

**Mississippi Valley State University  
Department of Teacher Education**

*Holistic Transformer*

*Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.*

**ED 540 Effective Teaching Strategies  
Fall 2021**

**Instructor:** Jeanne DuBard, Ph.D.      **Class meeting–Location /Time:** Online      **E-Mail Address:** Through Canvas

**Office Hours:** 9-12 TR, 1:25-2:25 R, & 9-12 online W (by appointment)      **Office:** OP Lowe 195

**COURSE DESCRIPTION:**

ED540 deals with contemporary approaches to teaching and analyses of instructional strategies using an interdisciplinary approach. Hands-on experiences will provide opportunities for students to construct instructional strategies founded upon prior examination of human development and learning, inquiry and research, instructional planning, assessment and evaluation. This course is designed to provide the background to supply the basic tools needed to make intelligent decisions about selecting appropriate instructional and assessment strategies, planning instructional lessons, implementing learning activities and assessing school-aged students' success while in a partnership or field-based setting.

**CREDIT HOURS:** 3

**PREREQUISITE/S:** Admission to the graduate school of education.

**TEXTBOOK:** *Effective Instructional Strategies: From Theory to Practice*, 4<sup>th</sup> Ed (2015) by Kenneth D. Moore. Los Angeles, CA. Sage Publications, Inc. There will also be assigned readings from other sources.

**PURPOSE:** The purpose of this course is to provide students with knowledge of and expertise in effective teaching strategies, as well as classroom organization and management techniques. Students will examine various approaches to classroom discipline. Students will also demonstrate specific teaching skills during micro-teaching. There will be opportunities for students to experiment with a variety of instructional strategies.

ED540 contributes to the education and training of pre-service and in-service Holistic Transformers who are: a) Scholars who continually strive to understand theoretical knowledge bases associated with instruction in elementary and secondary classrooms; b) Life long learners who build upon their scholarly knowledge and understanding throughout their careers; c)

Reflective thinkers who examine the nature and success of their instructional practices and the progress of their pupils; and d) Facilitators of learning who enrich the classroom instruction. **COURSE GOALS: To prepare MAT candidates** to become effective teachers by using a variety of effective instructional strategies, assessments, and technology to meet the needs of a diverse student body.

MAT graduates will

1. Create meaningful learning experiences in a variety of subjects.
2. Evaluate teaching resources and curriculum materials.
3. Develop differentiated teaching and learning lessons.
4. Recognize different learning styles and multiple intelligences.
5. Develop critical thinking and problem solving.
6. Identify the strengths and weaknesses of a variety of instructional strategies and assessments.
7. Enhance learning through a wide variety of multimedia and technological resources for instruction.

### **MATRIX: LINKAGE OF THE HTM AND THE COURSE**

**Outcome: Content**

#### **Candidate Proficiencies (Knowledge)**

##### **1.0 Scholar**

**1.1** The candidate synthesizes in-depth knowledge of content in specific disciplines with research-based practices in the teaching and learning process.

**1.2** The candidate **plans** instruction and integrates technology appropriately based on best practices.

**1.3** The candidate **selects** reliable and valid assessments to measure student performance.

**1.4** The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.

**Outcome: Processes, Skills**

#### **Candidate Proficiencies (Skills)**

##### **2.0 Facilitator and Reflective Thinker**

**2.1** The candidate regularly **reflects** on the state, national, and professional curriculum standards as a basis for continuously improving teaching and learning.

**2.2** The candidate **designs and implements** unit and daily lesson plans that incorporate rigorous instructional strategies and infuses technology appropriately to enhance student learning.

**2.3** The candidate **administers** formative and summative assessments to measure student learning outcomes and to facilitate data-based decisions about instruction.

- 2.4 The candidate **develops** adaptive instruction plans to meet the educational and social needs of all students in collaboration with community and parental support.

**Outcome: Dispositions**

**Candidate Proficiencies (Dispositions)**

**3.0 Responsible Professional**

- 3.1 The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.
- 3.2 The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.
- 3.3 The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.
- 3.4 The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

**COURSE CONTENT:**

**Major Areas of Study** will include, but will not be limited to -

- a. **Common Core\***
- b. Factors that Influence How We Teach
- c. **The Challenge of Teaching in a Changing Society\***
- d. **Teaching Diverse Students\***
- e. Getting to Know Your Students and Motivating Them to Learn
- f. **Methods of Reflective Practice\***
- g. Planning Instruction
- h. Direct Instruction
- i. Discussion
- j. Independent Study
- k. **Cooperative Learning**
- l. **Discovery Learning**
- m. Presentation
- n. **Individualized Instruction**

**\*Student is to read and summarize two articles on each of the four bolded topics to be included in the Portfolio. One article from each topic will be presented in class.**

**COURSE OBJECTIVES:** Class activities will be centered on the attainment of the course objectives listed in the textbook and summarized below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the State Department of Education Principles of Licensure and INTASC Standards.

Upon successful completion ED 540, students will be able to:

1. Develop and recognize the research base using a repertoire of instructional strategies.
2. Develop instructional objectives and prepare a unit of study and lesson plans.
3. Describe factors that influence how we plan and teach lessons that demonstrate effective characteristics of best practice in teaching.
4. Present a micro-teaching lesson(s) to demonstrate ability to organize curricula and developmentally appropriate instructional tasks.
5. Examine classroom management strategies and evaluate, reflect upon, and revise given teaching situations.
6. Demonstrate teaching skills associated with multiple approaches to learning.
7. Develop and apply a wide repertoire of questioning techniques, differentiated instructional strategies, and authentic and traditional assessment techniques.
8. Design and plan instructional climates that develop student abilities.
9. Model, demonstrate teaching learning strategies that are appropriate in identifying various types of student differences for student development level.
10. Assess and communicate learning results to students and other stakeholders in the partnership classroom.
11. Identify elements in America's changing population that impact teaching and learning.
12. Articulate and reflect on teaching and learning beliefs and analyze how actual teaching reflects these beliefs.
13. Infuse instructional technology into micro-teaching and other activities.
14. Create a working e-portfolio.
15. Demonstrate when and how to use direct instruction and individualized, discussion, independent study, cooperative and discovery learning and presentation.
16. Recognize leaders in various instructional movements.
17. Use standard English both orally and in writing.

**TECHNOLOGY:** The use of technology in various forms will be encouraged as students prepare for class-work, conduct research, and make presentations. The use of technology in the course will include, but not be limited to:

1. Computerized library searches for information using educational and organizational data bases and used specifically for student article reports/critiques
2. Use of the Internet to perform in-depth searches for information related to appropriate instructional methodology, and materials for teaching;
3. Computer applications useful in instruction (e.g., word processing, instructional planning, and pupil activities);
4. Course-related software and activities; and
5. Power-point presentations

**METHODOLOGY:** Classroom time will be devoted to lectures, demonstrations, quizzes, large and small group discussions, games, article reports/critiques, and special assignment presentations.

**EVALUATION:** The following are components of the evaluation process:

5 Journal Article Annotations and Critiques	100 points (20 points each)
Portfolio	300 points

5 lesson plans) 250 points (50 points each)  
7 Discussion Board Posts 70 points (10 points each)

**Total Points 720 points**

<u>Grading Scale</u>	A	100 - 90
	B	89 - 80
	C	79 - 70
	D	69 - 60
	F	59 - 0

### **CLASS POLICIES**

**Attendance policy:** Regular attendance is expected. Each class session is equivalent to 3 one-hour class periods. Absence for more than one 3-hour class period will result in loss of grade points. It is the student's responsibility to notify the instructor of any absence and the reason for the absence. Student is responsible for the work missed. This means contacting the instructor or a fellow student regarding the reading assignment, and other assignments/information and to do this *prior to* returning to class so that, upon returning, the student is prepared for full class participation.

**If you are absent, you must:** notify the faculty of the reason for the absence and take responsibility to make up missed assignments. (This may require you to contact the faculty member or a fellow student.) Upon return, be prepared to participate fully in the class.

**Cancellation of Classes or Closing of Campus due to Inclement Weather:** The President of the University is the person who can decide to cancel and or close the Campus due to inclement weather. Please *do not* contact the faculty member regarding this matter. You should check for announcements on university closings via your local radio and television stations.

**Make up work:** You will be allowed to make up work relative to major assignments if you have the absence was approved by the faculty member or by Vice President for Student Affairs or designee. No make- up will be allowed for in-class chapter quizzes.

### **ADA STATEMENT WITH SPECIAL NEEDS:**

Mississippi Valley State University's ADA (American with Disabilities Act) Office offers students with disabilities (as defined by the ADA definition of a disability) accommodations according to provided documentation. Disability may include learning, psychiatric, physical disabilities, or chronic health disorder. A disability is a permanent condition which substantially limits one or more major life activities. For additional information contact MVSU ADA Office at (662) 254-3434.

**Student should inform the instructor of any special need(s) within first week of class to ensure that such need(s) can be addressed in a timely manner. It is the student's responsibility to contact the Office of Disability Service at 254-3446 and to submit appropriate documentation prior to receiving services.**

**PLAGIARISM/ACADEMIC INTEGRITY**

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another's words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU graduate catalog for the grading policy.

**CELL PHONE POLICY:**

**Absolutely No Cell Phone Usage in Class. Absolutely No Texting in Class. Make Sure All Phones Are Turned Off Upon Entering Class.** All students are expected to respect the professor, themselves, and other class members by creating an environment that empowers learning.

**COVID/MASK POLICY:**

Face masks covering the nose and mouth are required to enter class or my office. If you are not feeling well, please notify me and stay home from class.

**BIBLIOGRAPHY:**

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Freiberg, H. Jerome & Driscoll, Amy. (1996). Universal Teaching Strategies. (2<sup>nd</sup> ed.) Needham Heights, Mass., Allyn & Bacon.

Good, T. and Brophy, J. (1987). Looking in Classrooms. (4<sup>th</sup> ed.) New York, New York, Harper and Row.

Henson, Kenneth T. (1993). Methods and Strategies for Teaching in Secondary and Middle Schools. (2<sup>nd</sup> ed.) White Plains, New York, Longman Publishing Group.

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Joyce, B. & Weil, M. (1996). Models of Teaching. (5<sup>th</sup> ed.) Boston, Mass., Allyn & Bacon.

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Slavin, R.E. (1991d, February). Synthesis of Research on Cooperative Learning. Educational Leadership, 48, (5), p. 71-82.

Slavin, R. & Madden, N. (1989, February). What Works for Student At-risk: A Research Synthesis. Educational Leadership. 46, 4-13.

Slavin, R.E., Karweit, N.L., & Madden, N.A. (1989). Effective Programs for Students At Risk. Boston, Allyn & Bacon.

Tamir, P. (1995). Discovery Learning and Teaching. In L. Anderson (Ed.) International Encyclopedia of Teaching and Teacher Education. (2<sup>nd</sup> ed.) P. 149-155. Oxford, Elsevier Science Ltd.

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