
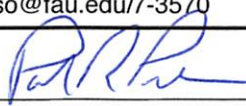
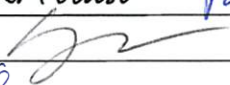



| | | |
|---|---|--|
|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Undergraduate Programs | UUPC Approval <u>3-1-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____ |
| | Department Teaching and Learning College Education | |
| Current Course Prefix and Number EDG 3324 | Current Course Title Effective Teaching Practices 2 | |
| <i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i> | | |
| Change title to: Effective Teaching Practices Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small> | Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-). | |
| Effective Term/Year for Changes: Summer 2021 | Terminate course? Effective Term/Year for Termination: | |
| Faculty Contact/Email/Phone P. Peluso/ppeluso@fau.edu/7-3570 | | |
| Approved by Department Chair <u>Paul R. Peluso</u>  College Curriculum Chair  College Dean  UUPC Chair <u>Jerry Haky</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____ | Date <u>1/25/21</u> <u>2/5/21</u> <u>2/9/2021</u> <u>3-2-21</u> <u>3-2-21</u> _____ _____ | |

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



EDG 3324-006

Effective Teaching Practices

Tuesday 4:20pm-7:00pm
Davie Campus - LA 139
Three credits

Spring 2021

Traci Catto, M.Ed

Email: tcatto@fau.edu

Office: Boca Campus ED 328

Office Hours: Wednesday 12:00pm-1:00pm (Boca ED 328)

Tuesday 3:00pm-4:00pm (Davie LA 139)

[Virtual Meeting Room Link](#)

FIELD EXPERIENCE: 12 days/90 hours (one full day each week) Note: This field requirement is in addition to class sessions. **Due to COVID-19 Restrictions, some of this requirement will be completed through coursework (ie virtual / video observations) and virtual placements with our local school districts.*

COURSE TITLE: Effective Teaching Practices

CATALOG DESCRIPTION: 3 semester hours. Prerequisite: EDG 3323, admission to Elementary Education program or permission of instructor. Preparation for and implementation of current research- supported, effective teaching practices focusing on planning, preparation of subject matter and assessment. Emphasis is on the Educator Accomplished Practices. One day of clinical experience per week. Teacher Candidates are placed in schools according to the campus where the student has enrolled.

INSTRUCTIONAL METHOD: This class is designated as Mixed Mode/ Live Lecture. You need to be available during class hours to ensure everyone can participate in group and/or partner work. There will be a

COVID-19 Statement

All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).

combination of independent activities, group work, partner work, and lecture.

PREREQUISITES/COREQUISITES:

Prerequisite: *EDG 3323, admission to Elementary Education program or permission of instructor.*

FIELD EXPERIENCE:

*Due to COVID-19 Restrictions, some of this requirement will be completed through coursework (ie virtual / video observations), and virtual placements with our local school districts. Students must apply for placement. In-Person placements will take place in Palm Beach. A virtual placement option is available in Broward county. Students must apply for placement and submit evidence of security clearance.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

1. Become familiar with the current body of research that supports effective teaching behaviors. (FEAP A1, A2, A3,A4, B1, B2; ; ELD.K12.ELL.SI.1)
2. Be able to recognize and reflect on effective teaching practices in simulations and a classroom setting to enable you to become a reflective-decision maker. (FEAP A1, A2, A3,A4, B1, B2; ELD.K12.ELL.SI.1)
3. Identify and demonstrate the appropriate use of instructional materials and resources and integrate the use of technology. (FEAP A1, A2, A3, A4, B1; ELD.K12.ELL.SI.1; LA.1; MA.1; SC.1; SS.1)
4. Recognize and exhibit instructional and assessment skills in the areas of presentation of subject matter and evaluation of students. (FEAP A1, A3, A4, B1; ELD.K12.ELL.SI.1; LA.1; MA.1; SC.1; SS.1)
5. Develop, prepare, present and reflect on mini-unit lesson plans. (FEAP A1, A3, A4, B1; ELD.K12.ELL.SI.1; LA.1; MA.1; SC.1; SS.1)
6. Recognize and incorporate discipline specific Florida State Standards, Next Generation Sunshine State Standards assessed benchmarks in lesson plans. (FEAP A 1, 3, 4; ELD.K12.ELL.SI.1)
7. Recognize how to meet the instructional needs of students, including providing for different learning styles, the LEP learner, and the needs of the low socio-economic status student. (FEAP A2, A3, A4, B2; ELD.K12.ELL.SI.1; LA.1; MA.1; SC.1; SS.1)
8. Recognize the need for confidentiality of student and parent information and working effectively with the total school community. (FEAP B1, B2)
9. Acquire skills related to cooperative learning through classroom instruction and specific experiential activities. (FEAP A2, A3, B1, B2; ELD.K12.ELL.SI.1; LA.1; MA.1; SC.1; SS.1)
10. Recognize overt signs of emotional distress, alcohol and drug abuse, and overt physical and behavioral indicators of child abuse. (FEAP A2, B1, B2)

COURSE EVALUATION METHOD:

ASSESSMENT PROCEDURES: Quizzes and Exams, Assignments, Attendance and Meaningful Active Participation, Professional Ethics, Field Experiences, Lesson Plans, Summative Assessments, Observation Data, Assessment Cycle Pre and Post-test data, data display, analysis and self-reflection

FAU GRADING SCALE:

In order to receive a passing grade for this course, ALL Competency Assignments (CAs) as designated in the course syllabus must be passed at the Satisfactory (S) or Exemplary (Ex) Level.

| | | | |
|-----------------------|--------------------|--------------------|--------------------|
| Exemplary | A = 4.0 (94-100%) | A- = 3.67 (90-93%) | B+ = 3.33 (87-89%) |
| Satisfactory | B = 3.00 (84-86%) | B- = 2.67 (80-83%) | |
| Emerging | C+ = 2.33 (77-79%) | C = 2.0 (74-76%) | |
| Unsatisfactory | C- = 1.67 (70-73%) | D- = 0.67 (61-63%) | |
| | D+ = 1.33 (67-69%) | F = 0 (<60%) | |

Special Note:

> Teacher candidates who do not pass EDG 3324 after two attempts will not be permitted to continue in the Elementary Education teacher preparation program. Teacher candidates must receive a minimum grade of C; teacher candidates receiving a grade of C- or lower will be required to retake the course.

LATE ASSIGNMENT POLICY:

All assignments are expected to be submitted on the date they are due as indicated in the course syllabus. Late assignments will be penalized in the following manner:

- If the assignment is submitted within 24 hours of the due date, the candidate's work will be accepted with a deduction of half a letter grade.
- If the assignment is more than 24 hours late the candidate has until the **beginning** of the next class to submit the work with a deduction of a **complete letter grade. Remember that candidates must earn a "C" or higher on all Competency Assessments** in order to pass the class.
- If the assignment is not submitted before the next class, it will not be accepted and the grade will be a zero (0). However, late assignments earning a zero (0) must still be completed by the candidate, submitted to the instructor. In the event that a field placement assignment is postponed by the Clinical Educator, **it is the responsibility of the teacher candidate to obtain a signed letter from the Clinical Educator** stating the reason for the postponement and the revised due date when the assignment can be completed in the field. The letter must be submitted to the instructor. If this letter is **not** submitted the policies stated above are put into

effect. Other extenuating circumstances can be considered on a case-by-case basis at the discretion of the instructor. All extensions must be requested in writing and accompanied by appropriate documentation. **In order to successfully pass the course all “Competency Assignments” must be assessed as “Satisfactory”.**

WRITING POLICY:

Grammar and spelling are **very important** components of your education. As a teacher it is essential that you can effectively communicate in writing to principals, colleagues, parents and students. The practice begins in your coursework and papers for this class. Consistent concerns in this area may warrant a referral to the University Writing Center.

COMPETENCY ASSIGNMENTS:

The following assignments must be submitted to Watermark (Livetext) and assessed at the “Satisfactory” level or higher:

- 1) Unit Pre-Assessment
- 2) Unit Observation Lesson Plan
- 3) Unit Observation Reflection
- 4) Unit Final Presentation and Reflection
- 5) Video Demonstration - Critical Content
- 6) Course Reflection and Professional Goal

Teacher candidates who fail to submit an assignment on Watermark (Live Text) will receive a “Unsatisfactory” for the competency. Any candidate who receives a **“Unsatisfactory”** on an assignment will have the assignment returned with a request to resubmit the assignment in Watermark or will receive a maximum grade of C- for the course.

SUGGESTED RESOURCES:

Cross, L. D., Pullease, B., & Targoff, H. W. (2018). Demonstrating the new Florida Educator Accomplished Practices: A practical guide for becoming an effective educator. Boston, MA: Pearson Learning Solutions.

Florida State Standards <http://www.fldoe.org/academics/standards> /

Florida Educator Accomplished Practices

<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Marzano Evaluation System [Marzano Resources](#)

CPalms <https://www.cpalms.org/Public/>

SPECIAL COURSE REQUIREMENTS:

LIVE TEXT: Teacher candidates in this course are required to have an active Watermark (Livetext) account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. To receive a passing grade in this course, you must have an active Watermark (LiveText) account. Information regarding obtaining an account is provided on the College of Education website, <https://www.fau.edu/education/students/livetext> t.

CANVAS: All important course information (including announcements, grades, assignments, etc.) will be communicated through Canvas.

ATTENDANCE POLICY:

Expectations: Class participation includes regular attendance and being on time; preparedness and active participation in classroom activities and discussions. The expectation is that teacher candidates will attend **ALL** class sessions and participate in large and small group activities. According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. This applies to medical reasons as well as other explanations. Two late arrivals/early dismissals count as one absence. Any combination of absences, tardies, or leaving early that results in **more than 3** absences constitutes missing more than 20% of course hours. For example, 3 absences and 1 tardy constitutes missing more than 20% of course hours (as 3 1/2 is more than 3). A candidate's final grade will be impacted for each class missed and tardy/early departure.. Outside commitments/problems/responsibilities do not alter the requirements of the course. It is the teacher candidate's responsibility to obtain missed coursework due to absences, late arrivals, or early departures. Teacher candidates are expected to be on time and to remain for the duration of each class session or field experience. Since late arrivals and early departures are disruptive, they will be treated as absences and/or a lowering of the candidate's final grade. Plan for driving time, problems on the highway, parking your car and walking to class. It is the instructor's discretion not to admit late students into the classroom until a break occurs. For each two times a candidate is late for class, or leaves early, it will be counted as a class absence.

CLASSROOM ETIQUETTE POLICY:

Online Etiquette

For Live Lecture Courses

Follow these guidelines when participating in an online learning environment:

Identify a WORK SPACE

Find a quiet place to sit, perhaps a table or desk. Organize your supplies and have them ready. Focus on the class and eliminate distractions from family members, pets, devices, TV's, etc.

Have your device READY

Have your device charged and ready to go. Share your video during class and make sure it shows your face, not your surroundings. Keep your device close so you can see and hear your instructor and classmates. Test your technology prior to the start time.

Join your class ON TIME

On time does not mean to wait until the exact time the class is supposed to start. Sign on a few minutes early in case you have computer or connection issues. If you have a problem, communicate with the instructor through Canvas immediately. Students who sign in AFTER the designated class start time will be marked tardy.

FOLLOW your instructor

Wait for the instructor to give you permission to unmute. Use the Raise-Hand Feature or the Chat Box to Ask a Question. Participate in Discussions. Answer Questions and Provide Feedback.

DO:

- Wear appropriate clothing
- Keep your video ON and your mic muted
- Pay attention
- Look into the camera when talking
- Sit upright in a chair

DON'T:

- Attend class from bed
- Share your screen unless directed to do so
- Talk over others
- Walk around or travel during class
- Eat on camera

BE RESPONSIBLE

All Live-Lecture Courses will be recorded. If necessary, inappropriate behavior will be addressed. Pay attention to your video, microphone, and screen sharing settings to avoid embarrassing mistakes. Always keep the chat rooms appropriate. Participate in discussions and break-out room assignments. Remember that this is a class where we will respect all participants and will be expected to participate responsibly and professionally. Failure to report to Live Lecture will count as an absence. Reporting late will count as a tardy.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

DISABILITY POLICY:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh

penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

DROPPING THE COURSE:

If a teacher candidate withdraws from the course, it is their responsibility to complete all necessary steps with the registrar’s office. If a student does not properly disenroll from the course, the instructor/professor is required to enter a grade of F for the course.

USE OF TEACHER CANDIDATE WORK:

All teacher preparation programs undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates’ work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

COURSE OUTLINE (Subject to Change)

| | Topics to Be Covered | Assignments Due |
|-----------------------------|---|--|
| WEEK 1 1/11-1/15 | Professional Responsibilities (FEAP B.1) | |
| WEEK 2 1/18-1/22 | <ul style="list-style-type: none"> • Welcome / Ice Breaker • Course Orientation • Course Expectations • FEAPs • Marzano • Dispositions | FIELD PLACEMENT APPLICATION DUE SECURITY CLEARANCE BADGE UP-TO-DATE REVIEW CE DOCUMENTS PRIOR TO CLASS #2 COURSE PRE-ASSESSMENT DUE |
| WEEK 3 1/25-1/29 | Standards-Based Planning (FEAP A.1) | |
| WEEK 4 2/1-2/5 | <ul style="list-style-type: none"> • Florida Standards • Unpacking Standards • Identifying Critical Content • Creating Goals and Scales • Writing Objectives • Sequencing Lessons • Monitoring / Questioning | PLACEMENT BEGINS THIS WEEK WEEKLY LOG 1 DUE BY 2/5 5pm |
| WEEK 5 2/8-2/12 | Standards-Based Instruction (FEAP A.4) | CE Agreement Due BY 2/12 5pm WEEKLY LOG 2 DUE BY 2/12 5pm |
| WEEK 6 2/15-2/19 | <ul style="list-style-type: none"> • Assessment • Analyzing Student Work • Questioning | WEEKLY LOG 3 DUE BY 2/19 5pm KNOWING TEACHERS TOOL DUE BY 2/19 5pm |
| WEEK 7 2/22-2/26 | Standards-Based Instruction (FEAP A.3) | WEEKLY LOG 4 DUE BY 2/26 5pm |
| WEEK 8 3/1-3/5 | Creating a Unit of Instruction | UNIT TOPIC, STANDARD(s), SCALE, PLANNING TOOL DUE WEEKLY LOG 5 DUE BY 3/5 5pm |
| WEEK 9 3/8--3/12 | <ul style="list-style-type: none"> • Pre-Assessment Strategies • Analyzing Student Performance • Selecting Formative Assessments • Differentiation of Instruction • Selecting Summative Assessments | WEEKLY LOG 6 DUE BY 3/12 5pm |
| WEEK 10 3/15-3/19 | | WEEKLY LOG 7 DUE BY 3/19 5pm |

| | | |
|----------------------|---|--|
| WEEK 11 3/22-3/26 | | WEEKLY LOG 8 DUE BY 3/26 5pm |
| WEEK 12 | | WEEKLY LOG 9 DUE BY 4/2 5pm |
| 3/29-4/2 | | |
| WEEK 13 4/5-4/9 | Standards-Based Instruction (FEAP A.3) <ul style="list-style-type: none"> • Classroom Management | WEEKLY LOG 10 DUE BY 4/9 5pm |
| WEEK 14 4/12-4/16 | Professional Responsibilities(FEAP B.2) <ul style="list-style-type: none"> • Celebrating Progress • Reflection / Professional Goals • Dispositions | WEEKLY LOG 11 DUE BY 4/16 5pm FINAL UNIT PRESENTATION DUE |
| WEEK 15 4/19-4/23 | <ul style="list-style-type: none"> • Last Day of Classes 4/19 • Reading Days 4/20-4/22 • Finals Begin 4/22 | FINAL: APRIL 27, 2021 |