as well as areas to improve. *Planning* tells how you will use your new knowledge and insights.

Videotaped Classroom Lesson & Self Analysis (50 points)

Assignment:

Videotape yourself in your classroom using one of the models studied (not direct instruction). Explain in advance to your students the purpose of the taping and get any necessary approval forms signed (i.e., follow school policy on videotaping). Note: The videotape is for instructional improvement purposes and will be viewed by you and the instructor.

View the videotaped lesson (at least twice) and write a reflective self-assessment of your performance. Your self-analysis paper should include the three essential components of reflection: 1) description, 2) analysis, and 3) planning. (See reflective journal sheet.) You will be graded more on the *clarity and depth* of your written self-analysis and less on the actual videotaped lesson.

Your written self-analysis should address (but is not limited to) the following questions:

- 1) Explain your lesson planning process. Describe the context of the lesson and the nature of the class.
- 2) Were your goals achieved? How do you know?
- 3) Were students engaged in the lesson? Why or why not?
- 4) What was your role in the lesson? Were you comfortable in this role?
- 5) What changes did you make during the lesson? (interactive stage decisions)
- 6) How “true” were you to the model’s steps and processes? What modifications did you make and why?

Along with your videotape and self-analysis please turn in copies of any handouts and transparencies used during the lesson. A sample of student work or written student response would also be helpful.

Rubric: Self-Analysis of Videotaped Lesson

The highest number of points that can be earned is indicated in the last column of the table below that also specifies the criteria and an explanation of each.

Criteria	Explanation	Points Earned	Points Possible
Descriptive	Includes a detailed description of the context of the lesson and the nature of the learners		10
Analytical	Analyzes teaching strengths and provides evidence to support		10
Improvements	Identifies and justifies areas to improve		10
Planning	Focuses on future plans for model use		10
Connections	Draws connections between lesson analysis and course concepts/ideas		10

MODELS OF TEACHING
MSIT 6302
Lesson Plan
(50 points)

Create a lesson plan that uses one of the teaching models studied (besides direct instruction and different from your demonstration and videotaped lessons). Indicate the plan's subject area, grade level, and a description of learners (i.e., class profile). Use any lesson plan format that works for you. Pathwise is a suggested format. (See Domain A of the TPOA.)

Include in your lesson plan the following components:

- 1) Instructional objectives;
- 2) key concepts and content;
- 3) teaching strategies/methods;
- 4) learning activities; and
- 5) evaluation or assessment.

Attach copies of any instructional materials, such as handouts and/or masters for transparencies or displays. A class profile must be attached.

Grading criteria for lesson plan:

- **Congruence:** (15 points possible)
How well does the plan demonstrate application of the selected model's principles and practices?
- **Appropriateness:** (10 points possible)
How appropriate is the plan for the selected grade level and subject area as well as identified content?
- **Comprehensiveness:** (10 points possible)
How thorough or detailed is the plan? Are all five components (above) included?
- **Alignment:** (5 points possible)
How well do the methods and assessment match the intended learning outcomes?
- **Quality:** (10 points possible)
Are all attachments included and do they model standard written English?

ASTL PROGRAM ASSESSMENTS
ASTL 6302
(Models of Teaching)
Practicum Experience

Task/Performance	TPOA Criteria (Based upon LESSON OBSERVATION SCORING GUIDE)
#1 Models-Based Lesson Plan (Must include a class profile)	A1 A2 A3 A4 A5
#2 Observation of Models Lesson (Classroom Visit--Observed by instructor)	C1 C2 C3 C4 C7
#3 Self-Analysis of Videotaped Lesson	D1 D2
#4 Summary of Reflective Journal	C8 D1 D2 D6

Field Mentor Diversity Information and Class Profile Graduate Form

11/30/06

Graduate Candidates will give a copy of this form to the course instructor and keep a copy for your portfolio. This information is for data purposes only. Complete the data that applies to your particular field assignment.

Program or Major _____
Candidate's Name _____ UCA ID _____
Course Prefix, Number and Name _____
Field Mentor _____ School _____
Grade(s) _____ Subject(s) _____ Date _____

Mentor Diversity Information

Race: _____ Gender: _____
_____ African American or Black non-Hispanic _____ Male
_____ Asian, Asian American, or Pacific Islander _____ Female
_____ Native American, Inuit, Aleut
_____ Hispanic Licensure Area(s): _____
_____ White, non-Hispanic
Years of Experience: _____

Class(es)/School Profile

**If teaching multiple classes please compile the information for all classes.
The answers require actual numbers in each category.**

- How many students are in the class/school?
_____ male
_____ female
- What is the age range of students? _____
- Approximately how many students are in each of the following **language** categories?
_____ English language proficient
_____ Limited English proficient
- Approximately how many students have the following **exceptionalities**?
_____ visual impairment
_____ hearing impairment
_____ developmental disability
_____ emotional or behavior disability
_____ gifted
_____ learning disability
_____ physical disability
_____ ADD/ADHD
_____ other (please specify) _____
- With respect to the following categories, how would you describe your students?
_____ African American or Black non-Hispanic
_____ Asian, Asian American, or Pacific Islander
_____ Mexican American or Chicano

- Native American, Inuit, Aleut
- Puerto Rican
- Other Hispanic
- White, non-Hispanic
- Mixed Race
- other (please specify) _____

GRADUATE CANDIDATE DIVERSITY SURVEY

3/14/04

(Administer twice during candidate's degree program – Pre and Post Program Survey)
This survey is for data collection purposes only. It is not an individual assessment.

UCA Name/ID# _____ Date _____ Semester _____

Graduate Program _____ Circle: Pre-Program Survey Post-Program Survey

Using this rating scale, please respond to the following questions by choosing a number after each statement which best reflects your personal opinion.

4= Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree

I believe...

- 1....my culture to be different from some of the students/clients with whom I work/will work . 4 3 2 1
2. ...it is important to identify immediately the ethnic groups of the students/clients with whom I will work. 4 3 2 1
3. ...I would prefer to work with students/clients and parents whose cultures are similar to mine. 4 3 2 1
4. ...I would be uncomfortable in settings with people who speak non-standard English. 4 3 2 1
5. ...I am uncomfortable in settings with people who exhibit values or beliefs different from my own. 4 3 2 1

I believe...

6. ...I am sometimes surprised when members of certain ethnic groups contribute to particular school activities (e.g., bilingual students on the debate team or African American students in the orchestra). 4 3 2 1
7. ...it is necessary to include on-going parent input in program planning. 4 3 2 1
8. ...English should be taught as a second language to non-English speaking students/clients as a regular part of the school curriculum. 4 3 2 1
9. ...that there are times when the use of the non-standard English should be ignored. 4 3 2 1
10. ...in a society with as many racial groups as the U.S.A., I would expect and accept the use of ethnic jokes or phrases by some students/clients. 4 3 2 1

4= Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree

I believe...

11. ...that there are times when racial statements should be ignored. 4 3 2 1
12. ...a student/client should be referred for testing if learning difficulties appear to be due to and/or language. 4 3 2 1 cultural differences
13. ...it is my responsibility to provide opportunities for students/clients to share cultural differences in foods, dress, family like and/or beliefs. 4 3 2 1
14. ...Individualized Education Program meetings or program planning should be scheduled for the convenience of the parent. 4 3 2 1

I believe...

15. ...I should make adaptations in programming to accommodate the different cultures and/or learning abilities of my students/clients. 4 3 2 1
16. ...the displays and frequently used materials within my setting should include different ethnic customs. 4 3 2 1 groups or
17. ...one's knowledge of a particular culture should affect one's professional service to students/clients and assessment instruments. 4 3 2 1
18. ...I prefer to learn in an atmosphere where fellow students/clients have similar cultural backgrounds to my own. 4 3 2 1
19. ...I prefer to learn from faculty with cultural backgrounds similar to my own. 4 3 2 1

I believe...

20. ...it is my responsibility to help provide appropriate learning opportunities for all students/clients classroom/school regardless of their abilities. 4 3 2 1 in the
21. ...all students/clients, including students/clients with disabilities and students/clients with diverse learning needs, have the right to attend and actively participate in my classroom/school. 4 3 2 1
22. ...it is my responsibility to increase parent participation in their children's education. 4 3 2 1

I can ...

23. At this time, I am skillful in using examples, data, and information from a variety of cultures to professional skills and services. 4 3 2 1 improve my
24. At this time, I am adept at using specific methods to help students/clients understand how and influenced by racial, ethnic, and social class factors. 4 3 2 1 knowledge is created
25. At this time, I am skillful in helping students/clients from different ethnic backgrounds develop positive relationships, work together, and develop democratic attitudes towards each other. 4 3 2 1
26. At this time, I am proficient in particular ways to facilitate the academic success of students/clients from diverse ethnic and social class backgrounds. 4 3 2 1
27. At this time, I am adept in helping schools develop organizational practices that lead to the emotional growth of students/clients from diverse ethnic and social backgrounds. 4 3 2 1 academic and

Comments:

Describe your feelings about **teaching** (or **working with**) students/clients from diverse backgrounds. Provide an assessment of (a) what you know now, and (b) what you would like to know in the future about teaching and/or working with students/clients from very diverse and social backgrounds.

Program Coordinator – please return all completed forms to **Debbie Barnes as soon as possible.**

