



**Professional Education Unit
Department of Middle and Secondary Education**

**EFFECTIVE CLASSROOM INSTRUCTION (Online)
EDSE 633
Fall 2011**

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Course Description: Effective Classroom Instruction. (3-0-3); I, II, III. Designed to extend student's knowledge of and ability to implement research-based recommended teacher behaviors; foundation of research findings utilized to create facilitating classroom climate and to select appropriate teaching strategies.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills needed to make an optimal contribution to “whole” student learning in education settings;
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;
- 3) Demonstrate professional dispositions;
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students; and

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

One defining characteristic of the effective teacher is his or her desire and ability to deeply reflect upon his or her own teaching and learning; through reflection, the effective teacher designs instruction, assesses student performance, and then modifies instruction accordingly. This course will ask those who are currently teaching to analyze closely their teaching and learning situation, reflect upon various aspects of this teaching and learning situation, and explore ways to modify instruction philosophically and practically. This course will ask those who are preparing to enter the teaching profession to analyze their personal experiences with teaching and learning in order to philosophically and practically develop a plan for teaching.

Specifically:

- Students will be able to recognize and identify a variety of classroom situations and select/develop appropriate instructional strategies that facilitate core-content acquisition -- all within the context of a positive learning environment by engaging in online conversations, writing brief reflective pieces, and responding to assigned readings.
- Students will familiarize themselves with a variety of classroom management ideas and develop their own instructional and classroom management plan for effective teaching and learning.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

[number your Student Learner Outcomes for the course

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:	[program title]	[course title]			
Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Core Academic Standards (KCAS)	Education Professional Standards Board (EPSB)	[include full name of SPA]	NCATE
Blackboard forum posts/discussions 50 pts. Each CFO:1, 3 SLO: 21,2	1,6,7,9,10	KY Core Academic Standards in Math, Science, Social Studies, English, Business Ed. Health, Physical Education	Diversity, technology	National Council of Teachers of English, American Council on Teaching of Foreign Languages, American Alliance for Health, PE, Recreation, Dance, National Science Teachers	1,4

				Association National Council for Social Studies National Association of Business Teacher Education	
Precis, 100 pts. CFO: 1,3 SLO: 1,2	2,6,9	KY Core Academic Standards in Math, Science, Social Studies, English, Business Ed. Health, Physical Education	Diversity, Assessment, Closing the Achievement Gap, technology	National Council of Teachers of English, American Council on Teaching of Foreign Languages, American Alliance for Health, PE, Recreation, Dance, National Science Teachers Association National Council for Social Studies National Association of Business Teacher Education	1,4
Classroom Management Plan 300 pts CFO: 2,4 SLO: 1,2	1,2,3,4,5,6,7,8,9,10	KY Core Academic Standards in Math, Science, Social Studies, English, Business Ed. Health, Physical Education	Diversity Assessment, Closing the Achievement Gap, technology	National Council of Teachers of English, American Council on Teaching of Foreign Languages, American Alliance for Health, PE, Recreation, Dance, National Science Teachers Association National Council for Social Studies National Association of Business Teacher Education	1,4
Case Study Analysis 100 CFO: 2,3 SLO: 1,2	1,2,3,4,5,7	KY Core Academic Standards in Math, Science, Social Studies, English, Business Ed. Health, Physical Education	Diversity Assessment, Closing the Achievement Gap	KY Core Academic Standards in Math, Science, Social Studies, English, Business Ed. Health, Physical Education	1,4

Assignment Descriptions:

Program:		EDSE 633
Assessment (point value)	Description	
Blackboard Forum posts/discussions (50 pts each)	You will participate in various conversations on the Discussion Board that will be designed to take the discussion beyond the readings and/or experiences – e.g., these will require that you think reflectively on the question(s) posed. The instructor may also solicit feedback regarding various issues. Although the instructor will initiate conversations, you are also	

	<p>encouraged to initiate conversations. You will need to post at least 2 times in the discussion forum for that topic, to receive an 80. Two is the minimum, feel free to post beyond that amount. Each post needs to include a discussion of the point you are making or to which you are responding, and a critical response. Although there is no length requirement, the post must be thoughtful and relevant. Since these are contemplative issues and answers, I expect you to use proper spelling, grammar and punctuation (per “Standard English”). You must respond by the due date stated in the syllabus. The scoring rubric for this activity will be posted to Blackboard in the Course Information section. Personal attacks will not be tolerated.</p> <p>For each post, it is expected that you will consider critically the issues/topics addressed. Statements such as “I disagree because my experience contradicts what the author wrote” are NOT sufficient. Although such statements are valuable (i.e., your experiences are valuable!), anecdotes are not evidence, standing alone, of a larger trend or pattern. Anecdotes are unique to the individual, and for the purposes of this course, not research evidence. More concretely: think critically about the implications, issues addressed, and think about the larger picture.</p> <p>You will have THREE DAYS to respond in each forum. Forums will open at 12noon, and close three days following at 12noon. After that, the late policy will be in effect.</p>
Précis (100 pts each)	<p>You will read required material and then write and submit a précis response to Blackboard. This activity is subject to the deadline policy listed at the bottom of this section. The scoring rubric for this activity will be posted to Blackboard in the Course Information section.</p>
Classroom management plan, 300 pts	<p>Your classroom organization and management plan. This is comprised of two parts. The first part will include your philosophies of management and instruction (separate sections). The second part must include a diagram of how you will organize your classroom (seating, instructional area, special areas, etc.) with a justification of the organization; the rules you will use, and the process (reasons-justifications) for using these rules; incentives for positive behavior; consequences for negative behavior; procedures you will use; how you will involve parents.</p> <p><i>PLEASE NOTE: YOU WILL FIND A COMPLETE DESCRIPTION OF THIS ASSIGNMENT, AND ALL REQUIRED SECTIONS, ON THE RUBRIC FOR THE ASSIGNMENT. WHAT IS BELOW IS NOT COMPREHENSIVE.</i></p> <p>Be certain to provide your rationale for the decisions you make. It is expected that you will refer to readings in this class; you also may incorporate any outside readings from other courses or research.</p> <p><u>PART 1</u></p> <ul style="list-style-type: none"> • <u>Philosophy of classroom management</u> – be certain to address the following (<i>at a minimum</i>): <ol style="list-style-type: none"> 1. Whether discipline is something that is imposed, or taught -- explain 2. The roles of kids, teachers, administrators, and parents play in the educational process – explain thoroughly • <u>Philosophy of instruction</u> -- be certain to address the following (<i>at a minimum</i>): <ol style="list-style-type: none"> 1. What you believe to be the true purpose of education 2. How you believe your emphasis area fits into the picture of the education of children 3. How you believe children best learn 4. What you believe qualifies you to be a teacher

	<p><u>PART 2</u> (REMINDER: For <i>each</i> of the sections/questions that follow, be certain to <u>provide your rationale</u> for the decisions you make.)</p> <ul style="list-style-type: none"> • Classroom rules and behaviors <ol style="list-style-type: none"> 1. List the rules you will have for your class 2. How will you clearly state these rules? 3. How will you clearly articulate these rules to your class and the parents of your students? 4. Will you involve students in the construction of the rules? Why/not? 5. How will you ensure the rules will be consistently enforced? 6. Incentives for good behavior and consequences for poor behavior 7. What incentives will you provide for good behavior? 8. What consequences will you issue for poor behavior? • Construct a diagram of how you will physically organize your classroom and explain why you will have it arranged this way. • How will you do the following on a consistent basis? <ol style="list-style-type: none"> 1. Check role 2. Collect and distribute materials 3. Provide for missed and make-up work 4. Provide for students who need to leave the room during class 5. Make assignments and announcements 6. Arrange/rearrange the classroom to facilitate special activities 7. How will you involve the students' parents? © • Reflection: How has this assignment assisted (or not) you in your classroom management and organization? If you are not yet a teacher in the classroom, explain how the assignment assisted (or not) in your ideas as to how you will structure and manage your classroom.
Case study analysis, 100 pts	You will be required to write an analysis on the case. The write up should include the sections listed on the Case Study Evaluation sheet, located in Course Information. The case study is located under the Course Documents tab.

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The schedule at the end of the syllabus includes specific due dates for each of the activities listed. Although individual situations arise that may challenge policy, the due dates and times are rigid. Simply put, assignments are due according to the schedule. In order for the full credit of points to be possible, assignments must be submitted on time. The reduction of points policy for late submission of Orientation Activity, Précis Writings, Discussions, and the Final Exam is as follows:

- One day late - 10% reduction in points possible
- Two days late - 30% reduction in points possible
- Three days late - 60% reduction in points possible
- Four days late - No credit

Course Evaluation:

Students' course evaluation will be determined by class assignments, including: classroom management philosophy papers, précis writings, and a classroom management plan. The course evaluation will be determined by adding the total number of points earned and dividing that sum

by the total number of points possible. The instructor expects completion of all assignments and readings. All written assignments (other than electronic communication) must be double-spaced, using the style requirements of the candidate's particular discipline (e.g., social studies – MLA style). Explanation of course assignments and their point values are detailed in the table above.

Grading Scale:

One minute late is considered a day late. It is best to submit early in order to avoid technological problems that will result in a reduction in points.

Students who fail to post in the discussion board conversations will receive a zero for that discussion post.

Your final grade will be determined by adding the total number of points earned and dividing that sum by the total number of points possible.

90-100 = A

80-89.9 = B

70-79.9 = C

60-69.9 = D

0-59.9 = E

Submitting Assignments

The discussion forums, weekly précis writings, and the final exam **are to be posted in Word format only** within the assignments section on Blackboard. **Students should name the files according to the assignment with Assignment Name, Student Name (e.g. - Orientation to Class, Tre Cool)**. The discussions postings are to be conducted within the discussion board section. For their own protection, students should keep a copy of all assignments posted, scored rubrics, and correspondence until the semester is over and grades have been posted.

As well, be certain to check each submission for viruses!! A “shared” virus potentially could delay grading for **everyone**, given that it would render my computer non-usable until the problem was fixed. So PLEASE be considerate and be certain to submit only “clean” documents.

Communication

Because of the nature of this course, it is essential that an effective communicative relationship exist between the students and the instructor. Listed in the heading of this syllabus, students should find the instructor's email address and cell phone number. **Students should feel free to inform the instructor about specific issues that may impede their effectiveness in the class.** The instructor understands that individual situations arise that require individual attention, and she will always act in order to provide students with the best possible opportunity for success.

Required Textbooks:

Gibboney, Richard A. and Clark D. Webb. What Every Great Teacher Knows: Practical Principles for Effective Teaching. Brandon, VT: Holistic Education Press, 1998.

CD-ROM

This text will be posted to Blackboard. Students will need to have a code to access the text. The code is provided on BB, under the link for the text.

Supplemental Texts:

I shall post additional readings onto Blackboard. These texts will serve as additional foundation for our discussions, and they will provide students with information to be used in the final project.

It is expected that you will apply the content/issues addressed in each article critically, constructively, and reflectively; you will be expected to consider how the issues/topics/findings of the articles impact/shape classroom environments, and subsequently management and organization.

PLEASE NOTE: *Each day has an assigned reading. However, you may go through each assignment/day/week at your own pace, as long as all items are complete before the précis are due, etc. As well, the discussion forum questions will be posted on the dates indicated on the schedule.*

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the Internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

EDSE 633
Fall 2010 Tentative Weekly Schedule

Date	Topic	Readings	Assignments
Week 1	Introduction to course	N/A	Discussion Forum
Week 2	Diversity; identity; social education	Greene, "Diversity and inclusion: Toward a curriculum for human beings"	
Week 3	Bullying and teachers' understandings, impacts	Mishna et al	Online discussion forum open
Week 4	Introduction	Introduction, <u>What every great teacher knows</u>	
Week 5	Thinking and experience	WEGTK pp. 23-61	
Week 6	Teaching objectives	WEGTK pp. 63-78	
Week 7	Subject matter	WEGTK pp. 79-88	Online discussion forum open
Week 8	Teaching methods	WEGTK pp. 89-130	
Week 9	Tracking, social stratification, SES, classroom management	Anyon	
Week 10	Concepts including economic disadvantage, teacher effects	Dudley-Marling & Lucas	Online discussion forum open Précis one covering Anyon due by 12noon
Week 11	Culture of power, classroom language, impacts and influences	Delpit	
Week 12	Classroom organization and management, diversity concerns, culture of power issues	N/A	Case study due by 12noon
Week 13	Social distance in classroom, race	Morgan	Online discussion forum open
Week 14	Assertive discipline	Canter	
Week 15	Classroom behavior problems, emotion-focused therapy, school social worker, student-teacher relationship	Lander	Précis two covering Delpit due by 12noon
Week 16	Gender construction in the classroom, student understandings, teachers' influences	Payne	