COURSE DESCRIPTION

EDE 5395 focuses on specific problems related to instruction in the Elementary School. These problems, issues and challenges include, but are not limited to, classroom management, discipline, mainstreaming, standardized testing, diversity and other contemporary teaching issues.

CONCEPTUAL FRAMEWORK
According to the National Council for Accreditation of Teacher Education (NCATE):

“A conceptual framework establishes the shared vision for the unit’s efforts in preparing educators to work effectively in P-12 school. It provides directions for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.”

The College of Education at Florida A&M University strives to make a positive impact on education and the world by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting all expectations. The Elementary Education Department endeavors to provide a quality program through the implementation of an integrated curriculum based on the guidelines and competencies aligned with the Florida Sunshine State Standards, Florida Educator Accomplished Practices, Florida Adopted Subject Area Competencies, Association for Childhood Education International, National Association for the Education of Young Children, and those of other learned organizations.

The conceptual framework which guides the work in the Elementary Education Department is heavily tied to the integrative education principles and thinking which result in the development of the “Exemplary Professional”

The Conceptual Framework in the Professional Education Unit at Florida A&M University’s College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of many activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework.

There are five major themes within the College of Education’s Conceptual Framework. These include: Diversity, Technology, Values, Critical Thinking, Professionalism, and Urban and Rural Education. Through the student’s general studies work and other early activities, research and practices of faculty that is integrated within course content and instruction, coursework within the education major and specialty areas, field clinical experiences, and internships the student evolves into the “Exemplary Professional.”

Coursework, direct experience, practice, and research enables students to examine current best practices in educating and facilitating the development of students. The practical application of this information is also prioritized to facilitate a more thorough knowledge and skill in working in the real world.

COURSE GOALS

The overall goals of this course are for graduate students:
To develop an understanding of the problems inherent in teaching
To develop skills in problem-solving
To develop skills as a reflective practitioner
To examine views on controversial issues
To improve critical thinking skills
To make application of theory to real world practice
To develop professional writing skills

COURSE OBJECTIVES

The objectives for this course are to help teachers demonstrate:

Skills for coping with problems in the Elementary School
Skills for solving real-world problems within the context of the classroom
Discussion and listening skills
Critical thinking skills
Skills in analyzing specific problems and making informed recommendations for a satisfactory resolution to a problem
Research skills
Professional writing skills

Standards Reference Box

Course Objective: Students will identify, examine and report on issues and trends that influence school choices related to elementary schools.
FAMU-CF Competency (ies): 1.1, 1.2, 1.3, 6.2, 6.4
Florida Educator Accomplished Practice(s): 4, 5, 11, 12
ESOL Competency (ies): 3, 7, 19, 23
ISTE Competency (ies): 1.2.2, 1.2.4, 2.4.10
ACEI Competency (ies): 1, 2a, 3e, 5a, 5b, 5d

Course Objective: Students will practice techniques of data collection while gathering information about specific teaching options in order to make curricula decisions.
FAMU-CF Competency (ies): 4.2, 4.3, 4.4, 4.5, 6.2, 6.4
Florida Educator Accomplished Practice(s): 1, 7, 10
ESOL Competency (ies): 2, 4, 5, 7,
ISTE Competency (ies): 1.2.4, 6.7, 9
ACEI Competency (ies): 1, 2a, 3e, 5a, 5b, 5d

Course Objective: Students will research, discuss and reflect on what constitutes “best practice” in various professional opportunities within the elementary school.
FAMU-CF Competency (ies): 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 6.4
Florida Educator Accomplished Practice(s): 4, 5, 11, 12
ESOL Competency(ies): 3, 7, 23
ISTE Competency(ies): 1.2.2, 1.2.4, 2.4.10
ACEI Competency(ies): 1, 2a, 3e, 5a, 5b, 5d
Course Objective: Students will research and reflect on best practices in education and the elementary school.
FAMU-CF Competency (ies): 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 6.2, 6.4
Florida Educator Accomplished Practice(s): 4, 5, 11, 12
ESOL Competency(ies): 3, 7, 23

TEACHING METHODS

EDE 5395 uses the Case Study Approach to address course content and develop the necessary skills for teacher problem-solving in the classroom. Based on the concept of case study development used in schools of Business and Law, the Case Study Method is being applied to educational problems in this course.

Higher level critical thinking and learning will then be facilitated through the application of content in case studies. Students will develop reflective thinking and problem-solving skills based on course content and individual situations presented within case studies.

Cases and related readings will be assigned weekly. Students are to come to class prepared to analyze and discuss the issues and problems presented in each case study. Students will also be required to reflect in writing before and after each case is presented.

COMPONENTS OF THIS COURSE

I. Case Study Analysis & In-Class Participation - Because EDE 5395 is based on the case study method, which is a Constructivist approach to learning, a substantial portion of your grade in this class will be based on your analysis and preparation for discussing the case studies in class. You are expected to read the cases carefully before each class session and be prepared to analyze the problems and potential solutions inherent in each case study. In addition, you are expected to actively participate and contribute to class discussions.

II. Reading Assignments - In preparation for discussing the case studies intelligently in class, you are expected to read a minimum of two journal articles each week related to the major issues in each case. These articles should address major educational theories and practices that would lend insight into the analysis of each case. You are expected to share this knowledge in class during case discussions.

III. Reflective Journal - After your initial reading of a case study, you are asked to record your preliminary thoughts and reflections in a journal. You may be asked to read these reflections in class. For this you will need one letter size, tape bound notebook of no more than 50 pages. You are expected to bring this journal to class each week and write a post-reflection in class after the discussion of each case. Journals will be collected periodically.
IV. **Written Case Study** - Reflecting on case studies provides major insights into addressing and solving real world classroom problems. As a practicing (or potential) teacher, you have also experienced some major issues, concerns or problems in your own teaching situation. Therefore, you are asked to reflect on these experiences and write up your own case study for discussion in class. Expectations for this assignment will be forthcoming.

V. **Article Critiques** - Throughout the course of the semester you will be expected to review and critique 4 journal articles related to major issues in the case studies. You may choose any four topics you wish to critique. This analysis will be due the class period following the in-class discussions of a case.

VI. **Research Paper** - One major research paper which addresses a classroom problem or issue is required for this class. This paper must be written in APA style and have a minimum of 15-20 references.

**METHODS OF EVALUATION BASED ON PERFORMANCE ON TASKS**

Your grade in this course will be based on satisfactory completion of all course work including case study analysis, related reading assignments, class attendance and your active contribution and participation in class discussions

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<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Case Study Analysis &amp; In-Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>100</td>
</tr>
<tr>
<td>Written Case Study/Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Article Critiques (4)</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>500</strong></td>
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**GRADING SCALE**

- 500 – 450 points  **A**  350 – 300 points  **D**
- 450 – 400 points  **B**  300 or below  **F**
- 400 – 350 points  **C**