### Course Description:
This course focuses on the specific characteristics and learning needs of upper elementary children (grades 2-6) and on best practice for upper elementary teachers. It helps candidates balance understanding of upper elementary students (e.g., their development, group affiliations, individual differences, and life outside of school) with the curricular expectations for these grades. In addition, candidates develop skills in involving and communicating with families. Special attention is paid to the importance of planning and assessment and to the factors influencing teachers’ efforts to create classroom environments that foster a sense of accomplishment, belonging, and engagement in students.

The course is closely aligned to the EHHP conceptual framework, addressing all three elements of teaching competency with its focus on understanding and valuing upper elementary students (ETC1), knowing what and how to teach and assess and create an environment in which learning occurs for grades 2-6 (ETC2) and understanding self as a professional upper elementary teacher (ETC3).

### Course Texts:
- Additional readings available on OAKS.

### Course Objectives:
1. Extend knowledge of child development, focusing deeply on developmental trends and issues for upper elementary students
2. Analyze factors that influence development and school performance for upper elementary students
3. Understand the role of planning and assessment in the teaching and learning process
4. Identify key avenues for improving family involvement
5. Examine key elements of school and classroom environments that affect upper elementary student learning
6. Evaluate the support for professionalism for upper elementary teachers

### Course Outcomes
All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. Understand and value the learner; 2. Know what and how to teach and assess and how to create an environment in which learning occurs, and 3. Understand themselves as professionals. These three elements of teacher competency are at the heart of the EHHP conceptual framework and guide what you will learn and how your learning will be assessed. Each course in the teacher education programs provides opportunities for you to develop the knowledge, skills and dispositions needed to become an effective teacher.

Below are EDEE 374’s specific outcomes related to the three elements of teacher competency. You will note that standards are listed in parentheses following each outcome. These refer to standards developed by the School of Education, Health and Human Performance (EHHP) and the professional organization that reviews elementary education programs -- the Association for Childhood Education International (NCATE/ACEI)

ETC 1-Outcomes related to understanding and valuing the learner:
1. Recognize and describe developmentally appropriate and inappropriate learner behavior (EHHP Standard I; NCATE/ACEI 1.0, SC6)
2. Recognize and describe how culture, class, gender, communication patterns,
and disability influence all areas of development (EHHP Standard I; NCATE/ACEI 1.0, 3.2)

ETC 2-Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs:

3. Examine the relationship between standards, curriculum and assessment in elementary teaching (EHHP Standard II, VI; NCATE/ACEI 2.1-2.4, 4.0, SC 7)
4. Use systematic observation and reflection as tools to promote student learning (EHHP Standard III, VI; NCATE/ACEI 3.1, 4.0)
5. Recognize and describe the influence of individual differences among students on the teaching and learning process (EHHP Standard I & III; NCATE/ACEI 3.2)
6. Assess factors in classrooms, including technology, that affect students’ sense of accomplishment, belonging and engagement (EHHP Standards III, VII; NCATE/ACEI 3.1-3.5, SC4, ISTE 1,2,3)

ETC 3-Outcomes related to understanding self as a professional:

7. Identify the duties and characteristics of effective elementary teachers (EHHP dispositions, Standard I-VII; NCATE/ACEI 5.1, SC5, ISTE 5)
8. Speak and write clearly, persuasively, and skillfully (EHHP Standard V: NCATE/ACEI 5.1)
9. Develop strategies to reflect on practice and professional growth (EHHP Standard V; NCATE/ACEI 5.1)
10. Develop understanding of issues and strategies to increase family involvement and coordinate with community agencies. (EHHP Standard V; NCATE/ACEI 5.2)

**Course Requirements**

<table>
<thead>
<tr>
<th>Description of Projects and Assignments</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of SOE Dispositions and how students express them in this course:</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>• Belief that all students can learn (attitudes expressed about students and learning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Value and respect for individual differences (participation in class discussions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Value of positive human interactions (participation in class discussions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; completion of reading assignments; quality of course projects)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dedication to inquiry, reflection, and self-assessment (quality of course assignments; active participation in class discussions; support and encouragement of diverse ideas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Value of collaborative and cooperative work (participation in class activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sensitivity toward community and cultural contexts (insights expressed in class discussions and reflected in course assignments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engagement in responsible and ethical practice (performance on course assignments and contribution to class activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Development of professional mastery over time (performance over time on all assignments)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students are responsible for:

- Completion of all assigned readings and projects on time. Late assignments are accepted only at the discretion of the professor. All late assignments will receive only partial scores.
- Learning all course content (lecture, text, outside reading, handouts, research)
- Acquiring all missed assignments/notes from someone in class, not the instructor
- Utilizing internet, word processing, email and OAKS.
- Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.

**Reading Discussion:** Before each class students will engage in a discussion of the week’s readings within an assigned discussion group. One group member is responsible for starting the discussion. The discussion must focus on the readings (e.g., interesting quotes, key points, areas in which you agree or disagree) and may also bring in experiences you had as a student or things you have seen or experienced in classrooms or in your work with children. The discussions will continue in class on Tuesday (I will read them on Monday afternoon). Your
participation will be graded on quality and quantity (12 weeks @ 8 pts. each). Everyone receives four bonus points (for a total of 100). I will read for grading after class on Tuesday.

**Morning meeting:** The Morning Meetings are designed to create community within our classroom and to introduce the topic of the day in a non-threatening and interactive way. Each group of leaders will be responsible for reading the assigned article and developing a short (+/- 15 minute) activity that will provide the rest of the class an opportunity to understand the main points from the article within the context of their own experience, goals, observations, etc. The Morning Meeting is not a time to make a presentation but to engage classmates in interesting ideas. You are encouraged to move around and have fun. Each morning we will follow a set routine that characterizes Morning Meetings (announcement of Morning Meeting, greetings to everyone, activity, closure/thanks to everyone).

**Knowing Your Students:** This assignment provides an opportunity for you to explain why it is important to know about your students and to identify or design an interest inventory you may use with your students (see Assignment Description for more detail).

**Conducive Learning Environment:** This assignment allows you to systematically examine how the classroom environment affects students. You will examine all aspects of the classroom that contribute to a positive learning environment. Using a template provided, you will document positive aspects of your field teacher's classroom (see Assignment Description for more detail).

**Fair and Useful Assessment:** Assessment of student learning is a critical and controversial aspect of teaching. You will select an aspect of assessment that you find interesting, disturbing, useful, etc. to research and write up in an issues paper (see Assignment Description for more detail).

**Family Communication Project:** This project involves the students you identified in your Conducive Learning Environment assignment. You will build on what you have learned about these children in the classroom and describe the steps you would take to reach out to their families to involve them in their child’s learning. Describe the children and what you know of their family situation, how you will communicate with their families, the focus of the communication, and recommendations you would make to increase their involvement with their child’s learning (see Assignment Description for more detail).

**Final Exam:** The final exam provides an opportunity to synthesize what you have learned this semester in relation to the EHHP Elements of Teacher Competency (see Assignment Description for more detail).

**Evaluation Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>79-81</td>
</tr>
<tr>
<td>C-</td>
<td>77-78</td>
</tr>
<tr>
<td>D+</td>
<td>75-76</td>
</tr>
<tr>
<td>D</td>
<td>72-74</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

**Total Points:** 550

**Attendance:** Class attendance and punctuality are expected professional behaviors. **Excessive absences (i.e., more than 15% (5.25 hours/2 classes) may result in receiving a “WA/F.”**
## Class Schedule for Spring 2012 (Tentative)

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Activities</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
</table>
| January 10 | Introduction to the course | • Syllabus overview  
• Creation of community pact  
• Issues in elementary ed.  
• Morning Meetings |  |
| January 17 | Development of 8-12 year-old children | • Morning meeting  
• Reading discussion  
• Development review | Finnan, Chapter 2 Angier (OAKS) |
| January 24 | Student diversity: groups | • Morning meeting  
• Reading discussion  
• Perceptions and diversity | Finnan, Chapter 3 Kids Count (OAKS) - skim |
| January 31 | Student diversity: individual | • Morning meeting  
• Reading discussion  
• Knowing students as individuals | Finnan, Chapter 4 Dweck (OAKS) |
| February 7 | Children’s lives outside of school | • Morning meeting  
• Reading discussion  
• Strategies to know students | Finnan, Chapter 5 Bergen & Fromberg (OAKS) |
| February 14 | School and classroom environments | • Morning meeting  
• Reading discussion  
• Overview of observation template | Finnan, Chapters 6 & 7 Knowing Children due |
| February 21 | Facilitating belonging in the classroom | • Morning meeting  
• Reading discussion  
• Ensuring effective small group work | Johnson & Johnson (OAKS) |
| February 28 | Teaching and assessing upper elementary | • Morning meeting  
• Reading discussion  
• Video: Ms Toliver  
• Issues of testing | Finnan, Chapter 8 |
| March 6 | SPRING BREAK!!! |  |  |
| March 13 | Engaging instruction and assessment | • Morning meeting  
• Reading discussion  
• Simulation | Pogrow (OAKS) Dirksen (OAKS) Conducive Learning Environment due |
| March 20 | Importance of assessment | • Morning meeting  
• Reading discussion  
• Baseline assessment of assessment literacy  
• Discussion of standardized testing (guest speaker) | Popham (OAKS) Lailley & Gentile (OAKS) |
| March 27 | Meeting needs of all students | • Morning meeting  
• Reading discussion | Jung & Guskey (OAKS) Moon (OAKS) |
| April 3 | Discussion of assessment issues papers | • Morning meeting  
• General discussion of issues related to assessment | Assessment paper due |
| April 10 | Family communication and involvement | • Morning meeting  
• Reading discussion | Jaynes (OAKS) |
| April 17 | Summing it up and professionalism | • Morning meeting  
• Reading discussion | Finnan, Chapter 9 |
| May 1 8:00 | Final exam |  | Family Communication due |
Additional Resources:

Middle childhood:


Effective teaching and learning environments in upper elementary grades:


Planning and assessing learning for all students

