



Course Syllabus

COURSE NUMBER: EDUC 3600.01	COURSE TITLE: Classroom Organization & Curriculum Implementation	TERM: Fall 2006
SITE: 50	INSTRUCTOR CONTACT INFORMATION: tanaspiek@charter.net (314) 452-5420	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: discuss the expectations of the educational community supporting schools	Participate in a community of learners, including students, colleagues and families; (SOE G 3.1, D.3.1) MoSTEP 10c
develop strategies for classroom organization and management	Demonstrate knowledge of content based on personal inquiry and scholarship; (SOE G 1.1, D 3.4) MoSTEP 6a,6b,6c

develop instructional plans based on student needs and state standards	<p>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)</p> <p>Embrace diversity in a multicultural setting, teaching to individual needs; (SOE G 4.1, D 2.1) MoSTEP 2b, 2c,3a,3b,3c,3d,4a,4b</p> <p>Demonstrate knowledge of content based on personal inquiry and scholarship; (SOE G1.1, D 3.4) MoSTEP 4a,4b</p>
develop assessment tools and strategies applied to instructional plans	<p>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)MoSTEP 8a</p>
design alternatives for presenting curriculum	<p>Embrace diversity in a multicultural setting, teaching to individual needs; (SOE G 4.1, D 2.1) MoSTEP 5a</p>
develop and apply parent communication and conferencing skills	<p>Participate in a community of learners, including students, colleagues and families; (SOE G3.2, D 3.1) MoSTEP 7a,7d,10b,10c,10d</p>
reflect on teaching in order to improve practice	<p>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 9a</p>

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. Chapters are only a few pages.

WEEK 1: Orientation and overview:

Thinking about Teaching and Learning: The Learning Community

Review major educational philosophies

READINGS: Teacher's Survival Guide, Chapters 1,2 and The First Days of School, Chapters 11,12,13,14,15,16

**** First page of the "Reflective Summary" and unit topic will be due Tuesday, Week 3**

**** 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, Chapters 1,2, 6,7,8,9,

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: Teacher's Survival, Chapter 7, 12, 13

ASSIGNMENT: Position paper, "The New Student", (Due Tuesday, Week 4)
* "Reflective" summary page one and unit topic due.

WEEK 4: Thinking about curriculum: developing a model; analyzing standards, classroom instruction with "Marzano" unit plan examples; graphic organizers included.

READINGS: First Days of School, Chapter 21

ASSIGNMENT: Apply graphic organizers to lesson plan.

WEEK 5: Students present classroom design. Discuss Fred Jones, Tools for Teaching, Classroom Design; Blooms taxonomy

READINGS: Handouts (Graphic Organizers continued) ;

ASSIGNMENT: Position paper, "Frustrated Teacher", (Due Tuesday, Week 6)

WEEK 6: Design instruction

Lesson planning, "Introducing" New Knowledge", objectives

READING: First Chapter 22 review and applications

ASSIGNMENT: Lesson Plans and application of Blooms to manuals

WEEK 7: Design instruction (continues) assessment stressed.

READINGS: Handouts

ASSIGNMENT: Unit Plan assessment application

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 continued, final evaluation included

-----**BREAK WEEK**-----

WEEK 9: Classroom grading systems

Compare district report cards

Review parent teacher conference

READINGS: Teacher's Survival Guide, Chapter 3, First Days of School, Chapters 17

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

Writing lesson plans for plan book; scheduling

READINGS: The First Days of School, Chapters 18, 19

ASSIGNMENT: Write lesson in class using Bloom's Taxonomy/ Higher level questioning. Second formal lesson plan assigned, due week 13

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

READINGS: The First Days of School, Chapter 10, Teacher's Survival Guide, Chapter 10

ASSIGNMENT: Write a discipline plan for your classroom

WEEK 12: Discipline Procedures

READINGS: The First Days of School, Chapter 20

ASSIGNMENT: Research "Sponge Activities".

**** 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.

**** Second lesson plan due.**

WEEK 14: Providing for students with special needs

Study Skills techniques

READINGS: First Day's of School, chapters 23

ASSIGNMENT: Share team building and curriculum-based games

WEEK 15: Teacher evaluation/ Time management

Student Teacher Presentation

Readings: First Days of School, Chapter 3,4,25,26 and Teacher's Survival Guide, Chapter 9.

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

Tools for Teaching

Classroom Instruction That Works

Supplemental Readings

Audiovisuals

Guest Speakers

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 instructional plans based on student needs and state standards. The student will reflect on teaching in order to improve practice The student will design alternative for presenting	20%

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

4. 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.

5. 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.

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

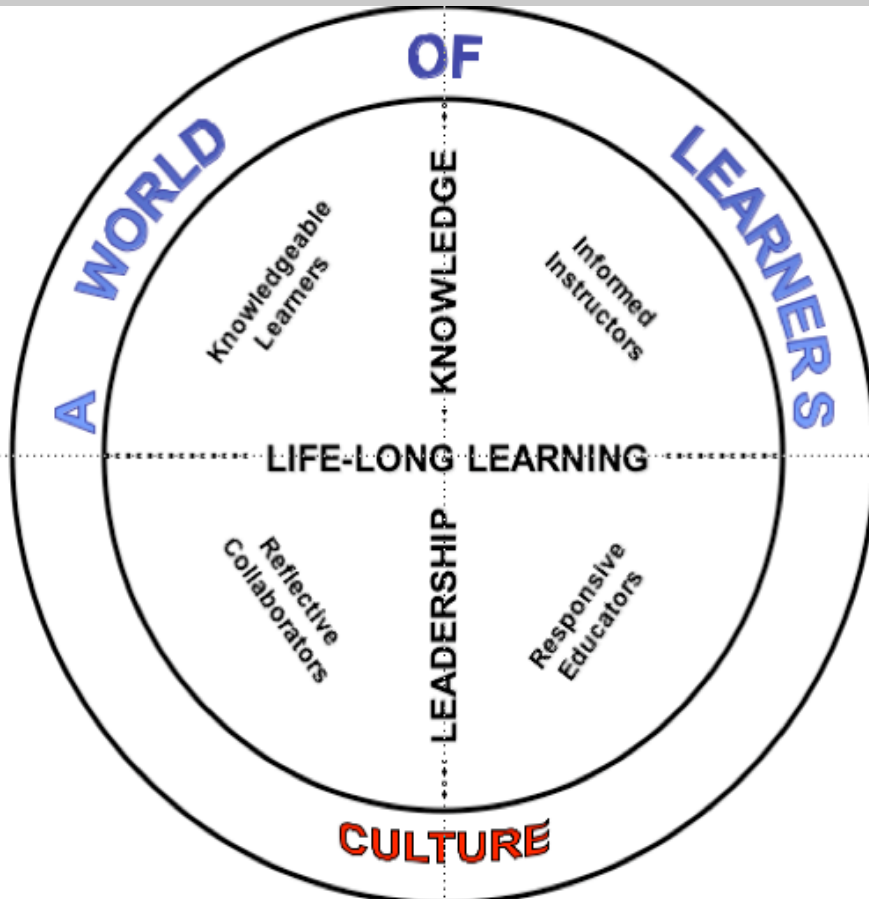
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

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

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)

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, indicted 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.

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.

School of Education Goals and Dispositions addressed in this assignment:

- The teacher/graduate will participate in a community of learners, including students, colleagues, and parents. (SOE G 4.1)
- The teacher/graduate will model effective teaching processes based on sound theory and practice and resulting in an optimal learning environment. (SOE G 1.4)
- The teacher/graduate will be innovative and experiment with curriculum as an on-going part of teaching, while operating within realistic parameters. (SOE G 4.3)
- 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. (SOE G 3.4, D 1.4)

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 penmanship includes 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.

School of Education Goals and Dispositions addressed in this assignment:

- The teacher/graduate will participate in a community of leaders, including students, colleagues, and parents.(SOE G 4.1)
- The teacher/graduate will model effective teaching practices based on sound theory and practice and resulting in an optimal learning environment (SOE G 1.4)
- 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. (SOE G 3.1, D 1.4)

LESSON PLANS

Students are required to complete at least two 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 materials 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?

MoSTEP Standards: What Mo-STEP Standards were addressed?

Reflection: What have I learned from teaching this lesson? (After the lesson, reflect on what worked, and 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, but to demonstrate that you have learned from it.*)

VISITS 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 education center)
- Young Audience Programs or Planning Sessions

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

School of Education Goals and Dispositions addressed in this assignment:

- The teacher/graduate will participate in a community of learners, including, students, colleagues, and parents.) (SOE G 3.2)
- The teacher/graduate will be innovative and experiment with curriculum as an on-going part of teaching, while operating within realistic parameters. (SOE G 4.2)
- The teacher/graduate will embrace diversity in a multicultural setting teaching to individual needs. (SOE G 4.1, D 1.1)

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 you 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.

School of Education Goals and Dispositions addressed in this assignment:

- The teacher/graduate will model effective teaching practices based on sound theory and practice and resulting in an optimal learning environment (SOE G 2.4,)
- The teacher/graduate will embrace diversity in a multicultural setting, teaching to individual needs.(SOE G 3.3)
- 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. (SOE G 3.4)

