

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>3-28-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Curriculum and Instruction College Education	
Current Course Prefix and Number EDG 3324	Current Course Title Effective Teaching Practices	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: 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 **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>. ***General Education criteria must be indicated in syllabus and approval attached to this form. See <u>GE Guidelines</u>.</small>	Change description to: Change prerequisites/minimum grades to: Remove EDG 3323 Effective Teaching Practices I as a prerequisite. 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: Spring 2023	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Dr. Charles Dukes/cdukes@fau.edu/x76588		
Approved by Department Chair <u>Charles Dukes</u> College Curriculum Chair <u>Yash</u> College Dean <u>Angela Bauer</u> UUPC Chair <u>Elynn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date <u>3/18/2022</u> _____ <u>03/18/2022</u> _____ <u>03/23/2022</u> _____ <u>3-28-22</u> _____ <u>3-28-22</u> _____ _____ _____	

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



EDG 3324-001 (15993)

Effective Teaching Practices

Tuesday 4:20-7:00pm
Boca Raton - ED 313
Three credits
Spring 2023
Traci Catto, M.Ed
Email: tcatto@fau.edu
Office: ED 328

Office Hours: Wednesday 12:00pm-1:00pm (Boca ED 328)
Tuesday 3:00pm-4:00pm (Boca ED 328)

FIELD EXPERIENCE: 12 days/90 hours (one full day each week) Note:
This field requirement is in addition to class sessions. *Subject to Change
Due to COVID Guidelines/Restrictions

COURSE TITLE: Effective Teaching Practices

CATALOG DESCRIPTION: 3 semester hours. Prerequisite:
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.

INSTRUCTIONAL METHOD: This class is designated Fully In-Person.
Due to the nature of this hands-on, practice-based course, candidates
must be present to ensure everyone can participate in group and/or
partner work. There will be a combination of independent, partner, and
group work and lecture.

COVID-19 Statement

Due to the surge in COVID-19 cases and the omicron variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/> In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

PREREQUISITES/COREQUISITES:

Prerequisite: *Admission to Elementary Education program or permission of instructor.*

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:

Attendance – 20%

In-Class Assignments – 60%

Out-of-Class Assignments – 20%

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 Canvas.

Late assignments will be penalized in the following manner:

- If the assignment is not submitted before the next class, it will not be accepted and the grade will be a zero (0). 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 Live Text and assessed at the “Satisfactory” level or higher:

- 1) Observations 1-4
- 2) Final Clinical Experiences Record of Hours Log
- 3) Final Clinical Placement Assessment
- 4) Unit Final Presentation and Reflection

Teacher candidates who fail to submit an assignment in Live Text will receive a grade of “Unsatisfactory” for the competency. Any candidate who receives a grade of **“Unsatisfactory”** on an assignment will have it returned with a request to resubmit the assignment in Live Text 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>.

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.

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 dis-enroll 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)

EDG 3324 Effective Teaching Practices - Spring 2022
 General Course Timeline (To Be Adjusted as We Go)

	Topics to Be Covered	Assignments Due	Field Work	Field
WEEK 1 (1/10-1/14)	Professional Responsibilities (FEAP B.1) <ul style="list-style-type: none"> • Welcome • Course Orientation / Expectations • FEAPs/Marzano 		Field Placement Application Due Security Badge Up-to-Date Review CE Documents Prior to Class #2	
WEEK 2 (1/17-1/21)	<ul style="list-style-type: none"> • Dispositions • Field Work • Clinical Expectations 	Bring CE Folder with all Documents		
WEEK 3 (1/24-1/28)	Standards-Based Planning (FEAP A.1) <ul style="list-style-type: none"> • Florida Standards • Unpacking Standards • Identifying Critical Content • Creating Learning Targets • Planning for Instruction 	Bring Completed Lesson Plan from ANY Previous CoE Course	<u>Placements Begin Week 3</u> Complete Weekly Log Give CE Field Documents Folder Discuss Observation #1 and Schedule Teacher Interview	1
WEEK 4 (1/31-2/4)		CE Agreement Due	Complete Placement Inventory	2
WEEK 5 (2/7-2/11)		Clinical Placement Inventory Due		3
WEEK 6 (2/14-2/18)	Standards-Based Instruction (FEAP A.4) <ul style="list-style-type: none"> • Assessment • Analyzing Student Work • Questioning • Critical Content • Formative Assessment 	Knowing Teachers Tool Due	Teach Whole Group Lesson #1 (Observation)	4
WEEK 7 (2/21-2/25)	NO IN-CLASS MEETING Out of Class Assignment TBA	Observation #1 Due		5

FINAL SCHEDULE: (Class Meeting / No Exam)

Tuesday Section: May 3rd 4:00pm

Wednesday Section: April 29th 7:45am

All Record of Hours Logs and Final Evaluations Must Be Submitted by the Final Exam Date and Time

EDG 3324 Effective Teaching Practices - Spring 2022
 General Course Timeline (To Be Adjusted as We Go)

WEEK 8 2/28-3/4)	<ul style="list-style-type: none"> Lesson Plan Peer Reviews 	LESSON PLAN ASSIGNMENT DUE		6
WEEK 9 (3/7-3/11)	FAU SPRING BREAK - NO CLASS	FAU SPRING BREAK - NO CLASS	FAU SPRING BREAK - NO CLASS	7
WEEK 10 (3/14-3/18)	Standards-Based Instruction (FEAP A.4) <ul style="list-style-type: none"> Assessment Analyzing Student Work 		Teach Whole Group Lesson #2 (Observation)	8
WEEK 11 (3/21-3/25)	Standards-Based Instruction (FEAP A.4) <ul style="list-style-type: none"> Assessment Analyzing Student Work Planning for Units of Instruction 	Observation #2 Due		8
WEEK 12 (3/28-4/1)	Standards-Based Planning (FEAP A.1) <ul style="list-style-type: none"> Planning for Units of Instruction 		Teach Whole Group Lesson #3 (Observation)	9
WEEK 13 (4/4-4/8)	Standards-Based Instruction (FEAP A.4) <ul style="list-style-type: none"> Differentiation of Instruction Classroom Management Reflections / Professional Goals 	Observation #3 Due <i>Video Record Yourself!</i>		10
WEEK 14 (4/11-4/15)	Professional Responsibilities (FEAP B.2) <ul style="list-style-type: none"> Celebrating Progress Reflections/Professional Goals Dispositions 		Teach Whole Group Lesson #4 (Observation) Meet with CE to Complete Final	11
WEEK 15 4/18-4/22)	Getting Ready for Student Teaching	Observation #4 Due <i>Must Include Analyzing Student Performance</i>		12

FINAL SCHEDULE: (Class Meeting / No Exam)

Tuesday Section: May 3rd 4:00pm

Wednesday Section: April 29th 7:45am

All Record of Hours Logs and Final Evaluations Must Be Submitted by the Final Exam Date and Time