



Course Syllabus

COURSE NUMBER: EDUC 3600.01	COURSE TITLE: Classroom Organization & Curriculum Implementation	TERM: Fall 2005
SITE: 50	INSTRUCTOR CONTACT INFORMATION: tanaspiek@charter.com	CREDIT HOURS: 3

1. COURSE DESCRIPTION: 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 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:

Course Outcomes		SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
The student will: <ul style="list-style-type: none"> - discuss the expectations of the educational community supporting schools - develop strategies for classroom organization and management - develop instructional 		<ul style="list-style-type: none"> - Participate in a community of learners, including students, colleagues and families; (SOE G 3.1, D.3.1) MoSTEP 10 - Demonstrate knowledge of content based on personal inquiry and scholarship; (SOE G 1.1,D 3.4) MoSTEP 6

<p>plans based on student needs and state standards</p> <ul style="list-style-type: none"> - develop assessment tools and strategies applied to instructional plans - design alternative for presenting curriculum - develop and apply parent communication and conferencing skills - reflect on teaching in order to improve practice 		<ul style="list-style-type: none"> - Model effective teaching practices based on sound theory and practice, resulting in an optimal learning environment to be innovative and experimenting with curriculum as an on-going part of teaching, while operating within realistic parameters; (SOE G 1.2, 1.4,2.1,2.2,D 3.2) - Embrace diversity in a multicultural setting, teaching to individual needs; (SOE G 4.1, D 2.1) MoSTEP 2,3,4 - Demonstrate knowledge of content based on personal inquiry and scholarship; (SOE G1.1, D 3.4) MoSTEP 4,8 - Model effective teaching practices based on sound theory and practice, resulting in an optimal learning environment to be innovative and experimenting with curriculum as an on-going part of teaching, while operating within realistic parameter; (SOE G 1.2, 1.4,2.1,2.2,D 3.2) - Embrace diversity in a multicultural setting, teaching to individual needs; (SOE G 4.1, D 2.1) MoSTEP 5 - Participate in a community of Learners, including students, colleagues and families; (SOE G 3.2, D 3.1) MoSTEP 7,10 - Reflect on his/her own practice in order to become an agent of change, both in the classroom and the community; (SOE 3.1 and D 1.4) MoSTEP 9
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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

WEEK 1: Orientation and overview:

Thinking about Teaching and Learning: The Learning Community

READINGS: Teacher’s Survival Guide, Chapter 1,2

**** The revision of the Philosophy of Education Paper will be due Tuesday, Week 12**

WEEK 2: The Learning Community continued

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 of Week 4). Make a diagram and write a paper explaining the choices you made for your classroom.

WEEK 3: Organizing the classroom; First Day

READINGS: The First Days of School, Chapter 1 and 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 with 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: Design instruction

Using a plan book, scheduling classes

READING: Handouts

ASSIGNMENT: Lesson Plans

WEEK 7: Design instruction (continues)

READINGS: Handouts

ASSIGNMENT: Unit Plan (Work in groups)

WEEK 8: Assessment; relation to curriculum; methods of assessment; designing assessment, performance and portfolio assessment

READINGS: The First Days of School, Chapter 21

ASSIGNMENT: Unit Plan assessment

-----**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)

WEEK 10: Discuss grading-compare scoring guides

Promote higher level thinking

Writing objectives using Bloom's Taxonomy

READINGS: The First Days of School, Chapter 22

ASSIGNMENT: Write lesson in class using Bloom's Taxonomy

WEEK 11: Management techniques, motivating learners, avoiding conflict, conflict resolution, And cueing techniques

ASSIGNMENT: Write a discipline plan for your classroom

WEEK 12: Standardized testing: administration, reporting, using diagnostically.

Review MAP.

ASSIGNMENT: Identify and define the parts of standardized test.

**** Philosophy Revision Due (Tuesday, Week 12)**

WEEK 13: Organizing field trips; alternate lesson plan format

Preparing for the substitute teacher

Discuss a variety of field trips & speakers available in the St. Louis area

READINGS: Teacher's Survival Guide, Chapter 4 and 8

ASSIGNMENT: Attend a field trip or "Young Audience" program.

WEEK 14: Providing for students with special needs

Legal issues for teachers

ASSIGNMENT: Share team building and curriculum-based games

Law test/speaker notes

WEEK 15: Teacher evaluation

Student Teacher Presentation

ASSIGNMENT: Evaluate Study Skills Programs

WEEK 16: Reflection and evaluation

DUE: Revised lesson plans (2), classroom design and (3) philosophy

3. RESOURCES:

Teacher’s Survival Guide
The First Days of School

Supplemental Readings
 Audio visual

4. EVALUATION:

- Classroom Design; evaluated on class-determined rubric
- Position papers; short, informal responses to conflict situations; grades as one (Keep these as they are returned.)
- Class participation: graded by both instructor and student
- Field trip or Young Audience attended and evaluated.
- Other assignments will be considered as part of the class participation grade. (Written responses to daily lessons, group work, presentations)
- Paper grading experience; graded by instructor
- Lesson plans; graded by instructor using “The Lesson Plan Format”.

Assessments	Links to Course Outcomes	Percentage of Grade
Classroom Design	The student will develop strategies for classroom organization and management	20 %
Position Papers	The student will discuss the expectations of the educational community supporting schools. The student will develop and apply parent communication and conferencing skills. The student will reflect on teaching in order to improve practice	20%
Class Participation (Field Trip/Young Audience Included)	The student will discuss the expectations of the educational community supporting schools. The student will develop strategies for classroom organization and management The student will develop	20%

	<p>instructional plans based on student needs and state standards.</p> <p>The student will reflect on teaching in order to improve practice</p> <p>The student will design alternative for presenting curriculum</p>	
Paper Grading experience	The student will develop assessment tools and strategies applied to instructional plans.	20%
Lesson Plans/Unit Plan	<p>The student will develop instructional plans based on student needs and state standards.</p> <p>The student will develop assessment tools and strategies applied to instructional plans.</p> <p>The student will design alternative for presenting curriculum</p> <p>The student will reflect on teaching in order to improve practice</p>	20%

5. GRADING SCALE:

Remember that excessive absences and tardiness will also reduce your final grade.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69

F = Below 60%

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

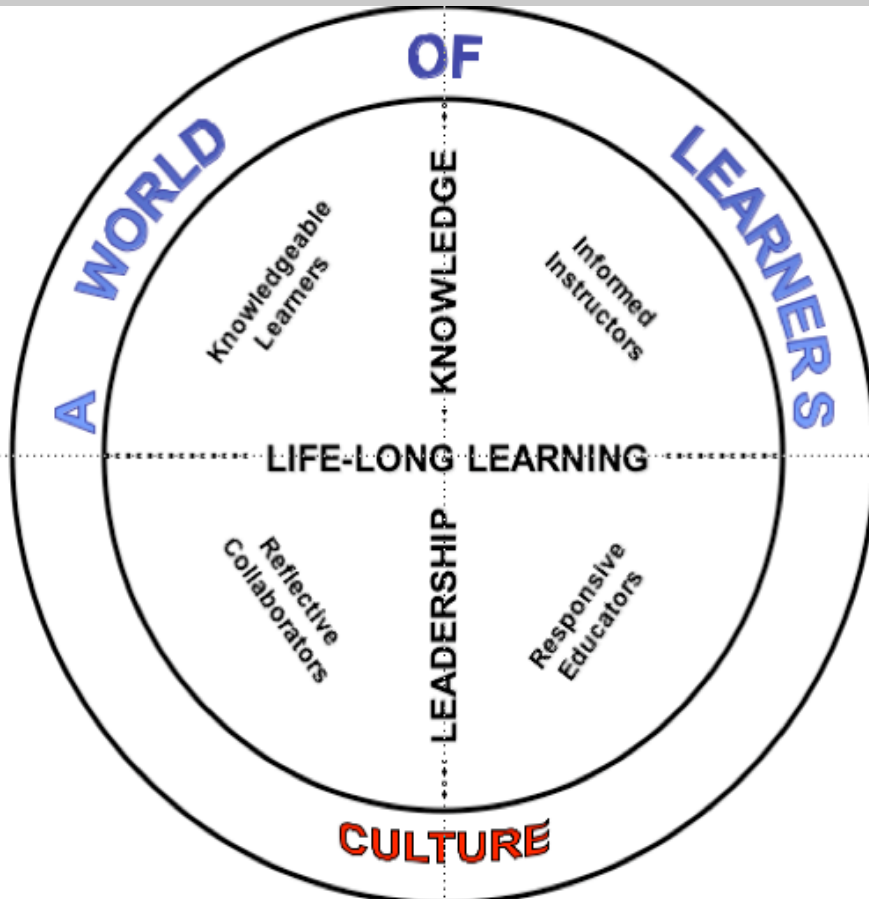
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

MoSTEP Standards:**The student will:**

- discuss the expectations of the educational community supporting schools (MoSTEP 10)
- develop strategies for classroom organization and management (MoSTEP 6)
- develop instructional plans based on student needs and state standards (MoSTEP 2,3,4)
- develop assessment tools and strategies applied to instructional plans (MoSTEP 4,8)
- design alternative for presenting curriculum (MoSTEP 5)
- develop and apply parent communication and conferencing skills (MoSTEP 7, 10)
- determine methods of individualization that are effective and practical (MoSTEP 3,4)
- reflect on teaching in order to improve practice (MoSTEP 9)

School of Education Goals and Dispositions addressed in this course:

- demonstrate knowledge of content based on personal inquiry and scholarship; (SOE 3.1, G1.1,1.2,1.3,1.4)
- participate in a community of learners, including students, colleagues and families; (SOE 3.1 3.2, D3.3)
- model effective teaching practices based on sound theory and practice, resulting in an optimal learning environment to be innovative and experimenting with curriculum as an on-going part of teaching while operating within realistic parameters; (SOE G2.1,2.2,2.4,D 1.2,1.3,3.2)
- embrace diversity in a multicultural setting, teaching to individual needs; (SOE G4.1, 4.3,4.4, D1.1)
- reflect on his/her own practice in order to become an agent of change, both in the classroom and the community. (SOE G3.2, 3.3,D1.4)