

COLORADO STATE UNIVERSITY – PUEBLO
ED 301
Frameworks of Teaching
Fall, 2008

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Course Meeting Time: Tuesdays, 5:15
Credit Hours: 3
Prerequisites: completion of 45 hours and
minimum 2.6 GPA
Co-requisite: 30 hours of field work

REQUIRED MATERIALS:

Borich, Gary. (2007). Effective Teaching Methods 6th ed. Upper Saddle River, NJ: Merrill/Prentice Hall.

Colorado Model Content Standards – All Curricular Areas; available on the Web at cde.state.co.us/indes.stnd.htm

Teacher Education Handbook, 2008-2009. Colorado State University-Pueblo; go to CSU-Pueblo website, then to academic programs, then to teacher education program, then to admissions.

PHILOSOPHY OF THE COURSE:

The central, conceptual framework for teacher education at USC is that effective classrooms are effective learning communities and that the focus of the classroom should move from a teacher-centered and student-centered approach to one that is learner-centered. Although our knowledge of effective teaching and learning continues to expand, the field of education has come to agree on a number of effective teaching/learning principles for all beginning teachers. These foundational skills, placed within the context of establishing effective learner-centered communities, are the major focus of this course:

- What are the essential planning and assessment practices of successful teachers?
- What instructional strategies result in high student achievement, and what is the role of the classroom teacher in utilizing each strategy?
- How can the model of standards-based instruction be implemented effectively?
- What basic organization, scheduling and classroom routines result in effective learning communities?
- How can expectations, rules, teacher-student and student-student communication and interactions be utilized to create democratic learning communities?

Although a major goal of the course is acquisition of beginning skills in effective instructional planning, assessment, and management, another focus is the acquisition of skills in learning to become a teacher. These include self-evaluation, reflection, formal inquiry, and collaboration with others. Students will be asked to continually evaluate their progress towards meeting high professional standards.

BLACKBOARD:

Some aspects of the course will be posted online through Blackboard. It is the students' responsibility to regularly access the Blackboard web site.

COURSE BENCHMARKS:

Upon completion of all course activities, each student will meet the following benchmarks for teacher education at CSU-Pueblo. **Items that are in boldface are important benchmarks for admission to student teaching and will be evaluated in your Admission to Education Portfolio.**

STANDARDS-BASED PLANNING:

1. Utilize the Colorado Model Content Standards in planning instruction, including: (CO: 1.5, 2.2, 3.7, 3.8, 4.1, 4.2, 4.3))
 - Describing the use of standards in planning and assessment.
 - Developing benchmarks and objectives from content standards.
 - **Writing lesson plan objectives in content areas based on standards and benchmarks; objectives can be written for a variety of content standards.**

LESSON PLANNING:

2. **Write detailed lesson plans that include important components in each of the following areas: Direct Instruction, Indirect/Inquiry Instruction, and Collaborative Groups. Each plan will also include development of student materials, which will be used in the students' field experience classroom. (CO: 3.)**
3. **Incorporate the following student-centered strategies in lesson plans:**
 - **stimulating reflection on prior knowledge and links new ideas to familiar ones,**
 - **making connections to students' experiences,**
 - accessing students' thinking and experiences by encouraging discussion, group interaction, and eliciting thinking orally and in writing. (CO: 3.1)

ASSESSMENT:

4. Identify and describe the process of standards-based assessment, including the use of the following approaches: performance assessment, authentic assessment, pre/post assessment, norm-referenced assessment, criterion-based assessment, and curriculum-based assessment. As measured by performance on tests, students can match the types of assessments with their valid uses. (CO: 3.2, 3.3)
5. **Develop evaluation for lesson plans in which the assessment matches the planned objective. (CO: 3.2)**
6. **Develop rubrics to evaluate student learning. (CO: 3.3)**
7. Apply rubrics reliably to examples of student work, accurately assessing student progress and establishing future goals for instruction. (CO: 3.4, 3.5, 5.4, 5.7, 6.6)

TEACHING STRATEGIES:

8. Identify and develop questioning and discussion strategies that promote recall, comprehension, and higher order critical and creative thinking. (CO: 5.5)

CLASSROOM MANAGEMENT:

9. **Develop a classroom management plan, including**
- **philosophy of management,**
 - **motivational strategies,**
 - **rules and consequences, including the use of punishment, classroom procedures and routines, and strategies for developing personal responsibility. (CO: 5.1, 5.3, 8.1, 8.2)**

PROFESSIONALISM, REFLECTION, COLLABORATION, THE APPLICATION OF TEACHING SKILLS:

10. Demonstrate understanding of effective teaching strategies and classroom management by analysis of complex case studies of classroom teaching, by assisting a peer in evaluation, and by reflections on own teaching. Strategies include: activating students' prior knowledge, maintaining students' attention, checking for understanding, closure, independent practice, equity and level of student participation, sensitivity to individual learners, communication skills, "withitness" and monitoring of student activity, student guidance/scaffolding, reinforcement of learning, and lesson motivation. (CO: 6.1, 8.5)
11. **Demonstrate growth in both lesson delivery and classroom management across the semester, as measured by self-evaluation and teacher evaluation, based on two lessons completed in the field experience classroom, as well as an evaluation of a peer's teaching. (CO: 7.4, 8.5)**
12. Utilize research on best practices to plan effective strategies to increase student learning: (CO: 7.3)
- Research strategies utilizing an online ERIC database and ordering necessary materials.
 - Develop action plans for case studies based upon research results.
13. Demonstrate teaching performance and dispositions in field experiences that are that are a) indications of success in future education courses and b) characteristics essential for developing teachers. Your cooperating teacher will complete an evaluation of your work, evaluating your performance on some teaching behaviors, as well as important dispositions for teaching such as a strong work ethic and effective communication skills. The following standards will be evaluated by the classroom teacher: CO: 3.1, 3.2, 3.6, 4.2, 5.1, 5.2, 5.3, 8.2, 8.5)
14. **Evaluate own level of proficiency on the CSU-Pueblo performance standards in written reflections, which include accurate descriptions of strengths and weaknesses. (CO: 8.5)** Note: this benchmark will not be evaluated as part of the Frameworks course. Reflections will be incorporated into your portfolio, which will be evaluated for admission to teacher education.

REQUIREMENTS:

*Detailed instructions to complete these assignments as well as feedback will be handed out in class.

1. Resume (5 pts.)

A one to two-page resume that includes all of the sections (include section title even if there is no supporting data). Any reasonable format is acceptable. (Sections to be discussed in class).

2. Quizzes (5 quizzes: total of 135 pts.)

Five short, objective and/or short-answer quizzes, based on class discussions and readings.

3. Standards, Benchmarks, and Objectives* (30 pts.)

Select a standard from the content area in which you will teach, write 3 benchmarks for students at three different grade levels, and one lesson plan objective for each benchmark.

4. Lesson Plans* (3 x 50 pts. = 150 pts.)

Complete 3 lesson plans: (a) Direct Instruction lesson plan, (b) Indirect/Inquiry lesson plan, and (c) Cooperative Learning plan. At least one of these lessons must be implemented in the field experience classroom.

5. Rubric* (50 pts.)

Develop a rubric to evaluate students' work in your field experience classroom. Gather student work samples and evaluate them following your rubric. Summarize student mastery and make suggestions for subsequent instruction.

6. Classroom Management Plan* (100 pts.)

Select your favorite grade level and describe in detail (5-7 pages, 1 page minimum for each section, double-spaced, 12 font), how you will positively manage your classroom. Include in your report descriptions of the following:

- 1) A statement of your philosophy of discipline and classroom management – state clearly what you believe.
- 2) List your 3 – 8 classroom rules--justify them and explain how they'll be decided on, taught, reinforced...(at least one page)
- 3) A description of how you will motivate students to learn – include in this section your intentions regarding the use of rewards and/or encouragement (at least one page)
- 4) A description of how you intend to utilize punishment and/or consequences to diminish unwanted behaviors (at least one page)
- 5) A description of five of your most important class procedures such as sharpening pencils, taking attendance and lunch information, lining up, handing in assignments, going to the toilet, talking in class, getting a drink of water...(at least one page)

Please clearly label each one of these five sections.

You may borrow ideas from any and all resources; however, you must include where the ideas came from. You need not formally site these as in a research paper, but you need to make mention of the theorist's name, or the textbook, or the lecturer, or the classroom teacher who led you to ideas that are not original, and are described in any detail.

You may complete this project with a partner. If you work with a partner your projects are expected to be 7-8 pages in length and all sections should be developed equally by both partners.

7. **Field Experience Activities*, (9 pts.)** Field Experience documents include:
- Approval form/contract turned in to Education Office (0 points)
 - Log of 30 hours in your field experience, signed by the cooperating teacher (0 points)
 - Completion of an extensive final evaluation of your work by the cooperating teacher (0 points)
 - Completion of 2 lessons in the classroom, with a videotape of one lesson (0 points)
 - Completion of a self-evaluation of both of the lessons (2 X 3 = 6 pts.)
 - Completion of an evaluation of a peer's lesson. You are graded on how well you evaluate them. (3 pts.)
8. **Fieldwork Notes**—rough, unedited, management/discipline notes from classroom observations
(3 pts. x 4 topics = 12 pts.)
To earn full credit, these assignments must be turned in at the specified class meeting. These are hand-written (word-processed is OK), rough-draft, semi-literate, data-filled, at least two hand-written page/300 word minimum summaries of information you gather on each of the following four topics:
- Classroom + school rules/expectations (learn all the rules/expectations and what they mean)
 - Classroom procedures (specific ways in which order is kept in the classroom, such as hand-raising, pencil sharpening, handing in papers, going to the drinking fountain or bathroom, lining up...)
 - Rewards/motivating students to learn and behave (What positive aspects are there in this room to make students want to go there, behave, and learn?)
 - Punishments/negative consequences (What negative repercussions are there for misbehaviors or not completing work?)
9. **Portfolio:** Turn in to office by the end of the semester

Total Possible Points = 500

2-point bonus for perfect attendance

GRADING:

At the end of the course, all points will be summed, and grades assigned according to the following:

A (95-100%) A- (93-94%),
B+ (91-92%), B (88-90%), B- (86-87%),
C+ (83-85%), C (80-82%), C- (78-79%),
D+ (76-77%), D (73-75%), D- (71-72%).

Lowest A- = 465 points
Lowest B- = 430 points
Lowest C- = 390 points
Lowest D- = 355 points

COURSE POLICIES:

1. **Attendance and Participation:** An *excused absence* is one in which an unforeseen and unpredicted emergency results in absence or lateness. Attendance is a professional responsibility, and excused absences will be treated much as they would be for educators in public schools. Illness (with verification), deaths in the family, transportation problems (a car accident or car breakdown on the way to class) may be examples. To be an excused absence/tardy, the student must call and leave a message about the absence on the professor's voice mail or e-mail as soon as possible (before class) so that the impact of the absence on class activities can be minimized.

Field experiences: Lateness or unexcused absences in *Field Experiences* cannot be tolerated – the teacher and students in the school are counting on your attendance. **One unexcused absence will result in the drop of one whole letter grade in the class. Two unexcused absences will result in removal from the field experience with no opportunity to be placed in another classroom.** Removal will be reported to the Department of Teacher Education.

Late Assignments: An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 5% of possible points for each day late. The professor understands that at times there are **extraordinary** circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: A grade of “Incomplete” will only be assigned if a student and the professor has agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. Extraordinary circumstances such as excused illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to submit a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in grades of “0” on those assignments.

Writing Requirements: Please proof all work you submit. Challenged writers (You know who you are!) should take all work to the Writing Center at least 24 hours before it is due. Deductions will be made for all writing errors. (Minus ½ point for each error.) Your instructor uses the “minimal marking system” for grammar and spelling errors. Checks are placed at the end of a row where an error is detected. Large checks for significant errors = - ½ point; smaller checks for awkward wording and/or repetition of an error = - ½ point for 2-3 checks.

References for the Course

These references were used in developing this course and may provide additional information about the concepts addressed in the course, as well as the purpose and design of the course.

- Barton, J., & Collins, A. (Eds.) (1997). Portfolio assessment: A handbook for teachers. Reading, MA: Addison-Wesley Pub. CO.
- Beyer, B. (1992). Teaching thinking: An integrated approach. In W. Keefe & H. Walberg (Eds.), Teaching for thinking. Reston, VA: National Association of Secondary School Principals.
- Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M.C. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp 328-375). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Colorado Model Content Standards – All Curricular Areas
- Colorado Department of Education. (2000). Performance-based standards for Colorado teachers.
- Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Dreikurs, R., Grunwald B., & Pepper, E. (1982). Maintaining sanity in the classroom. New York: Harper and Rowe.
- Duffy, T., & Jonassen, D. (1992). Constructivism and the technology of instruction: A conversation. Hillsdale, NJ: Erlbaum.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. NY: Basic Books.
- Glasser, W. (1993). The quality school teacher. New York: Harper Perennial.
- Good, T., & Brophy, J. (1997). Looking in classrooms (7th ed.). New York: Longman.
- Goodlad, J. (1984). A place called school. New York: McGraw-Hill.
- Hunter, M. (1982). Mastery teaching. El Segundo, CA: Instructional Dynamics.
- Johnson, D., & Johnson, R., & Holubec, E.J. (1994). The new circles of learning: Cooperation in the classroom. Alexandria, VA: ASCD.
- Nelson, J., Lott, L., & Glenn H. (1997). Positive discipline in the classroom. Rocklin, CA: Prima.
- Rosenshine, B. (1986). Synthesis of research on explicit teaching. Educational Leadership, 49(7), 26-33.

- Schwarz, S. & Pollishuke, M. (1991). Creating the child-centered classroom. Katonah, N. Y.: Richard Owen Publishers.
- Slavin, R.E. (1990). Cooperative learning: Theory, research, and practice. Englewood Cliffs, NJ: Prentice Hall.
- Steffe, L., & Gale, J. (Eds.). (1995). Constructivism in education. Hillsdale, NJ: Erlbaum.
- Tomlinson, C. A. (1995). How to differentiate instruction in mixed-ability classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.
- Weinhouse, D.W. (1998). Encouraging potential in young children. Hauppauge, NY: Barron's.
- Weisglass, J. (1996). Transforming schools into caring learning communities. Journal for a Just and Caring Education, 2(2), 175-189.
- Wong, H., & along, R. (1991). The first days of school: How to be an effective teacher. Sunnyvale, CA: Harry K. Wong.

NAME: _____
 TOTAL POINTS _____ GRADE _____

ED 301 Frameworks of Teaching Grade: Tally Sheet

Resume/vitae (6)	_____
Quiz # 1 (30)	_____
Quiz # 2 (30)	_____
Quiz # 3 (30)	_____
Quiz # 4 (30)	_____
Mini Quiz # 5 (15)	_____
Eight Portfolio Reflections (8)	_____
Standards/Benchmarks/BOs (30)	_____
Direct Instruction Lesson (50)	_____
Indirect/Inquiry Instruction Lesson (50)	_____
Cooperative Group Lesson (50)	_____
Rubric (50)	_____
Management Plan (100)	_____
Self Evaluations (2x3=6)	_____
Peer Evaluation (3)	_____
Teacher Lesson Evaluations (2x0=0)	_____
Teacher Final Eval. (0) & Timesheet (0)	_____
“Fieldwork Notes” observations (3x4=12)	_____
Attendance Bonus (0/1/2)	_____ missed class on: