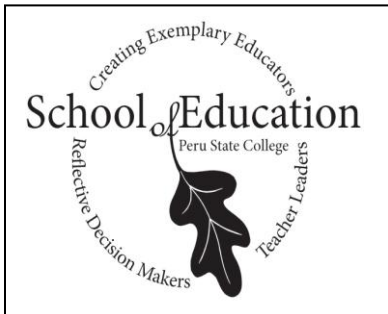


School: Peru State College – Graduate Studies
Course Number: EDUC 530 Online (8 week format)
Course Title: Contemporary Instruction: Theory and Practice
Credit Hours: 3 hours



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

Mission Statement

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description:

EDUC 530 is designed to provide the professional educator with opportunities to test the most recent educational theory and apply best practices in actual classrooms. The course should enhance and further develop the knowledge, skills and dispositions of effective teaching.

Required Text: Allen, R.H. (2002). *Impact teaching: Ideas and strategies for teachers to maximize student learning*. Boston, MA: Allyn & Bacon.

Course Objectives: Upon successful completion of this course, the learner will:

1. Illustrate an understanding of underlying learning theories and brain research as rationale for developing instructional strategies. (1.1.1, 1.1.2, 3.1.1) [1.2, 3.1]
2. Interpret the importance of utilizing current brain research in the development of individualized strategies for teaching. (1.1.1, 1.1.2, 3.1.1) [1.2, 4.2]
3. Explore the themes of active learning, service learning, constructivism, etc., and their uses in the classroom. (1.1.1, 1.1.2) [1.2., 4.2]
4. Appraise how effective instruction positively impacts classroom management and learning. (1.1.3, 3.1.3) [3.1, 3.5]
5. Demonstrate teaching strategies aligned with current research via workshop presentation format. (1.1.2) [1.2, 2.3, 3.1, 4.2]
6. Apply the five core propositions of accomplished teachers as identified by the NBPTS to the educational environment. (1.1.5, 3.1.3) [4.2]
7. Understand how historical and political events impact current educational practices. (1.1.1, 3.1.3,) [4.1]
8. Utilize technology to explore new research findings regarding learning. (1.1.4) [3.1, 4.2]
9. Create and present an educational plan that incorporates individualized teaching strategies supported by current research. (1.1.2, 1.1.4, 3.1.3) [2.3, 3.1, 4.2]

Key for Standards: *(PSC Graduate Conceptual Framework)*
 [National Board for Professional Teaching Standards]

Course requirements: The following are descriptions of the requirements for successful completion of this course. Descriptions and grading rubrics are located on Blackboard on the Assignments Page.

1. **Best Practice Project (190 Points):** The project consists of a PowerPoint presentation to identify and explain the salient concepts addressed in the course readings, compare and contrast current research with the readings using article reviews, and develop a comprehensive lesson plan that includes differentiated and motivational strategies. The project will include the following:

- **Review three professional journal articles (30 points each for 90 points total)** on the same learning theory or strategy and incorporate this information into the Best Practice presentation. A written summary and analysis of each of the two articles will be prepared with approximately ¼ of your paper consisting of summary information and ¾ devoted to your thoughts and application of the information to your own educational setting. **Articles are to be obtained from PROFESSIONAL JOURNALS.**

Each summary should be 1 – 2 pages in length, double-spaced with 1 inch margins and 12-point Times New Roman font. Each paper is to be submitted to the appropriate assignment link on the Assignments page on Blackboard (Article Critique #1 under Week Two, Article Critique #2 under Week Four, and Article Critique #3 under Week Five). A compilation of your findings will be included in the Best Practice PowerPoint Presentation.

- **Best Practice PowerPoint Presentation (100 points):** Create a detailed overview of a “Best Practice” lesson plan as if you were conducting a workshop session presentation for your peers. The lesson will incorporate strategies from course texts and class discussions and will include individualized strategies related to differentiate instruction for all students. At a minimum, the following must be addressed: cultural diversity, technology usage, various learning styles, improving self-esteem, and increasing desired appropriate behaviors.

Your presentation will identify how differentiation of learning is utilized, application of your research (article critique information) to your classroom or educational environment, and explanation of your lesson plan. Your presentation slides should utilize multimedia to enhance viewer comprehension and engagement and be free of errors in grammar and usage.

The required components of this presentation include:

1. Introduction of the concept of the lesson plan;
2. Introduction of the students that this lesson focuses upon;
3. Identification of “best practices” strategies that will be implemented and why chosen, based on class readings and discussions and your article critiques/research;
4. Identification and discussion of lesson goals/objectives (expected outcomes) and supporting rationale for selection;
5. Identification and discussion of lesson materials and resources that will be utilized, along with supporting rationale for how they positively add to the lesson;
6. Identification and discussion of the differentiated instructional activities that will be incorporated into the lesson, along with supporting rationale for their selection;
7. Identification and discussion of the assessment(s) that you plan to incorporate and their supporting rationale for selection;
8. Identification of limitations or restrictions that could potentially impact the effectiveness of the lesson; and
9. Instructional planning resources (list all sources used, including three articles previously critiqued).

You will provide a copy of your presentation to your peers by posting your presentation via the Discussion Board during **Week Eight**.

2. **NBPTS Journal (100 Points: [5 reflections @ 20 points each])** Refer to the NBPTS website (<http://www.nbpts.org>) and read the Five Core Propositions. Write reflective journal entries on each of the Five Core Propositions. Each of the five reflections should include (1) What you think about each proposition - agree, disagree, why, is it possible, etc. and (2) provide an example of how you have seen each proposition exemplified in your own classroom, either as a teacher or as a student.

Each reflection should be about one page (double spaced). The entire NBPTS Journal (which will include the five reflections) should be submitted to your instructor via the appropriate assignment link on the Assignments page on Blackboard (Week Three). In addition, you will need to submit **one** of your reflective entries to the appropriate discussion forum on the Discussion Board (Week Seven) and respond to a minimum of three of your classmates. CITE ANY REFERENCES (excluding NBPTS website).

Journal entries are expected to be 1 – 2 pages in length for each of the five reflective entries you complete (3 – 6 pages total), double-spaced with 1 inch margins and 12-point Times New Roman font.

3. **Impact Analysis (50 Points)** As a result of this course, how has your *instructional effectiveness* been positively impacted? Consider questions such as: What Best Practices have I developed? What new strategies do I now have for instruction and assessment? What theories or research have impacted my perceptions regarding teaching and learning?

Papers should be 3-4 pages, double-spaced with 1 inch margins and 12-point Times New Roman font. This paper is to be submitted to the appropriate assignment link on the Assignments page on Blackboard (Week Eight).

4. **Blackboard Weekly Discussions (Three Weekly Discussions: original posts = 30 Points, 3 responses = 15 Points; Posting of NBPTS Journal = 5 points; 2 responses @ 10 points each -- - Total: 160 points):** Address the listed topics/questions and other personal thoughts via the discussion board. Participation requires posting your original thoughts related to the topics a minimum of **ONE** time and responding to at least **THREE** of your peers' postings each discussion forum, unless otherwise indicated. Discussion board will close at midnight each on the due date with the exception of the last week. You will not receive credit for postings after this time.

Discussion forums will be held during Weeks 1, 3, 6, and 7 (NBPTS Journal Posting and responses during Week 7).

5. **Read text assignments** and be prepared to discuss the content of the readings in class and via Blackboard discussion board.

Requirements	Objective	Points	Summative:																
Best Practice Project (190 Points)																			
*PowerPoint Presentation	1, 8, 9	100	<table border="1"> <thead> <tr> <th colspan="2">Grading Policy:</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>500 - 450</td> </tr> <tr> <td>B+</td> <td>449 - 425</td> </tr> <tr> <td>B</td> <td>424 - 400</td> </tr> <tr> <td>C+</td> <td>399 - 350</td> </tr> <tr> <td>C</td> <td>349 - 300</td> </tr> <tr> <td>D+</td> <td>299 - 250</td> </tr> <tr> <td>D</td> <td>249 - 200</td> </tr> </tbody> </table>	Grading Policy:		A	500 - 450	B+	449 - 425	B	424 - 400	C+	399 - 350	C	349 - 300	D+	299 - 250	D	249 - 200
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*Article Reviews (3 @ 30/ea)	3, 8, 9	90																	
NBPTS Journal	6	100																	
Impact Analysis	1, 2, 4	50																	
Blackboard Weekly Discussions (3 @ 45/ea)																			
NBPTS Postings (5for post, 2 resp @ 10/ea)	1, 2, 3, 4, 6, 7	160																	
Total Possible		500																	
*Components of Best Practice Project																			

Note: Late submissions: 10 percent of the points from the earned grade will be deducted for each day an assignment is late. The instructor reserves the right to determine if there are special circumstances that allow for an extension of the deadline.

INCOMPLETE COURSEWORK:

To designate a student’s work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course’s major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete, the end of the subsequent

semester, this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

ACCOMMODATIONS STATEMENT:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States shall solely by reason be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student’s responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodations.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

ACADEMIC DISHONESTY:

Academic integrity is a basic principle that requires the student to take credit one for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member’s satisfaction. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:

1. Refers during an academic evaluation to receive material sources not authorized by the faculty member.
2. Utilizes devices during an academic evaluation that are not authorized by the faculty member.
3. Provides assistance to another student or assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
4. Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources.
5. Knowingly permits his/her words to be submitted by another person without the faculty member’s permission.
6. Acts as a substitute or utilizes a substitute in any academic evaluation.
7. Fabricates data in support of laboratory or field work.
8. Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
9. Alters grade records of his/her own or another students work in a course or a component of a course.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or

otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

Penalties for instances of academic dishonesty:

1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course; c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty; d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

Additional Resources:

Sousa, D. (2001). *How the brain learns* (2nd Edition). Thousand Oaks, California: Corwin Press, Inc.

Zemelman, S., Daniels, H. & Hyde, A. (1998). *Best practice: New standards for teaching and learning in America's Schools*. (2nd Edition). Portsmouth, NH: Heinemann.

National Board for Professional Teaching Standards: <http://www.nbpts.org>

Learning Theory Web resources: http://www.nova.edu/~burmeister/learning_theory.html

Piagetian Theory: <http://chrion.valdosta.edu/whuitt/col/cogsys/piaget.html>

[American Association of Colleges-for Teacher Education \(AACTE\)](#)

[American Education Research Association \(AERA\)](#)

[American Federation of Teachers \(AFT\)](#)

[Association of Independent Liberal Arts Colleges for Teacher Education \(AILACTE\)](#)

[Holmes Partnership](#)

[National Association of State Directors of Teacher Education and Certification \(NASDTEC\)](#)

[National Board for Professional Teaching Standards \(NBPTS\)](#)

[National Commission on Teaching and America's Future \(NCTAF\)](#)

National Council for Accrediation of Teacher Education
(NCATE)

National Education Association
(NEA)

National Network for Educational Renewal
(NNER)

National Staff Development Council
(NSDC)

Societey for Information Technology and Teacher Education
(SITE)

Teacher Education Council of State Colleges and Universities
(TESCU)

National Center for Research on Teacher Learning

CEO Forum on Education and Technology

The Technology Source