

Center for Teaching and Learning

Department of Education

EDCS 311

Fall 2007

Teaching: Classroom Curriculum, Management and Assessment

Sections: EDCS 311.01

EDCS 311.04

Monday & Wednesday

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9-11:20

12-2:20

Professor: Dr. Mary E. Lochrie

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Office Hrs.: Office hours 2:30 Monday & Wednesday; 9-11 Tuesday, others by appointment; please email me.

Course Description:

Basic principles of curriculum planning, classroom management/guidance techniques and classroom assessment. Credits (5) (2006-2007 catalog

<http://catalog.cwu.acalog.com/content.php?catoid=6&navoid=152>

Prerequisites: CWU's EDF 301 or EDF 301A, PSY 314, and full admission to the Teacher Preparation program. Note: formerly ED 311. Students may not receive credit for both.

Important Notes:

- 1. Admission to and continuation in the Teacher Education program requires that you purchase LiveText. You must present "proof of purchase" to the Certification Office, Black 228.**
- 2. You must post the EDCS 311 'artifact', the Unit Plan, to LiveText to earn credit for this major course item; if not posted, this may cause failure of the entire course. Additionally, your final grade for the course may be delayed if you fail to post the Unit Plan to LiveText by the day of your Final Exam.**

Caution: EDCS 311 is a 5 credit, rigorous, and intense course requiring a heavy work load. While manageable and appropriate for a 5 credit class, you are discouraged from enrolling in more than 14 credits when taking this course.

Purpose of the Course:

The purposes of this course are consistent with the University's mission, "by teaching we learn;" The Center's mission, "facilitating learning for a diverse world;" the department's mission, "the commitment to ensuring graduates are prepared to be outstanding educational leaders who demonstrate knowledge, skills, and attitudes necessary to educate a diverse population." A learner-centered, or Constructivist, model of learning guides the approach. This class focuses mainly on learning to plan for teaching. Consistent with these all-encompassing purposes of a public education and specifically with WAC 180-78A-165(1)(f), (k), (l), (m), (n), (o), (r), (s), and (u); NCATE Standards I.D.1 bullet 4 and I.D. 2 bullets 2, 3, 4, 5, 6, and 7; CTL III goal H; the appropriate state standards are reflected in the course Learner Outcomes.

Required Texts:

You should have all required texts by the end of day Wednesday, September 19. You will be assigned reading from the texts, beginning with Charles' Classroom Discipline, September 24.

Charles, C.M (2005). *Building Classroom Discipline*. Boston, MA: Pearson Education, Inc. (9th ed.).

Joyce, Bruce et al (2004). *Models of Teaching*. Boston, MA: Pearson Education, Inc. (7th ed.).

Burke, Kay (2005). *How to Assess Authentic Learning*. Corwin Press. (4th ed.)

Grading:

Course work is evaluated on a 100-point scale as follows:

A \geq 95 B+ \geq 87 C+ \geq 77 D+ \geq 67

A- \geq 90 B \geq 83 C \geq 73 D \geq 63

B- \geq 80 C- \geq 70 D- \geq 60

General Course Information/Procedures:

1. All outside-of-class assignments must be completed on a computer and printed using either a laser printer or a high quality inkjet printer. Workbook assignments are to be completed on the workbook page torn cleanly, legibly written, with additional keyed pages as necessary (or copy the page for your use).
2. Assignments are to be submitted on the due date in class; assignments are accepted up to one DAY late for half credit; no credit beyond one DAY late. Slide under my door, or put in department mailbox.
3. Missed work may not be made up; please get handout copies from a class 'buddy' rather than your instructor.
4. Missed tests may not be made up unless prior arrangement and approval given. Your presence at the scheduled Mid-Term and Final Exam(s) required.
6. Your Comprehensive Final Exam(s) are scheduled for **Tuesday, December 4 at either 8-10 am (01 class) or 12-2 pm (04 class).**
7. Changes and additions to the tentative schedule (activities, assignments, and due dates) will be announced in class. Students are responsible to note changes and additions on their schedules and, if absent, to check with one another to stay on top of changes. Pick up handouts from a class 'buddy' and call or email your class 'buddy' for schedule changes any time you are absent, rather than contacting the instructor.
8. Content, organization, style, grammar, punctuation, and language mechanics will be evaluated and included in the grading process for all assignments, the classroom discipline plan, the methods plan, and the unit plan.
9. Unless otherwise directed, the following is required on all homework, papers, reports, etc. and will contain the following keyed information (in order) in the UPPER RIGHT HAND corner of your first page:

Student **last name**, first name

Class (EDCS 311.01 or EDCS 311.02)

Assignment title (Charles, Chapter 1)

Attendance:

Please note: much of your grade depends on completing the homework on time, as well as attending and participating in class. There is a direct correlation between class attendance and a student's final grade. Therefore, attendance is critical to your success in this class.

Grading Policies: Incomplete (I) grades will be given only in accordance with university policy. In some cases a student may not be able to complete all of the assignments and tests due to extenuating circumstances. An incomplete grade will not be given because of poor performance and will not under any circumstances be given during the first few weeks of the quarter when other methods of exiting the class are available.

While collaboration is encouraged, each student must do his/her own work. **Copied work will result in a loss of credit or class failure for any student involved.** Refer to the catalog for University policy.

Students With Disabilities: Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssreceipt@cwu.edu or 963-2171 immediately.

Course Topics:

As indicated by the title of the course, there are three topics of interest to all grade levels: classroom methods, classroom assessment, and classroom management/discipline. You will learn to plan for teaching by considering the methods you will use (Joyce text), how you plan to assess the content (Burke text), and how you will manage the classroom environment and your students (Charles text). The topics are all addressed by three frameworks of thought: ideology (or philosophy), psychology, and pedagogy, all of which determine every decision in the classroom.

Ideology: Teacher Roles and School Purpose

1. Define teaching in terms of decision-making and reflective practice.
2. Define the learning environments in terms of communities: within the classroom, within the school, and within the local and global communities, and design a strategy for fostering each of those communities.

Psychology: Cognitive, Social, Emotional, Physical Development

3. Describe characteristics of students that may influence teaching decisions; analyze lessons for adequate accommodation of individual differences in learning.
4. Describe the components necessary for developing a classroom learning community, focusing on class expectations, structure, routine, and time on task.
5. Analyze student misbehavior based on current theory and research.

Pedagogy: Curriculum and Instruction

6. Construct classroom goals and objectives that address content standards, levels of learning, and concrete outcomes.
7. Design a variety of instructional methods, for example concept attainment, memorization, advance organizers, group investigation, nondirective teaching, mastery learning, and direct instruction.
8. Design pre-, formative, and summative assessment strategies to measure achievement of objectives and to adjust instruction for individual differences (for example portfolios, performance tasks & rubrics, teacher-made tests, metacognitive reflection, observation checklists, and graphic organizers).
9. Analyze instructional planning skills and dispositions of self and peers according to professional standards and course objectives.

Course Activities: In order to develop and demonstrate proficiency, a range of activities that simulate classroom decisions will be experienced. The integrated unit addresses all the outcomes, and it will serve as an artifact in your LiveText portfolio. The assessment blueprint below indicates which goals are demonstrated by each task. Broad categories of activity include:

1. Active participation with all colleagues and instructors in class and between classes.
2. Reading independently for understanding of the course objectives and outcomes.
3. Writing assignments and plans, including all stages of process to final product.
4. Planned and spontaneous performances of objectives in class.
5. Written and oral demonstrations (test, quizzes, and discussions).

Course Outcomes: Next, the broad course topics are more specifically described in terms of outcomes, that is, performance in the three areas of curriculum design, classroom assessment, and classroom management/discipline.

Curriculum Development Outcomes:

1. Analyze curriculum for its type of knowledge (for example factual, conceptual, procedural, or metacognitive) and its level of cognitive development (for example recall, explain, use, analyze, evaluate, or create).
2. Explain the difference between Instructional and Informational Objectives; compose clear, unambiguous, and rigorous objectives in the form of hypotheses. Explain the function and components of quality objectives (for example, carefully developed developmental level and specific & observable outcomes).
3. Choose learning targets and activities aligned with standards (EARLs and National Standards).
4. Design an integrated themed unit plan
 - a. Use *Backward Design* for curriculum planning (see Wiggins & McTighe, 2003).
 - b. Pose *essential questions* to focus student inquiry and to integrate curriculum (see Marzano, 2001).
 - c. Modify curriculum for at least *three special needs*, using current theories (i.e. Gardner's Multiple Intelligences, McCarthy's 4MAT) to describe a typical range of student learning characteristics and modify curriculum to accommodate a type range of special needs (see Tomlinson, 2000).
 - d. Identify and justify elements of *Models of Teaching (Joyce)* in the instructional design.
 - e. Design lesson plans incorporating least three different *Models*.

Classroom Assessment Outcomes:

1. Analyze main components of Authentic Assessment and apply those to
 - a. Standardized Testing
 - b. Rubrics
 - c. Portfolios
 - d. Lessons and Unit Plan
 - e. Identify and justify elements of *How to Assess Authentic Learning (Burke)* in the assessment design.
2. Assessment Terminology will focus on
 - a. Formative Assessment and Self-Assessment
 - b. Summative Assessment
 - c. Assessment OF Learning and Assessment FOR learning
 - d. Standards

Classroom Management/Discipline:

1. How to run an efficient and effective classroom based on the school's demographics and student performance.
2. Set up classroom procedures, routines, and rules.
3. Explain the relationship between good instruction and effective behavior management.
4. Design goals, rules, and procedures to increase self-responsibility in students.
5. Design activities that incorporate elements of cooperative learning.
6. Design parents' support of student learning and behavior.
7. Predict effect of management strategies on classroom culture.
8. Identify and justify elements of *Building Classroom Discipline* (Charles) in the classroom management plan.

Reflective Practice:

The teaching profession is one of continuous development and, therefore, continuous reflection on *what* you are doing and *why* you are doing it...toward improvement. In our class we will self-assess regularly with the goal of moving from novice to expert proficiency. This connects with the CWU Center for Teaching and Learning (CTL) mission statement and goals, and to the competencies outlined in the Washington State Administration Code (WAC).

The CWU Teacher Preparation Program

The CWU Teacher Preparation Program is administered through the College of Education and Professional Studies (CEPS) and the Center for Teaching and Learning (CTL) Executive Board. The Provost and Vice President for Academic Affairs, in collaboration with the Dean of the CEPS, appoints faculty to serve on an advisory council which advises the Dean on program policies. Admission to the University does not guarantee a student admission into the Teacher Preparation Program.

Accreditation. This course is one step on the way to certification; each student must meet the required standards, and our Teacher Preparation Program must meet standards as well. This is known as accreditation. CWU's state-approved Teacher Preparation Program is accredited regionally by the Northwest Commission on Colleges and Universities (NWCCU), as well as nationally by the National Council for Accreditation of Teacher Education (NCATE), and is in compliance with the *No Child Left Behind* federal legislation that requires a 'highly qualified teacher' in every classroom.

The Center for Teaching and Learning (CTL) is the NCATE-accredited unit that provides oversight for all CWU school personnel preparation programs. The CTL is intended to facilitate communication between and among the respective disciplines that contribute to the preparation of educators. CTL programs include the preparation of teachers, school administrators, school counselors, and school psychologists.

A Quality Teacher in Every Classroom

A Shared Perspective of Effective Teaching. In your EDF 301 class you developed a draft of your philosophy of education. Here it is called a ‘conceptual framework’, and is intended to guide all the components of the program toward the common goal described by the mission statement.

The Conceptual Framework for the professional preparation programs is divided into four interactive strands: Facilitator of Learning as *Expert Learner*; as *Knowledge Specialist*; as *Master of the Art and Science of Teaching*; and as *Teacher/Specialist/Scholar*. The general education course requirements focus on developing the student as an expert learner. The student’s major and minor programs provide the in-depth study required for the knowledge specialist. The professional core, including learner outcomes and field experiences, prepares the student to be a master of the art and science of teaching. A formal graduate degree program, where the student synthesizes knowledge and experience, establishes the student as a teacher/specialist/scholar. For this reason, participation in a state-approved program is required for certification. Ultimately, the overall goal is to prepare teachers, administrators, counselors, and psychologists who are *facilitators of learning in a diverse world*.

Supporting the mission, purpose, and governance structure of the CTL is the “**Constructivist**” ideology. One goal of this course is for you to be able to explain what constructivism is and isn’t. There are several types of constructivism, but in this context it refers to principles of learning

CTL Standards. The conceptual framework and the mission statement translate into outcomes that are expected for every graduate of the Teacher Education Program. These are used in your professional portfolio as a basis for you to reflect upon your experiences. You must be able to analyze your experiences in terms of these standards. You will include such an analysis with each artifact you post in your LiveText portfolio.

Only the first two domains of the standards are of interest to this course. The others concern what the college does to provide a quality program. You can find them online at http://www.cwu.edu/~ectl/ncate/home_documents/CTL_Standards.pdf

CTL.1 DOMAIN: **Evidence of Candidate Learning:**

1. Candidates demonstrate subject matter knowledge in areas of endorsement.
2. Candidates demonstrate a thorough understanding of pedagogical content knowledge.
3. Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills.
4. Candidates reflect dispositions expected of professional educators.
5. Candidates reflect dispositions toward a positive impact on student learning.

6. -1.8 The CTL collaborates with school partners on evaluation of field experiences.
7. - 1.11 Candidates have opportunities to learn from a diverse representation of faculty, candidates, and P-12 students.

CTL.2 DOMAIN: Assessment of Teaching and Learning

12. The CTL utilizes an assessment system that reflects the conceptual framework.
13. The CTL implements data collection, analysis, and evaluation systems.
14. The CTL has fully developed evaluations for program improvement.

These are used in the professional portfolio as a basis to reflect upon experiences. Candidates must be able to analyze their experiences in terms of these standards, including an analysis with each artifact posted on the LiveText portfolio. In addition, students complete surveys at the end of each course which are part of the CTL assessment system of its own effectiveness.

Course Schedule...tentative. The instructor reserves the right to make adjustments to the due dates below, and to adjust/change assignments as the course progresses):

<p><i>Week 1</i></p> <p>9/19</p>	<p><u>Monday:</u></p> <p>Course Objectives and Requirements.</p> <p>Syllabus.</p> <p>Planning for the quarter; all ready for a great quarter!</p> <p>Lecture: Classroom Management</p>
<p><i>Week 2</i></p> <p>9/24-26</p>	<p><u>Monday:</u></p> <p>Charles, Chapter 1, 4, 5, and 8 due.</p> <p><u>Wednesday:</u></p> <p>Charles, Chapter 6 and 7 due.</p>
<p><i>Week 3</i></p> <p>10/1-3</p>	<p><u>Monday:</u></p> <p>Charles, Chapter 9-12 due.</p> <p><u>Wednesday:</u></p> <p>Charles, Chapter 13-15 due. Charles text is finished!</p> <p>Unit Plan assigned, Section 4.</p> <p>Approval form for Unit Plan: individually or Team of 2.</p>

<p><i>Week 4</i></p> <p><i>10/8-10</i></p>	<p><u>Monday:</u></p> <p>*<i>Section 4</i>, Classroom Management Plan Due (comprehensive draft)</p> <p>Turn in approval form for Unit Plan.</p> <p>Burke, Preface, Introduction, Chapters 1, 2, 3, and 4 due.</p> <hr/> <p><u>Wednesday:</u></p> <p>Burke, Chapters 5, 6 and 7 due.</p>
<p><i>Week 5</i></p> <p><i>10/15-17</i></p>	<p><u>Monday:</u></p> <p>(Unit Plan, Section 4, returned)</p> <p>Burke, Chapters 8, 9, 10, 11 due.</p> <p><u>Wednesday:</u></p> <p>12 and Conclusion due. Finished with Burke assignments (except for assessment documents)!</p> <p>Study guide for mid-term exam.</p> <p><u>Tuesday and Thursday:</u></p> <p>Individual and Team Appointments; required.</p>
<p><i>Week 6</i></p> <p><i>10/22-24</i></p>	<p><u>Monday:</u></p> <p><i>Mid Term Exam</i></p> <p>*<i>Unit Plan, Section 4</i>, Classroom Management Plan Due (Final)</p> <p><u>Tuesday:</u></p> <p>Individual and Team Appointments as needed.</p> <p><u>Wednesday:</u></p> <p>Joyce, Chapters 1 and 2 due</p>

<p><i>Week 7</i> <i>10/29-31</i></p>	<p><u>Monday:</u> Joyce, Chapters, 14, 15 and 16 due.</p> <p><u>Tuesday:</u> appointments as needed</p> <p><u>Wednesday,</u> Joyce, Chapters 7 and 9 due.</p>
<p><i>Week 8</i> <i>11/5-7</i></p>	<p><u>Monday:</u> Joyce, Chapters 3, 4, 5 and 6 due.</p> <p><u>Tuesday:</u> appointments as needed</p> <p><u>Wednesday:</u> Joyce, Chapters 8 and 11 due.</p>
<p><i>Week 9</i> <i>11/12-14</i></p>	<p><u>Monday:</u> No class. Veteran's Day Holiday</p> <p><u>Tuesday:</u> appointments as needed</p> <p><u>Wednesday:</u> *Unit Plan, Sections 1, 2 and 3 due (comprehensive draft).</p>
<p><i>Week 10</i> <i>11/19</i></p>	<p><u>Monday:</u> (Unit Plan, Sections 1, 2, and 3 returned) Joyce, Chapters 12 and 13 due; Joyce finished!</p> <p><u>Tuesday:</u> appointments as needed</p> <p><u>Wednesday:</u> No class. Thanksgiving Holiday</p>

Week 11
11/26-28

Monday:

***Unit Plan Due, All Sections (Final)**

Procedures: In class group exam and closing activities

Wednesday:

In class group exam and closing activities.
Final Exam study guide given.

Week 12
12/4

Tuesday:

Notebook due
Unit Plan on LiveText
Comprehensive Final Exam

EDCS 311 Grade Worksheet

Class Attendance: 18 days x 10 points per day =180

9/19_____ 9/24_____ 9/26_____ 10/1_____ 10/3_____

10/8_____ 10/10_____ 10/15_____ 10/17_____ 10/22_____

10/24_____ 10/29_____ 10/31_____ 11/5_____ 11/7_____

11/12 Veterans Day 11/19_____ 11/21 Thanksgiving Holiday

11/26_____ 11/28_____

Total Points 180_____

Charles, Chapter Assignments; 5 points each x 13 = 65 pts

#1_____ #4_____ #5_____ #6_____ #7_____ #8_____

#9_____ #10_____ #11_____ #12_____ #13_____ #14_____

#15_____

Total Points 65_____

Joyce, Chapter Assignments; 5 points each x 16= 90 pts

Preface/#1_____ #2_____ #3_____ #4_____ #5_____

#6_____ #7_____ #8_____ #9_____ #10_____ #11_____

#12_____ #13_____ #14_____ #15_____ #16_____

Total Points 90_____

Burke, Chapter Assignments 5 each x 12= 60

Preface/Intro.#1_____ #2_____ #3_____ #4_____ #5_____

#6_____ #7_____ #8_____ #9_____ #10_____ #11_____

#12/Conclusion_____ **Total Points 60**_____

Notebook/Portfolio **Total Points 25**_____

Unit Plan **Total Points 400**_____

Mid-Term Exam, Individual **Total Points 55**_____

Final Exam, Individual **Total Points 100**_____

Final Exam, Group **Total Points 25**_____

Overall Total Points, 1000 possible_____

Final Course Grade_____