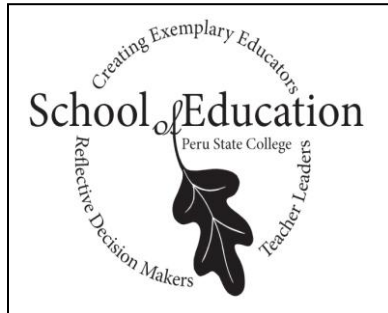


**Department:** Peru State College School of Education  
**Course Number:** Education 540  
**Course Title:** The Master Teacher  
**Credit Hours:** Three (3)

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### 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:**

This course is for teachers who wish to analyze their teaching style and methods and add to and improve their repertoire with additional teaching methods.

**TEXT:** Eggen, Paul D., and Kauchak, Donald P. (2006). *Strategies & Models for Teachers: Teaching Content and Thinking Skills* (5<sup>th</sup> ed.) Boston: Allyn and Bacon, ISBN # is 0205453325. Journal articles, research reports, and interviews will supplement lessons.

### **OBJECTIVES:**

1. The learner will define his or her own perception of what constitutes teaching excellence. (1.1.2, 1.1.3, 3.1.3)
2. The learner will define the term "Master Teacher". (1.1.2, 1.1.3, 3.1.3)
3. The learner will examine a wide variety of teaching models. (1.1.2, 2.3.3)
4. The learner will evaluate his or her own model of teaching. (1.1.2)
5. The learner will determine the factors that contribute to their current choice of a teaching model. Such factors as subject area, age level, sociological variables, school philosophy, personal

- philosophy, personal experience, and personal educational influences will be considered. (1.1.2, 1.1.3)
6. The learner will consider how issues of diversity influence the choice of a teaching model. (1.1.1, 1.1.3)
  7. The learner will experiment with the use of alternative teaching models to those they currently use. (1.1.2, 2.2.3)
  8. The learner will examine the most current research literature associated with each of the models of teaching introduced. (1.1.1, 1.2.1, 1.2.4, 2.3.3)
  9. The learner will practice teaching models through microteaching experiences.
  10. The learner will share lesson plans with their classmates that represent their current best efforts on a favorite unit. (2.1.1, 2.3.1)
  11. The learner will demonstrate how an alternative model of teaching can be utilized to teach their current favorite unit in a more effective or equally effective fashion. (1.1.2, 1.1.3)

### **INSTRUCTION METHOD/MODE OF DELIVERY**

Directed reading, Reflective writing, Papers, and Projects

### **COURSE REQUIREMENTS & ASSESSMENT METHODS:**

**PLEASE POST ALL ASSIGNMENTS TO THE PROPER AREA ON BLACKBOARD! Be sure to use your first and last names in the title of your documents you submit, use your first and last names in the title of your file names, and that you follow Peru State College Education Department guidelines for writing papers.**

Unit One      Topic: Defining the Master Teacher

Reading: Professional Articles

Objectives: Define and explain the characteristics of Master Teachers. Identify your personal progress of the development of the traits.

Assignments: 1. Find two articles that help you to understand the scope and characteristics of the master teacher. Fill in the article review sheet provided for each article.

2. Complete first two columns of The Master Teacher Development Chart.

Place your reviews in the assignment link provided by Midnight, Thursday. No late work accepted.

Unit Two      Topic: Professional Responsibilities

Readings: Please read Chapter 1 from your text and a professional article.

Objectives: Define and explain the Professional Responsibilities of an educator. Apply master teacher strategies to personal learning community or situation.

Assignments: 1. Find one professional article that helps you understand one of the following topics: Professional Learning Communities, Lifelong Learning as an Educator, or Building Collegial relationships. Fill in the article review sheet provided for the article.

2. Design a method to incorporate collaboration techniques into your teaching environment. Complete the Action Plan form provided. This form allow the text to wrap around--so the spaces will enlarge as needed. Place your review and action plan in the assignment link provided by Midnight, Thursday of week 1. No late work accepted.

Unit Three Topic: Creating the Culture and Climate for Learning

Readings: Chapters 2, 3, and 4 and information from the 2 web sites

Objectives: Design an inclusion activity to make students feel safe in their learning environment. Create a lesson of differentiation. Describe how the teaching model may be used to assist student learning. Identify your personal progress of the development of the Master Teacher traits.

Assignments: 1. Go to the [www.tribes.com](http://www.tribes.com) website for information about developing an inclusion activity for a specific age/class level. The activity will help students feel safe, included and valued (see Students' Needs slide in this unit)

2. Use a search engine to locate Carol Ann Tomlinson and read the article, "Reconcilable Differences? Standards-Based Teaching and Differentiation" and the Differentiation power point for information about differentiating instruction. Create a differentiated lesson that includes information about the Learning Environment, Process, Product, and Content and how you will differentiate or adjust each of these 4 Elements of Differentiation to meet the students' needs.

3. Complete Teaching Model Examination form for Chapter 4.

4. Complete column 3 of The Master Teacher Development form (continued from Unit 1).

Place your inclusion activity, differentiated lesson, Teaching Model Examination form, and the Master Teacher Development form (continued from Unit 1) in the assignment link provided by Midnight, Thursday of week 2. No late work accepted.

Unit Four Topic: Elements of Instruction

Reading: Read one of the Chapters 5-9 from your text.

Objectives: Describe how the identified teaching model may be used to assist student learning. Create a lesson design utilizing the elements of instruction.

Assignments: 1. Complete Teaching Model Examination form for the Chapter you have read.

2. Complete the Lesson Plan form provided for any subject for a specific age/class level. This form allows the text to wrap around—so the spaces will enlarge as needed.

Place your Teaching Model Examination form and Lesson Plan in the assignment link provided by Midnight, Thursday of week 3. No late work accepted.

Unit Five      Topic: Professional Development

Reading: Read another one of the Chapters 5-9 from your text.

Objectives: Describe how the teaching model may be used to assist student learning. Identify your personal progress of the development of the Master Teacher traits.

Assignments: 1. Complete Teaching Model Examination form for the Chapter you have read.

2. Complete the remaining column of The Master Teacher Development Chart (continued from Units 1 and 3).

Place your Teaching Model Examination form and The Master Teacher Development Chart (continued from Units 1 and 3) in the assignment link provided by Midnight, Thursday of week 3. No late work accepted.

Unit Six      Topic: Professional Growth of the Master Teacher

Reading: As needed

Objectives: Synthesize the information from this course (the readings, the power point presentations and the textbook) and additional sources to create expectations for yourself as a Master Teacher. Make a commitment to continue to develop your skills as a Master Teacher.

Assignments: 1. Integrate all of what you have learned into a culminating project—a power point or word document—that demonstrates your understanding and use of the Qualities of the Master Teacher. This project must include at least these areas: Defining the Master Teacher, Professional Responsibilities, Creating the Culture and Climate for Learning, Elements of Instruction, and Professional Development. You must use a minimum of 3 professional sources for the project using the APA format for internal citations and in your source list. Post this part of the assignment in the Discussion Board.

2. Complete the Action Plan form using the information from columns 3 and 4 of The Master Teacher Development form. Complete all columns of the form for 3 different areas/behaviors that you have identified.

Place your Qualities of a Master Teacher project and your Action Plan in the Assignment link provided by Midnight, Thursday of week 4. No late work accepted.

**Besides following the policies of the Peru State College Education Department, students are expected to:**

- **use correct spelling, grammar, and mechanics.**
- **clearly answer the assignment.**
- **complete assignments on time.**
- **present unique or new ideas on topics.**
- **use APA formatting style for all written work.**

**No late work will be accepted.**

### Special Note about References Used

References should be from research publications. You can include internet references but only if they are from an approved author and web site, such as Educational Leadership. Please do not use popular magazines such as Time or Newsweek or general websites or papers from other students as a reference in your work. If you have any questions, please contact Dr. Bill Lambrecht.

A reading list has been provided for your convenience. Please feel free to suggest additions to the reading list.

**Please remember, it is the student's responsibility to submit all assignments in Microsoft Word or Microsoft Power Point. Please do not use any other programs. If the professor cannot open an assignment full credit may not be given.**

#### Assessment Methods:

Class Participation/Discussion Board/HomePage	6 points
Master Teacher Article Reviews -5 points each	10 points
Professional Responsibilities Article Review	5 points
Collaboration Action Plan	10 points
Inclusion Activity	5 points
Differentiated Lesson	10 points
Elements of Instruction Lesson Plan	10 points
Teaching Model Examinations- 3 points each	9 points
The Master Teacher Development Chart	10 points
Qualities of the Master Teacher Project	15 points
Professional Growth Action Plan	<u>10 points</u>

**Total: 100 points**

#### GRADING POLICY:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74

#### TurnItIn

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

**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...disabled, 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. Cheating is defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. 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).

### **READING LIST/BIBLIOGRAPHY:**

*Improving Student Motivation: A Guide for Teachers and School Improvement Teams* 2001 (3<sup>rd</sup> ed.) Serve

Saphier, Jon and Gower, Robert (1997) *The Skillful Teacher: Building Your Teaching Skills* (5<sup>th</sup> ed.) Research for Better Teaching, Inc.

Fogarty, Robin (1997). *Brain Compatible Classrooms* Skylight