

WEBSTER UNIVERSITY
COURSE SYLLABUS

EDUC 3600.01
COURSE NUMBER AND SECTION

Tana Spiekermann
INSTRUCTOR
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**Classroom Organization &
Curriculum Implementation**
COURSE TITLE/CREDIT HOURS (3)
SITE: 50

TERN: SPRING 2004

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.) Identify any MoSTEP or professional standards that are met by each learning outcome.

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 strategies 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 addressed in this course:

- **demonstrate knowledge of content based on personal inquiry and scholarship;**
- **-participate in a community of learners, including students, colleagues and families;**
- **model effective teaching practices based on sound theory and practice and 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;**
- **embrace diversity in a multicultural setting, teaching to individual needs;**
- **reflect on his/her own practice in order to become an agent of change, both in the classroom and the community.**

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 School, Chapter 14

ASSIGNMENT: Create a model classroom that reflects your Philosophy (due Thursday 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 Tues., 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

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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

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)

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, Chapters 10
ASSIGNMENT: The First Days of School, Chapters 1-8

(Student Reports) **Philosophy Revision Due
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 two educational games: Team building and 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 **Portfolio Review

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

RECOMMENDED:

Supplemental Readings: handouts, appropriate to topic being covered

Audio Visual/Other: case videos

4. EVALATION:

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

Revision of Philosophy Paper:

Classroom design: evaluated based on class-determined rubric

Position papers; short, informal responses to conflict situations; grades 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: two visits required but not graded

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Paper grading experience: graded by instructor

Lesson plans: graded by instructor using "The Lesson Plan Format".

GRADING: 20% Classroom Design
20% Position Papers
20% Class Participation
20% Paper Grading Experience
20% Lessons/Unit Plan

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

REGULAR ATTENDANCE IS REQUIRED:

If more than three absences are reported, the grade will be lowered.

Plagiarism will not be tolerated.

-Tana Spiekermann-

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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 their 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 addressed in this assignment:

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

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 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 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:

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)

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

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- The teacher/graduate will embrace diversity in a multicultural setting teaching to individual needs.

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.

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