

I. Education 363: Elementary Teacher Laboratory: General Methods

II. 1 Credit Hour

III. Course Description:

The Teacher Laboratory focuses on all three performance areas of the knowledge-base, namely, teaching, leading, and learning. Teacher Lab emphasizes preparation for the teaching of mathematics, science, social studies, music, and general methods. The teacher candidate is involved with other teacher candidates in the process of developing knowledge, skills, and dispositions needed by classroom teachers as they plan, present and evaluate their lessons. Classroom management is an integral part of the teaching area of lab experience. Development of dispositions and skills conducive to the projection of a professional image is an important part of the laboratory experiences. Teacher candidates experience input and modeling of the Leading and Learning areas of the knowledge-base from select teachers in the partnership schools, college instructors, and cooperating teachers.

IV. Place of the Course in Curriculum: This course is a general methods component that enhances the student teaching experience.

V. Goals and Objectives

This is designed to facilitate students in their introduction to student teaching. It serves as an ongoing student teaching seminar. The topics and experiences are correlated with the tasks beginning teachers must deal with effectively to continue in their growth and development. Upon successful completion of Teacher Lab, students will be able to:

1. Use the skills necessary to establish a warm, accepting, honest teacher-student relationship. (LD8, LD9)
2. Plan lessons, conduct and evaluate learning experiences for students in their classrooms. (T1, T2, T3)
3. Articulate strategies and make decisions related to Christian value-based classroom management. (T4)
4. Reflect upon and make personal decisions about a professional commitment to teaching and Christian ministry. (T9, LD1)
5. Integrate technology in classroom instruction. (T5, LT8)
6. Use appropriate media to plan and conduct learning activities. (T5, LD2)
7. State clearly their role as a Christian teacher in curriculum selection. (T5, T7, LD3)
8. Understand how to apply research to improve classroom teaching. (T5)
9. Focus on issues of diversity, cultural and ethnic differences in multicultural education. (T7, LR4)

VI. Content

1. Establishing yourself as a teacher in the student teaching setting
2. Classroom Management/ Assertive Discipline, Management theory into action
3. Unit Planning/ Understanding by Design
4. Developing and maintaining a positive classroom community
5. How to develop positive, purposeful relationships with students and their parents
6. Technology integration in the elementary classroom
7. Reflective Teaching Tasks. (LD9, LD1)
8. ITIP Instructional Theory Into Practice, Teaching Models (T1, T2, T3)
9. Assertive Discipline, Management theory into action. (T4, T5, T6)
10. Integrating the Faith (T7)
11. Brain Research Application (T5)

VII. Methodology (T1, T2, T5, LD2, LD3, LD9, LR2)

1. Lecture and demonstration
2. Whole class discussion
3. Small group discussion and demonstration
4. Cooperative learning
5. Individual student presentations
6. Case study Analysis
7. Reflective Teaching Tasks

VIII. Student Roles

The student will:

1. Apply research findings, concepts, and ideas discussed in general methods and other Teacher Lab classes in planning, teaching, and evaluating lessons. (T1, T2, T3, T4, T5, T6)
2. Prepare and lead the class in an energizer activity that can be used in the elementary setting.
3. Participate in the class blog including entries on classroom management, building community, working with parents, and implementing technology.
4. Attend all classes.
5. Engage and participate in class discussions and activities.

IX. Evaluation:

Grades are based on the quality of work done on assignments, class attendance/ participation, and professionalism.

X. Bibliography

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- Jensen, Eric. Teaching With the Brain in Mind. ASCD, 1998.
- Marzano, R.J., Pickering, D.J., & Polluck, J.E., (2001). Classroom Instruction that Works. Alexandria, VA: ASCD.
- McTighe, J., & Wiggins, G., (2008, May). Put Understanding First. *Educational Leadership*, 36-41.
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