



## Wilkes University Graduate Teacher Education Department

Course Number: **EDAM 5048**

Course Title: **Applying the Art & Science of Teaching**

### **Graduate Teacher Education Program Mission**

*The mission of the Graduate Teacher Education Programs at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Teacher Education Program seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.*

### **Course Description:**

This course engages learners in a formal action research project to determine the impact on student learning of specific instructional, curricular, and management strategies used in the classroom. Learners will reflect upon the knowledge acquired throughout the previous courses in the degree program to develop their practicum where they will apply theory and practice directly in their classroom.

Prerequisites: Foundations of the Art & Science of Teaching; Establishing Learning Goals to Support Learning & Instructional Design; Monitoring & Measuring Student Progress; Actively Processing New Content; Extending Student Learning; Designing Instruction for Student Engagement; Creating an Effective Classroom Environment; Developing Relationships and High Expectations for Student Learning

### **Required Textbook(s) & Readings:**

Marzano, R. J. (2007). *The art & science of teaching: A comprehensive framework for effective instruction*.

Alexandria, Va: Association for Supervision and Curriculum Development.

### **Recommended (but not required) Reading List:**

Marzano, R.J., & Brown, J.L. (2008). *Handbook for the art and science of teaching*. Manuscript submitted for publication.

### Course Objectives:

The learner will...	
1.	Identify the focus and learning goals for a unit of instruction.
2.	Plan for lesson segments that will be routine components of every lesson.
3.	Plan for content-specific lesson segments.
4.	Plan for actions that must be taken on the spot during a lesson.
5.	Develop a flexible draft of daily activities for a unit.
6.	Review and reflect on the critical aspects of effective teaching daily, as well as his/her performance relative to them
7.	Apply and deepen the content knowledge, skills, and dispositions related to "The Art and Science of Teaching" that he/she has acquired in prior courses in the program.
8.	Gather and analyze student evidence of achievement through action research.
9.	Use student evidence to adjust and implement instructional strategies to enable all students to achieve.
10.	Establish a professional learning community that can continue to function after the learner has completed the program.
11.	Document his/her growth as a teacher through portfolio and video submissions.

### Course Technology Integration

This is an LSI course offered completely on-line in the online learning management system developed by LSI. The online learner will be able to access course materials anywhere an Internet connection can be made. This enables the learner to choose the time and the place to complete course requirements as prescribed by the course instructor.

#### Required Hardware:

- To complete the culminating activity in this course, a digital video recorder with audio capabilities is required.
- To access e-learning courses, a multimedia-class computer with Internet connectivity is required.

	Windows	Macintosh
<b>Operating System:</b>	Windows 2000, XP +	MacOS X 10.4 +
<b>Processor:</b>	Pentium III, 500 MHz	Power PC G4 or Intel, 500 MHz
<b>Memory:</b>	128 MB RAM	128 MB RAM
<b>Web Browser:</b>	Internet Explorer 6 + (recommended) FireFox 2.0 +	FireFox 2.0 + (recommended) Safari 2.0 +
<b>Plugins:</b>	Adobe Flash Player 8 + (free) Adobe Reader 7 + (free)	
<b>Other:</b>	Internet Connection, 56K + (broadband recommended) Speakers or headphones Printer	

**Technical Support:** For technical assistance, contact the LSI technical support department at 877-574-1638.

### Course Requirements & Assessments

This course is divided into multiple units of instruction that will be completed over a 9 or 14 week time period. During each unit, learner's will complete a series of assessments that are designed to facilitate building declarative and procedural knowledge through the presentation of content specific material, followed by reflective activities that transfer to classroom practice. See the list of assessments at the end of the syllabus for a description of all of the assignments presented in this course.

Course Objectives	Assessment
1. Identify the focus and learning goals for a unit of instruction.	Learners will develop the unit plan (for implementation later in the course) in portions (e.g., learning goals, routine lesson segments, content-specific segments, segments enacted on the spot) and use each as <b>Sharespace</b> submissions. This will allow for collaboration and review/reflection. The learner can then revise each portion, resulting in a complete plan.
2. Plan for lesson segments that will be routine components of every lesson.	
3. Plan for content-specific lesson segments.	
4. Plan for actions that must be taken on the spot during a lesson.	
5. Develop a flexible draft of daily activities for a unit.	
6. Review and reflect on the critical aspects of effective teaching daily, as well as his/her performance relative to them.	The learner will submit a <b>learning log</b> each week where they summarize their daily reflections to review critical aspects of teaching and to reflect on their performance in relation to students learning the intended content of the day's lesson. This will provide data as the student moves through unit implementation and action research.
7. Apply and deepen the content knowledge, skills, and dispositions related to "The Art and Science of Teaching" that he/she has acquired in prior courses in the program.	The learner will teach the unit planned earlier in the course and will collect student achievement data. Learners will make the appropriate adjustments in instruction based on the findings of the study and develop a <b>portfolio</b> of evidence (with <b>written analysis</b> ) that demonstrates that implementation of strategies and lesson design elements leads to increased student gains in achievement.
8. Gather and analyze student evidence of achievement .	
9. Use the student evidence to adjust and implement instructional strategies to enable all students to achieve.	
10. Establish a professional learning community that can continue to function after the learner has completed the program.	During implementation the learner will engage colleagues in a regular online <b>discussion</b> on the progress of student learning as a result of effective teaching decisions. Some of these sessions will use examples of student work. Others may use the reflection journal to guide the discussion.

11. Document his/her growth as a teacher through portfolio and video submissions.	Video and <b>portfolio submission</b> : The learner will submit at least 1 video documenting each lesson segment, accompanied by written documentation of what the tape represents related to the art and science of teaching. These along with student work samples, unit and lesson plans, log entries and collaborative discussion notes will comprise the learner's portfolio.

**Instructor Determined Course Policies**

**Attendance Policy:**

The online learner is expected to meet all of the assignment deadlines that are set by the facilitator.

**Course Expectations & Late Work Policy:**

All course work is expected to be completed by the assigned date. If there are extenuating circumstances, the learner needs to inform the facilitator. Sharespace Activities and Discussions cannot be made up under any circumstances. At the facilitator's discretion, the learner may submit quizzes, essays, learning logs, written assignments, and the portfolio assignment late. For each day that an assignment is late, a reduced grade of one level on the rubric will be given.

**Grading:**

Evaluated items contribute to the overall course grade according to the following breakdown by overall category:

- Essay Questions 10%
- Learning Log entries 10%
- Sharespace Activities 10%
- Written Assignments 15%
- Discussion 20%
- Portfolio submission and Analysis 35%

**Grading Scale**

4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete

required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

## **Wilkes Graduate Teacher Education Program Policies**

### **Academic Honesty**

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

**Program Evaluation:** Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

### **Academic Supports:**

#### **Library Access:**

- Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.
- The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at <http://www.wilkes.edu/library/articles.asp> and click on the database from which you would like to search.
- Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.
- If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.
- Those databases followed by an \* require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

#### **Writing:**

The Writing Center, located in the lower level of Breiseth Hall (room 018), is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at <http://www.wilkes.edu/resources/writing>.

#### **Act 48:**

Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your gradesheet. You can check your Act 48 credits recorded at the PDE Act 48 site: <https://www.perm.ed.state.pa.us/>

**Technical Support:**

Technical support is available for registered students who are participating in on-line courses. Contact LSI's technical support department directly at 877-574-1638.

**Special Needs:**

If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and require special accommodations or considerations, please contact the Graduate Teacher Education Department at 570-408-4670.

## List of Assessments

**Essay Questions:** At the end of each unit, learners will be required to write a comprehensive essay where they apply the content presented in that unit to their classroom setting. Essay questions are viewed and scored by the facilitator.

**Learning Log Entries:** Throughout the course, the learner will complete a number of activities that require them to reflect on literature being presented in the course, research they have conducted, what their current knowledge of a certain subject is, or current strategies they are using in their classroom. At the end of each of these activities the learner is required to document their reflection online. Learning logs are viewed and scored by the facilitator.

**Sharespace Activities:** Throughout the course, learners will complete activities that require them to collaborate with other learners in the course on particular documents. Sharespace activities allow multiple learners to edit documents and participate in a meaningful discussion around the documents. Sharespace activities will be graded based on the final document that is created and the learner's participation in the associated discussion.

**Written Assignments:** Throughout the course, the learner will be required to complete written assignments that demonstrate their knowledge and application of an instructional strategy that is presented in the course. Written Assignments are viewed and scored by the facilitator

**Discussions:** Throughout the course, learners will engage in an online discussion where they discuss their opinions and experiences around a topic that has been presented. Discussions can be viewed by all learners in the course and they are scored by the facilitator.

**Portfolio Submission & Analysis:** The culminating activity for this course will require learners to submit a portfolio that demonstrates current instructional strategies that they are using in their classroom. They will submit a portfolio of evidence related to the art and science of teaching.