Conceptual Framework Theme

The theme/purpose of the conceptual framework undergirding the Department of Education’s programs is: to produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)
- Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;

2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;

3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;
4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

**Required Text(s)**


Technical Support: Blackboard

**General Course Description**

This course provides instruction in the concepts, methods, and materials that are important to the science curriculum at the elementary level. Emphasis is given to diagnosis, exploration of alternate ways of solving problems, “hands-on” experience, research findings on teaching effectiveness, keeping students’ achievement high, and the integration of science across the curriculum. This course provides the candidate the opportunity to demonstrate professional dispositions necessary to become an effective teacher.

**Student Learning Outcomes**

After successful completion of this course, students will be able to:

1. Demonstrate critical thinking, problem solving, and use of education and information technology when preparing and presenting instructional strategies for diverse learners.
2. Teach and demonstrate knowledge of the major concepts of social studies for diverse learners.
3. Demonstrate a balanced approach to teaching social studies for diverse learners.
4. Conduct computer-assisted searches of library resources such as NC Live and other on-line resources for use in the implementation of instructional strategies.
5. Understand and use of the principles of social studies for the design, implementation, and evaluation of students’ academic and social performance in the classroom;
6. Discuss ethical and professional issues surrounding the use of applied social studies techniques.

**Specific NCDPI Standards and Indicators**

The students will demonstrate that they meet the following state standards:

**Core Standards**

Core Standard 1: Teachers know the content they teach.

Core Standard 2: Teachers know how to teach students.

Core Standard 3: Teachers are successful in teaching a diverse population of students
Core Standard 5: Teachers are reflective about their practice.

**Diversity Standards and Indicators**

Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Standard 2: Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

**Technology Standards**

Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.

Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.

Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Standard 5: Teachers use technology to enhance their productivity and professional practice.

**Elementary Education Standards**

Standard 2: Elementary teachers have a broad knowledge and understanding of the major concepts in science.

Standard 4: Elementary teachers have knowledge of and appreciation for multicultural children’s literature. Teachers select appropriate literature that is free from racist and sexist bias.

Standard 7: Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

Standard 9: Elementary teachers understand and use the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning of science.

**Course Procedures:** A variety of methods will be adopted, including lectures, discussions, role-playing resolution of problem-solving scenarios, and peer demonstration teaching.

**Note:** All assignments must be saved to Blackboard

**Assignments**

1. Library Component.
The librarian (Mrs. Mair) from the Curriculum Materials Center will make a presentation to the class to help students with library skills. The presentation will include:

- How to write, using the APA style (Publication Manual of the American Psychological Association, 6th ed.)
- How to search databases to locate sources
- How to locate sources in the Curriculum Materials Center
- Tips on how to use Microsoft Word

To provide feedback on this library component, students will be asked to complete an evaluation form.

Core 1.1; Technology 1.1, 1.5; Science 4.6

2. Evaluating Professional Dispositions

You are to read the syllabus and write a reflection paper on your thoughts about the Professional Disposition and the Course Expectations. After reading Shaw University’s professional dispositions and course expectations, “How would you incorporate the Professional Dispositions and Course Expectations within your classroom?”

Core 1.1; Diversity 6.0; technology 1.1, 1.5; English Education 1.0, 2.0, 2.2.6.4, 8.0; Special Education 1.2; Elementary Education 1.6; 1.8

3. Unit Plans

One unit plan must be developed. The unit plan should consist of a science unit plan. The unit plan must be aligned with the NCDPI/NCATE Standards and Indicators for a particular K-6 grade level. The unit plan must contain at least 5 lesson plans. Unit plan must contain a lists of concepts to show scope and sequence, behavioral objectives, science and math content for the teacher, ideas for beginning units and lessons, lists of related children’s books and websites, list of materials needed, lesson enrichment ideas, bulletin board ideas, field trip ideas, use of instructional technology, strategies necessary for working with diverse populations, critical thinking, problem solving, computer software and audiovisual aids, and lesson plans. There should be an assessment with each lesson. This assessment will be given to students to see what they have learned after you have taught the lesson. *Demonstration lessons will be done from the unit.*

Be sure to document all sources used (at least 10 library references).

a. Lesson plans must follow the lesson plan format that includes review, objective, teacher input, guided practice, independent practice and closure which must include a variety of types of questions (recall to evaluation). Activities must provide for the multiple intelligences, critical thinking, and problem solving. Lesson plans must be aligned with and identify at least five NCDPI/NCATE standards and indicators (core, diversity, technology, social studies standards). Several indicators should be included and identified.

Core Standards 1, 2, 3, 4, 5; Diversity Standards 1, 2, 6; Technology Standards 1, 2, 3, 5; Elementary Standards 2, 7, 9


Write 2-3 pages (typewritten) describing your background in science. You should include high school, junior high school courses and elementary school science units or science experiences that you recall from way back when. Don’t just list courses or give titles. Tell what you learned (or didn’t learn) and discuss your attitudes and interest in science topics and activities.
Identify your areas of strength and weakness as you prepare to teach science in the elementary classroom. Don’t be afraid to talk about your weak areas.

Describe how you think science should be taught in elementary school.

Your paper will be read for content and to assess your writing ability. Please pay careful attention to spelling and grammar. As a college student, your work should be error-free! You must be a model of excellent for your pupils. Do your best!

Core Standards 1, 3, 5; Diversity Standards 2, 6; Technology Standards 1, 2, 5; Elementary Standards 2, 7, 9

5. Science in the News

In a 300-400 word mini research assignment that investigates the latest discoveries and findings in science. Newspapers or online news are a source of science current events that are written for the layperson. These articles are of general interest and can be easily read and/or understood by upper elementary students. For this mini project, you will read a science article published this semester in a newspaper or general online news source. After reading the article, (1) compile a complete citation (author, date, title, source, page numbers), (2) summarize the major issues/findings of the article in 1-3 sentences, (3) write one paragraph about what aspects of the news item could be used to teach students about the nature of science, (4) write one paragraph about how you would use the article in class, and (5) attach the article or a photocopy of the article.

Core Standards 1, 3, 5; Technology Standards 1, 3, 5; Diversity 1, 2, 6; Elementary Standards 2, 4, 7;

6. Female and Minority Scientist Report

Each student will research a female scientist or mathematician (past or present) and create a short biography (2-3 pages) based on her/his life and work. Each student is also responsible for developing a lesson plan based on the person's work appropriate for use at the elementary or middle school level (K-6). Both the biography and the lesson plans must be typed and a copy made for each class member.

Core Standards 1, 2, 3, 5; Diversity Standards 2, 6; Technology Standards 1, 2, 5; Elementary Standards 2, 7, 9

7. Science Rationale

Your personal statement of who you are/will or be as a teacher, based upon the information you have read in this class and other education classes. It is a statement of your synthesis of the practical and the theoretical. The picture must include you and your students. What will you be doing in and outside of your classroom as a teacher? If I visit you in three years in your classroom, what will I see your students doing, hear them saying, etc.? What will you be doing, saying, etc.? Your discussion should be rich in examples from the literature and from your own experience that demonstrate you have solid reasons, both practical and theoretical, for teaching as you do. By expressing your personal synthesis of the ideas from this class and other classes, you strengthen your foundation as an elementary teacher of science.

Core Standards 1, 2, 3, 5; Diversity Standards 2, 6; Technology Standards 1, 2, 5; Elementary Standards 2, 7, 9

All papers should contain correct grammar and spelling. Be sure you have complete sentences, and
demonstrate a logic flow in your thoughts.

**Homework/Projects:**
Homework and semester projects are due at the beginning of the class period on the day the assignment is due. Assignments not turned in on time will result in a recorded grade of zero, unless your instructor has agreed in advance to a late submission.

**COURSE EVALUATION:**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>(Target)</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>(Acceptable)</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>(Acceptable)</td>
</tr>
<tr>
<td>D</td>
<td>61-69</td>
<td>(Unacceptable)</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
<td>(Unacceptable)</td>
</tr>
</tbody>
</table>

**Final Grade Composition:** for purpose of determining your final grade

- Science Autobiography: 10%
- Science in the News: 10%
- Unit Plan: 10%
- Demonstration Lesson: 10%
- Quizzes & Exams: 20%
- Female and Minority Report: 10%
- Science Rationale: 10%
- Attendance and Participation: 20%

**Professional Dispositions**

**Standards of Professional Conduct**

1. Generally recognized professional standards
   - Respect the dignity and worth of each individual; help students reflect on their learning and apply learning to their experiences through observations, field experiences, and oral presentations; foster development through all students by nurturing and providing feedback; creating a challenging learning environment by allowing group discussions and solving problems related to child development issues; committed to contributing learning by allowing students to present oral reports; discussions of the Conceptual Framework and classroom dispositions are ongoing

2. Personal Conduct
   - Reflected through attendance and punctuality, preparedness, attitude towards the university policies, dress code, respect and caring for students, leadership skills, implementing policies that reflects excellence, the ability to design and deliver instructions that will help the students to develop the skills in order to think critically and solve problems, upgrading by attending workshops, meeting timelines, avoid stereotyping by race, gender, age, religion, ethnicity, disability, physical appearance or social status, invite dialogue, research to increase knowledge, open mindedness, shows empathy

3. Honesty
   - Advisement of student, daily operation of the program, student conferences, plagiarism, coursework evaluation and accountability. The educator shall not engage in conduct involving misrepresentation in the performance of professional duties.
COURSE REQUIREMENTS

- For all assignments involving children the Code of Ethics developed by the National Association for the Education of Young Children and the state of North Carolina Code of Professional Practice and Conduct of North Carolina Educators should be observed.
- All written assignments must be typed, double-spaced using a 12 font. Assignments should include a cover page with the student’s name, date, assignment title, course number, and semester. Each assignment should be proofread and free of grammatical errors.
- Live Text will be used to assess all assignments. Common rubrics will be used for each assignment.

COURSE EXPECTATIONS

1. **Course Readings.** Hand-outs will be given to students to read in addition to the course text. It is expected that students will read the materials as assignments and tests will be based on the content of the hand-outs. It will be expected that you check your e-mail as some articles will be sent to your e-mail address.
2. **Class Attendance Policy/Excuses from Class:**
   The class attendance policy of the University is as follows:
   Class attendance is required for all Shaw University students. Each student is allowed as many unexcused absences per semester as the class meets per week. For example, in a three-credit hour course, which meets three times per week, the student is allowed three unexcused absences per semester. Students are allowed two unexcused absences per semester for classes that meet twice per week. For classes that meet once per week, students are allowed only one unexcused absence.
   **Student Responsibility:**
   Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. Students are expected to attend all classes and not be absent without adequate cause. It is the responsibility of students to make-up, in a timely fashion, scheduled class work missed because of a class absence(s). Absence from unannounced quizzes, tests and other assignments may be made up at the discretion of the faculty member. Students who exceed the maximum number of absences may receive a failing grade for the course. It is your responsibility to provide an explanation and a university excuse to the instructor.
3. **Tardiness.** You are expected to be on time.
4. **Written assignments and Projects.** All projects are expected to be completed and turned in by the assigned due date. Assignments turned in late will be accepted only if your instructor has been notified and agrees to the late submission.
5. **Tests.** If you miss a test, you must produce a university excuse. A day at the end of the semester will be scheduled for make-up tests.
6. **Cheating/Plagiarism.** Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work. The acts of Cheating and/or plagiarism will lead to receiving an “F” on the assignment and the filing of a report with the Dean.
7. **Classroom Decorum Expectations.** To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs,
and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Supplementary Materials: The class textbooks will be supplemented with materials from other sources, including books and journals. Students are encouraged to consult professional journals including the following:

- American Psychologist
- American Educational Research Journal
- Black Issues in Higher Education
- Bulletin of the National Association of Secondary School Principals (NASSP)
- Encyclopedia of Educational Research
- Educational Leadership
- Journal of Educational Psychology
- Journal of Educational Research
- Journal of Experimental Educational Training Program
- Journal of School Psychology
- Phi Delta Kappan
- Psychological Review
- Review of Educational Research
- School Board Journal
- Multicultural Review
- APA Website (http://www.uwsp.edu/psych/apa4b.htm)
- Relevant internet sources (e.g. www.schoolreport.com)
- Department of Public Instruction (www.ncpublicschools.gov)
- U. S. Department of Education Home Page (http://www.ed.gov/)

Bibliography of Suggested Readings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 28, 2009</td>
<td>How Children Learn</td>
<td>Read Chapter 13 Reflective Journal Due on Professional Disposition and Course Expectations</td>
</tr>
<tr>
<td>February 4, 2009 <em>(Hybrid)</em></td>
<td>Using Curriculum Standards as a Teaching Resource</td>
<td>Read Chapter 18 Science Autobiography Due</td>
</tr>
<tr>
<td>February 11, 2009 <em>(Hybrid)</em></td>
<td>Planning a Science Investigation</td>
<td>Read Chapter 12 Science in the News Due</td>
</tr>
<tr>
<td>February 18, 2009</td>
<td>Selecting a Science Curriculum for Elementary Children</td>
<td>Read Chapter 15 First Science Lesson Due in Notebook</td>
</tr>
<tr>
<td>February 25, 2009</td>
<td>The Nuts and Bolts of Teaching Elementary Science</td>
<td>Read Chapter 11 Female and Minority Report Due</td>
</tr>
<tr>
<td>March 4, 2009</td>
<td>Dealing with Diversity</td>
<td>Read Chapter 19 Second Science Lesson Due in Notebook</td>
</tr>
<tr>
<td>March 9-11, 2009</td>
<td><strong>Mid-term</strong></td>
<td><strong>We will talk about Mid-term</strong></td>
</tr>
<tr>
<td>March 11, 2009</td>
<td>Demonstration Lesson (Using technology)</td>
<td>Third Science Lesson Due in Notebook</td>
</tr>
<tr>
<td>March 18, 2009</td>
<td>Evaluating Your Science Teaching and Professional Growth</td>
<td>Read Chapter 17 Science Rationale</td>
</tr>
<tr>
<td>March 25, 2009</td>
<td>Cross-Curricular Teaching and Learning</td>
<td>Read Chapter 16 Fourth Science Lesson Due</td>
</tr>
<tr>
<td>April 1, 2009</td>
<td>Demonstration Lesson</td>
<td>Unit Plan Due with the 5th Science Lesson</td>
</tr>
<tr>
<td>April 8, 2009</td>
<td>Research and review 3 science journals</td>
<td>Write a 1 page reflective summary for each</td>
</tr>
<tr>
<td>April 10-19, 2009</td>
<td><strong>Easter and Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>April 22, 2009</td>
<td>The Role of Assessment in Elementary Science Teaching</td>
<td>Read Chapter 14 Reflective Journal on this chapter</td>
</tr>
<tr>
<td>April 29, 2009</td>
<td>Demonstration Lessons</td>
<td>Using technology</td>
</tr>
<tr>
<td>May 4-7, 2009</td>
<td><strong>Final Due</strong></td>
<td><strong>We will discuss the exam</strong></td>
</tr>
</tbody>
</table>