

Syllabus
ED 301 Frameworks of Teaching
Fall 2008

Tuesday and Thursday 11:00-12:20
Library Wing 326

Prerequisites: Completion of 45 hours and a minimum 2.6 grade point

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Office hours:
Mon: 2:30-3:30
Tues: 12:30-3:30
Thurs: 12:30-1:30

Philosophy of the Course

The central, conceptual framework for teacher education at CSU-Pueblo 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.

Required Texts

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

Teacher Education Handbook, 2007-2008 - Colorado State University-Pueblo
Colorado Model Content Standards – All Curricular Areas; available on the Web at
http://www.cde.state.co.us/cdeassess/documents/OLR/k12_standards.html

Blackboard

Many aspects of the course will be posted online through Blackboard. Course announcements, assignments, and documents will be regularly updated on Blackboard. It is the students' responsibility to regularly access the Blackboard web site.

Blackboard can be accessed from any computer that is connected to the Internet. If you do not have Internet access from your home, you can use the computer labs on campus or the computers available in the Curriculum Lab.

To access Blackboard, use a web browser such as Netscape or Internet Explorer and go to <http://blackboard.colostate-pueblo.edu/> or access blackboard through the TWolf link on the CSU-P web site. If you have trouble using Blackboard, please contact your instructor

Course Benchmarks

Upon completion of all course activities, each student will meet the following benchmarks for teacher education at CSU-Pueblo.

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; CSU-Pueblo: 2.5, 2.7, 2.9, 2.10, 4.11, 4.12)
 - 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 using Collaborative Learning Groups. Each plan will also include development of student materials, which will be used in the students' field experience classroom. (CO: 3.1; CSU-Pueblo: 5.1, 5.2, 5.4)
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; CSU-Pueblo: 5.1, 5.2, 5.4)

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; CSU-Pueblo: 4.1, 4.2)
5. Develop evaluation for lesson plans in which the assessment matches the planned objective. (CO: 3.2; CSU-Pueblo: 4.1)
6. Develop rubrics to evaluate student learning. (CO: 3.3; CSU: 4.2)

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; CSU-Pueblo: 4.3, 4.4, 4.5, 4.10)

Teaching Strategies

8. Identify and develop questioning and discussion strategies that promote recall, comprehension, and higher order critical and creative thinking. (CO: 5.5; CSU-Pueblo: 5.5, 5.7)

Classroom Management

9. Develop a classroom management plan, including
 - rules and consequences,
 - classroom procedures and routines,(CO: 5.1, 5.3, 8.1, 8.2; CSU-Pueblo: 1.1, 1.2, 1.6, 1.7, 1.8)

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; CSU-Pueblo: 5.8, 6.6, 6.7, 6.8).
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; CSU-Pueblo: 4.8, 4.9, 6.6, 6.7, 6.8)
12. Utilize research on best practices to plan effective strategies to increase student learning: (CO: 7.3; CSU-Pueblo: 6.4, 6.5)
 - 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; CSU-Pueblo: 1.1, 1.2, 1.4, 1.6, 2.9, 2.11, 3.5, 3.6, 4.1, 5.1, 5.2, 5.6, 6.8, 7.8, 7.10, 8.1, 8.2, 8.3, 8.4, 8.6, 8.8, 8.11.
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; CSU-Pueblo: 6.6) 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 on how to complete these assignments, as well as rubrics and checklists that will be used to give you feedback on your work will be handed out in class OR will be available using Blackboard.

1. In Class Participation

Students are expected to attend every class and actively participate in the classroom activities. Group activities will occur regularly. You have a responsibility to your group to participate and support the group in learning the material. **If you are unable to attend a class, please contact the instructor by email or phone, and, if possible, in advance.**

2. Resume

A one to two-page resume that will be submitted to your electronic portfolio. Sample resumes are available in Blackboard.

3. Quizzes

Four quizzes, based on class readings and activities.

4. Standards, Benchmarks, and Objectives*

Select 3 standards from the content area in which you will teach (One for each grade level), write 2 benchmarks for each of the standards (6 total) and one lesson plan objective for each benchmark (6 total).

5. Lesson Plans*

Complete 2 lesson plans: (a) Direct Instruction lesson plan (75 pts.), (b) Indirect/Inquiry lesson plan with detailed Cooperative Learning plan (100 pts.). You must teach both of these lessons in your field experience classroom.

6. Rubric*

Develop a rubric to evaluate students' work for your Indirect/Inquiry lesson plan. Gather student work samples and evaluate them following your rubric. Summarize student mastery and make suggestions for subsequent instruction.

7. Classroom Management Plan*

Select your favorite grade level and describe in detail how you will positively manage your classroom. Include in your report descriptions of the following:

Rules:

- 1) List your 4-6 classroom rules--justify them and explain how they'll be decided on, taught, reinforced...
- 2) A description of how you intend to utilize consequences to diminish unwanted behaviors

Routines and Procedures (2 pages total):

- 3) Develop a thorough list of essential routines and procedures for this setting. Be as inclusive as possible.
- 4) Select one important routine/procedure and detail, step by step, how the routine/procedure would be completed. What do students do? When? What is the role of the teacher?
- 5) Explain (briefly) (a) your rationale for selecting the steps and procedures you have, and not others you considered or know of, (b) likely trouble spots for students and how you will handle these proactively, and (c) your strategy for introducing and teaching the routine. You must complete this project with one or two classroom partners.

*You may borrow ideas from any and all resources; however, you must include citations. Please follow APA style formatting.

8. **Field Experience Activities***, Field Experience documents include:

- Approval form/contract turned in to Education Office
- Log of 30 hours in your field experience, signed by the cooperating teacher
- Completion of an extensive final evaluation of your work by the cooperating teacher
- Completion of 2 lessons in the classroom, with a videotape of one lesson
- **Completion of a self-evaluation of both of the lessons**
- **Completion of an evaluation of a peer's lesson. You are graded on how well you evaluate them.**
- **Your teacher should complete an evaluation of both lessons that you teach.**

9. **Blackboard Discussion Forum**

Students will be required to participate in online discussions on Blackboard.

10. **Portfolio**: Your paper portfolio is due into the Teacher Education Office (LW320) by Friday, October 10. The electronic portfolio is due by Friday, December 5.

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%).

For a minimum grade of "C-" in the course, all of the requirements included above must be completed and turned in for a grade.

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

Course Policies

Attendance and Participation: Please attend all classes on time. Much of the class time will be spent in collaborative activities, and your absence will affect your own learning and that of the members of your group. 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. Because the professor does not like to be placed in the position of judging the veracity of an excuse, independent, objective evidence should be submitted. To be an excused absence/tardy, the student must call and leave a message about the absence on the professor's voice mail as soon as possible (before class) so that the impact of the absence on class activities can be minimized.

Excessive absences, whether excused or unexcused, will result in a meeting with the professor and, if the professor believes that sufficient content has been missed so that the student cannot master

course objectives, the student will be asked to drop the course. It is always the responsibility of the student to gain information about content, assignments, etc. that she/he missed.

Submitting Assignments Electronically, when you submit an assignment through the Blackboard Drop Box or as an attachment in an email, please include in your file name: your last name, the course number, and the assignment title. For example: smith_ed301_DILesson.doc

Email Communication, when sending an email to the professor, please sign the email with your first name and last name.

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 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 (**Ten percent of the points for each activity are assigned for the quality of writing**).

Civility: Learning is facilitated when **all** members of the community act in a respectful and civil manner to each other. The following types of behavior are not professional, and will result in feedback from the professor. If continued, they will result in a request to withdraw from the course, with this information sent to the Department of Teacher Education:

- Name-calling, including the use of personal or racial epithets.
- Negative, offensive comments about the work of peers or professor etc
- Explosive, angry confrontational behavior that appears harassing, violent, or threatening. This may be either verbal or non-verbal.
- Rude speech or non-verbal behavior which interferes with others learning, for example repeated speaking while others (peers or the instructor) have the floor to talk, making distracting or other non-verbal expressions that are unprofessional (e.g., making faces in response to peers’ comments).
- Inappropriate care of the environment, including destruction of the university’s or others property.

Plagiarism: Honesty is an essential characteristic of all educators. Please reference all ideas and information you receive from others, from printed materials, and from sources such as the Internet. Failing to do so will result in a grade of “0” for the assignment, with no opportunity to redo. Examples of plagiarism may include turning in an assignment (or part of an assignment) completed by someone else or copied from published or printed materials or the Internet or turning in the same assignment (e.g., a lesson plan) in more than one class.

ADA Accommodations: This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to, the Disability Services Office, which is located in the Psychology Building, Room 232.

Relationship of Course to Conceptual Framework for Teacher Education

This class builds upon the understanding of learning communities focused upon in Foundations and expands on the role of the teacher in creating and fostering that community. The class itself is structured to be **learner centered**, with faculty responsible for creating an environment in which learning is the focus. The team of faculty assigned to the course will accomplish planning, implementation, and evaluation of the course. Inquiry, information access and assessment, self-evaluation, and reflection will be major activities in all class sessions. In addition, for the first time, the student’s own learning community expands to include roles in the K-12 classroom. The role of the student as learner in the K-12 setting will be explored throughout the course, including their apprenticeship role with the classroom teacher and the student’s relationships with K-12 learners.

The faculty assigned to this class have a special **role in modeling effective instructional, management**, and assessment practices as well as reflection and inquiry. Cognitive coaching, problem-based learning strategies, prompting, shaping, and questioning strategies will be critical, as will the development of web-based resources for students to use in-class and out-of-class to facilitate learning.

Curriculum Design

Aspects of curriculum design planned for this course include the following:

1. Extensive use of collaborative groups, following the Johnson and Johnson model, with assignment of roles, interdependent goals, and individual checks of mastery.
2. Apprenticeship activities with field experience teachers in which teachers mentor, provide input and feedback.
3. Extensive attempts to make learning contextual by use of case studies, case materials, and field experience activities linked to theories and activities in the college classroom.
4. High expectations for skill and learning acquisition through evaluation of knowledge (quizzes) as well as the use of evaluation checklists and rubrics for all projects based on input from K-12 and college educators. Students will have the opportunity to redo lesson plans and rubrics until they meet the level of proficiency required in the class.
5. Use of a variety of strategies to integrate skills, knowledge, and activities, including the use of nesting (lesson design, assessment, management areas), sequenced curricula, threaded (nature of the learning environment and learning community) , and integrated strategies. Areas of the teacher education

curriculum that have been integrated include student skills at collaboration, research/inquiry, technology, diversity, assessment, reflection, literacy, and content knowledge.

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.