

WEBSTER UNIVERSITY
COURSE SYLLABUS

EDUC 3600.01
COURSE NUMBER AND SECTION

Jeanne Carney
INSTRUCTOR

Classroom Organization &
Curriculum Implementation
COURSE TITLE
WEBG ROOM TBA
SITE

TERM: FALL 2003

1. **Course Description: (student focus, rationale, scope prerequisites)**

This course will focus on multiple factors affecting curriculum including scheduling, classroom organization and structure, lesson planning , and student evaluation. In this practically oriented course, students will construct a detailed plan for the first week of school including the setting up of a grade book and plan book, for the physical arrangement of the room, and the design of introductory lessons aimed at establishing an appropriate classroom atmosphere. Evaluation will be based on a series of practical projects and position papers. Concurrent practicum experience in a school setting is expected.

2. **Learning outcomes: (goals, objectives, course outcomes, etc.)**

The student will:

- Articulate a philosophy of teaching
- Design a model classroom based on philosophy and data
- Match curriculum goals and development to Show Me standards
- Determine methods of individualization
- Develop curriculum and its assessment, long range and daily
- Design centers and alternative curriculum
- Apply rights and procedures for special needs and students
- Develop a procedure for utilizing substitute teachers

School of Education Goals addressed in this course:

- The teacher/graduate will participate in a community of learners, including students, colleagues, and parents.
- The teacher/graduate will model effective teaching practices based on sound theory and practice and resulting in an optimal learning environment.
- The teacher/graduate will be innovative and experiment with curriculum and an on-going part of teaching, while operating within realistic parameter.
- The teacher/graduate will embrace diversity in a multicultural setting, teaching to individual needs.
- The teacher/graduate will reflect upon his/her own practice in order to become an agent of change, both in the classroom and in the community.

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3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:

- WEEK 1:** Orientations and overview
Thinking about Teaching and Learning: the Learning Community
READINGS: Teacher's Survival Guide, Chapters 1,2
ASSIGNMENT: "The Ideal Teacher" (due Thursday week 2)
- WEEK 2:** The Learning Community, cont.
Classroom design and arrangement
READINGS: Teacher's Survival Guide, Chapter 6 and The First Days of School, Chapter 14
ASSIGNMENT: Create a model classroom that reflects your philosophy (due Thursday week 4)
- WEEK 3:** Organizing the classroom; first day
READINGS: The First Days of School, Chapters 1 & 12
ASSIGNMENT: Position paper "The New Student," (due Tuesday, week 4)
- WEEK 4:** Thinking about curriculum: developing a model; analyzing standards, including Show Me standards & Curriculum Frameworks; discuss lesson design and review samples
ASSIGNMENT: Curriculum frameworks assignment – work in partners in class
- WEEK 5:** Students present classroom design. Discuss Fred Jones, Tools for Teaching classroom design
READINGS: handouts
ASSIGNMENT: Position paper, "Frustrated Teacher" (due Tuesday, week 6)
- WEEK 6:** Designing instruction
Using a plan book, scheduling classes
READINGS: handouts
ASSIGNMENT: Report on Multiple Intelligence
- WEEK 7:** Learning styles: providing for differences
Learning alternatives: learning packages, centers, and student contracting
ASSIGNMENT: Students present materials on MI
- WEEK 8:** Assessment; relation to curriculum; methods of assessment; designing assessment
Performance and portfolio assessment
READINGS: The First Days of School, Chapter 21
- BREAK WEEK
- WEEK 9:** Classroom grading systems
Compare district report cards
Review Parent Teacher Conference
READINGS: Teacher's Survival Guide Chapter 3
ASSIGNMENT: Paper grading experience (due Thursday, week 10)

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- WEEK 10:** Discuss paper grading – compare scoring guides
Promoting high level thinking
Writing objectives using Bloom’s Taxonomy
READINGS: The First Days of School, Chapter 22
- WEEK 11:** Standardized testing: administration, reporting, using diagnostically
Review MAP
ASSIGNMENT: Position paper, “Two Students”
- WEEK 12:** Management techniques: motivating learners, avoiding conflict, conflict resolution, and cueing techniques
READINGS: Teacher’s Survival Guide, Chapter 10
ASSIGNMENT: The First Days of School, Chapters 1-8
(Student Reports)
Research a field trip
- WEEK 13:** Organizing field trips; alternate lesson plan format
Preparing for the substitute teacher
Discuss variety of field trips & speakers available in the St. Louis area
READINGS: Teacher’s Survival Guide, Chapters 4 and 8
ASSIGNMENT: The First Days of School, Chapters 9-14
(Student Reports)
- WEEK 14:** Providing for students with special needs
Legal issues for teachers
ASSIGNMENT: The First Days of School, Chapters 15-19
Bring in 2 educational games: Team building & curriculum-based games
(Student Reports)
- WEEK 15:** Teacher evaluation
ASSIGNMENT: The First Days of School, Chapters 20-23
(Student Reports)
- WEEK 16** Reflection and evaluation

4. **TEXTS USED:** Teacher's Survival Guide
The First Days of School

RECOMMENDED:

Supplemental Readings: handouts appropriate to topic being covered

Audio Visual/Other: cases videos

5. **EVALUATION:**

Evaluations will model the various possibilities that could be used in the classroom. It will include instructor evaluation and student evaluation. Assignments to be included are:

Ideal Teacher paper: graded

Classroom design: evaluated based on class-determined rubric

Position papers: short, informal responses to conflict situations; graded as one grade (keep these as they are returned)

Class participation: graded by both instructor and student, with **punctual attendance** a significant factor

Material centers: 2 visits required but not graded

Paper grading experience: graded by instructor

Lesson plans: graded by instructor, using The Lesson Plan Format

NOTE: This syllabus is subject to change at the discretion of the instructor.

Regular attendance is required.

THE IDEAL TEACHER PAPER

The purpose of this assignment is to assist the teacher in identifying those educational values that are most important to him or her. It is on these values that the rest of the course will build. A secondary purpose of this assignment is to give you the opportunity to write a piece that could serve in your portfolio. Thirdly, this piece provides an opportunity for feedback early in the course to give some sense of assignment expectations.

In this scenario, you are asked to respond to the following question as part of your initial interview in an unnamed school district.

QUESTION: What are the characteristics of the ideal teacher as you see him or her?

Your reader or audience is the human resources director in the district. Although in a real situation you would be given a limited amount of time, here you are given a 3-page maximum. As befits the scenario, the paper is to be hand written.

The paper will be evaluated by the instructor-as-human-development-director. Comments from that perspective will be returned with the paper. Papers must be turned in on the due date.

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- The teacher/graduate will reflect upon his/her own practice in order to become an agent of change, both in the classroom and in the community.

CLASSROOM DESIGN

The purpose of this assignment is to assist you in creating a physical space that matches your philosophy of education and facilitates meeting its goals. Because of the class-generated scoring guide and self-assessment process, the project also introduces some important concepts about assessment.

The space you create will be designed for a specific age/grade, indicated on the project. The space will accommodate 24 students. All other decisions belong to the creator of the classroom. Classroom designers are strongly encouraged to include one personalizing idea, something that makes the room feel very much there own.

The class as a whole will develop a scoring guide by which the projects will be evaluated. This will be based on the standards established by the group and will ask the student to present evidence from the display itself.

Although presentation has not traditionally been an evaluation factor, classroom creators are encouraged to produce professional looking work, both to enhance their ideas and to be included in the hall display (if the display is 2 dimensional, all labels should face the same way).

Students are asked to write about the process by which they came to envision their classroom. It is hoped that in doing this, the classroom designer will strengthen the connection between the philosophy and the classroom that supports it.

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POSITION PAPERS

You will be presented with three short situations and asked to respond. Each will be presented in written form, with one week to respond. Although the syllabus refers to specific prompts, others may be substituted as fits the content of the course.

Each of these will be completed in a different penmanship, a model of which will be attached to the prompt. The penmanships include standard manuscript, standard cursive, and D'Nealian (half print, half-cursive). Penmanship that does not sufficiently follow the models will be redone.

Papers will be evaluated in two ways. When the paper is initially returned, it will have comments about the effect of the content so that the student can reflect on and perhaps rethink the content of the paper. Students are free to resubmit any position paper; the revision need not be in a penmanship, but the original paper must accompany it. Each paper will also have a simple evaluation of the penmanship, which will indicate if the penmanship needs to be redone.

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LESSON PLANS

Students are required to complete at least 2 lesson plans using this Lesson Plan Format. Lesson plans are due several weeks before the end of the semester.

LESSON PLAN FORMAT

Description of Setting: What characteristics of the classroom or setting are important to the lesson: (Grade; physical set-up of classroom; number of students; environmental factors)

Description of the Learners: What do you know about the learners that has influenced your decisions in planning this lesson: How do you know this: (Range of age, ability; prior knowledge and skills; developmental levels, IEP goals)

Goals and Outcomes: In what way does this lesson address what you are trying to accomplish with these students: (Goals are broad, speaking to the long-term needs of the learner, and are rarely accomplished on one lesson; they answer the question “Why do I need to learn this?” Outcomes are related to goals but narrow enough to be measurable. Every outcome will need to be assessed. Outcomes answer the question “What do I need to know and be able to do?”)

Introduction: How will you engage the learners?

Instructional Process: What will the learners do to assure they will be able to meet the outcomes? (Describe in detail sequentially what the teacher and the students will do. As appropriate, include:

- examples you will use
- questions to be asked
- modeling
- List any material you will be using, including texts, literature.
- Describe support materials such as charts, bulletin boards.
- If technology is to be used in the lesson, describe its use.
- Detail within the lesson how you are providing for individual differences among the students in your class; speak to the specific needs, modifications or accommodations for individuals, not in generalities.
- Include a copy of anything you will be using with the students.)

Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the student? (Include any tool you will be using to assess, including any scoring guide. If possible include a copy of the work of one or two students in your final copy.)

Management Procedures: What procedures will you put in place to assure a successful lesson? (Describe behavior management plan, including the “rules” in effect and how these will be shared with students. Describe time management and procedures to smooth transitions, especially for younger children.)

Show-Me Standards: What Show-Me Standards were addressed:

Reflection: What have I learned from teaching this lesson? (After the lesson, reflect on what worked, what you would do differently. Describe how you adjusted the lesson to meet the needs of the learners. Reflect on what you learned about the students by teaching the lesson. Talk about what comes next, for the students and for yourself. *The purpose of this reflection is not to defend your teaching to demonstrate that you have learned from it.*)

VISIT TO TEACHERS' RESOURCE CENTERS

The purpose of this assignment is to acquaint you with some of the resources in the region, which can support your teaching. We use this as a make-up for a cancelled class. You are asked to report on this at the last class, so it is imperative that the assignment be completed by that time.

Some of the suggested resources to visit include:

- teachers' commercial stores (such as Bradburns), which are available throughout the region.
- the new Southwestern Bell technology center located at UMSL.
- a district instructional materials center (such as the Special School District IMC)
- a teacher's recycling center
- any content-specific educational material center (such as the Missouri Botanical Gardens educational center)

Try to identify your own needs and use this assignment to address them.

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PAPER GRADING ASSIGNMENT

The purpose of this assignment is to give you experience in making the decisions of a teacher, given the range of evaluation possibilities available. You are required to “grade” a set of “real kid” papers based on an assignment you did not generate.

You will be given feedback and evaluated on: 1) the clarity of the system you determine to use; 2) the consistency of the use of that system; 3) the quality of the comments you write on the papers; 4) the mechanics modeled in your comments. All of this is fully outlined in a scoring guide you will receive before attempting the assignment, as is the “weighting of the categories.

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