

Effective Teaching: First Steps

<p>Program Course Information:</p>	<p>PROGRAM: Lateral Entry Licensure Programs EDUC 531 Section 956 COURSE TITLE: Effective Teaching: First Steps INSTRUCTOR NAME: Duff Coburn CONTACT INFORMATION: (919) 929-5937 d_coburn@bellsouth.net 30 minutes before and after class, also available by appointment DATE SYLLABUS REVISED: June 12, 2007 COURSE DESCRIPTION: Characteristics of effective teachers, using various techniques for effective classroom management, instructional methods, instructional planning and presentation, monitoring and assessing student behavior and learning, differentiating instruction, yearly plans and pacing guides.</p>
<p>UNC-CH School of Education Conceptual Framework:</p>	<p>Preparing Leaders in Education</p> <p>The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p>For Equity and Excellence</p> <p>Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.</p> <p>Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.</p> <p>Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also</p>

	<p>in moral and political senses.</p> <p>In a Democratic Society</p> <p>The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.</p> <p>School of Education Conceptual Framework Principles</p> <p>The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.</p> <p>The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.</p> <ol style="list-style-type: none"> 1. Candidates possess the necessary content knowledge to support and enhance student development and learning. 2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning. 3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments. 4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders. <p>SOE Conceptual Framework Dispositions</p> <p>Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.</p> <ol style="list-style-type: none"> 1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society. 2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
<p>Course Objectives:</p>	<p>Course Mechanics</p> <ul style="list-style-type: none"> • Navigate efficiently through the Blackboard course site. <p>Teaching as a Profession</p> <ul style="list-style-type: none"> • Identify characteristics of effective teachers and informally assess yourself in relation to these attributes. • Discuss expectations related to professional ethics for teachers in North Carolina.

	<p>Goals, Objectives, and the SCoS</p> <ul style="list-style-type: none"> • Use the <i>North Carolina Standard Course of Study</i> to define the curriculum to be taught. • Define, identify, and construct criterion-referenced objectives. <p>Theories of Learning</p> <ul style="list-style-type: none"> • Develop awareness of yourself as a learner. • Discuss learning preferences/learning profiles. • Discuss the major theories of learning and their implications for the teaching-learning process. • Understand how students differ in their approaches to learning • Define social learning • Develop a lesson plan that involves social learning • Define and describe the elements of active learning • Describe and compile a variety of instructional strategies that enhance active learning • Incorporate active learning strategies within a six step lesson plan • Develop and teach a direct lesson with active learning strategies to a small group of individuals <p>Theories of Teaching</p> <ul style="list-style-type: none"> • Identify the levels of Bloom's Taxonomy and apply them in lesson design. • Develop questions based on Bloom's Taxonomy that are at lower and higher cognitive levels • Compare and contrast the advantages and disadvantages of ways to group students for learning • Define cooperative learning and give examples of types of cooperative learning • Design lessons using the 6-point lesson plan format. • Create a lesson plan using the NC SCoS and a formal cooperative learning strategy • Incorporate differentiation strategies into delivery and assignments. <p>Developmental Psychology</p> <ul style="list-style-type: none"> • Understand how children learn and develop • Understand the needs of students at different developmental levels. • Use developmental information to react to student behavior in a positive fashion. • Understand self-concept and self-esteem and their effects on learning <p>Motivation</p> <ul style="list-style-type: none"> • Understand the differences between intrinsic and extrinsic motivation and the four approaches to motivation • Explain how characteristics of classrooms can influence motivation • Understand the roles of goals, interests, emotions, and beliefs about self in relation to motivation • Identify strategies to encourage motivation and thoughtful learning <p>Students with Disabilities</p> <ul style="list-style-type: none"> • Learn about the bases for your responsibility toward students with disabilities in your educational setting • Learn ways to make changes in the way you present and accept materials and arrange your classroom and procedures to assist students with disabilities • Reflect on the professional ethics and moral considerations of providing for the rights of students with disabilities under your care
Course Standards:	SOE P2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as

technology, to enhance student learning.

SOE D1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.

SOE D2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

INTASC 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

INTASC 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

NC Core 2. Teachers know how to teach students.

NC Core 5. Teachers are reflective about their practice.

NC Core 6. Teachers respect and care about students.

NC Diversity 2. Teachers understand how students' cognitive, physical, sociocultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

NC Diversity 6. Teachers of diverse students are reflective practitioners who are committed to educational equity.

NC Technology 1. Teachers demonstrate a sound understanding of technology operations and concepts.

NC Technology 2. Teachers plan and design effective learning environments and experiences supported by technology.

NC Technology 3. Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

NC Technology 5. Teachers use technology to enhance their productivity and professional practice.

Topics:

Session 1 – Wednesday, June 27, 2007

Topics covered – Characteristics of Effective Teachers

Activities

- Requirements for Module 3
- Your best teacher
- Standards for beginning teachers
- TTYPA revisit your ideas vs. standards
- STEM – “I was sometimes bored in school because...”
- Introduction to lesson planning with gum
- What are instructional strategies
- Sort teaching strategies (known vs. unknown)
- Harry Wong – “The Effective Teacher”

Homework

Read chapter 5, Emmer, Evertson, Worsham text, ‘Planning and Conducting Instruction.’ Visit www.learnnc.org to discover the NC Standard Course of Study for your discipline and grade level.

Read chapter 1, Ormrod text, ‘Educational Psychology and Teacher Decision Making.’

Blackboard – List three characteristics of an effective teacher in the Effective Teacher forum. Read at least three of your classmates’ submissions and simply submit your name to the conversation to show that you have read their submissions. You have until July 2 to complete this.

Session 2 – Thursday, June 28, 2007

Topics Covered – Structure of Learning

Activities

- What is the SCOS
- Educational goals
- T-P-S unit goals
- Recipes for teaching and learning
- Behavioral vs. criterion-referenced objectives
- Facts, concepts, and generalizations
- \$25,000 Pyramid

Homework

Plan and have materials for teaching a 10 min. direct instruction lesson. Possible topics are: How to make a paper hat or boat, Identifying nouns, Making a peanut butter and jelly sandwich, Identifying story parts, Playing Blackjack, Adding 2 digit numbers, Making a paper airplane, or Classification of living things. But, you could also choose a topic from your discipline.

Blackboard – Write two behavioral objectives and two criterion-referenced objectives and submit them in the Objectives Forum. Read at least three of your classmates’ submissions and simply submit your name to the conversation to show that you have read their submissions. You have until July 2 to complete this.

Sessions 3 - Friday, June 29, 2007

Topics Covered – Instructional Planning and Peer Teaching

Activities

- Prepare for 10 min. teaching lesson
- Teach lesson
- Reflect
- Level of planning necessary
- Share plan with peers
- Active learning lecture
- Jigsaw instructional strategies

Homework

Read chapter 13, Ormrod text, 'Instructional Strategies.' Note Session 4's homework now.

Blackboard

Complete assignments from Sessions 1 and 2. Reminder, if you all wait until Sunday night to do this, some of you may be up VERY late waiting on others to finish.

Sessions 4 – Monday, July 2, 2007

Topics Covered – Direct Instruction and Instructional Methods

Activities

- Peer Check - review behavioral and criterion referenced objectives
- What are instructional methods
- Sort instructional methods
- Direct instruction
- Six step lesson plan
- Use new ideas to change bubble plan
- Lecture vs. interactive lecture

Homework

Plan and write a six-step lesson plan for a 15-20 min. peer-teaching class. Try to find curriculum guides, pacing guides, teacher editions, course outlines, other resource units for your subject area and grade level. Use the Internet or beg, borrow, and 'steal' from your teacher friends.

Session 5 - Tuesday, July 3, 2007

Topics Covered – Social Learning

Activities

- Share six step lesson plan
- Designing instruction – whole group/small group/independent work
- Social lessons
- Role Playing
- Simulation scenarios
- Designing a social lesson

Homework

Be prepared to teach your first 6-step direct instruction lesson plan. You will have 15-20 min. of instruction time. Create and write a social lesson plan.

Blackboard

Submit your social lesson plan to the Social Lesson Plan forum.

Session 6 – Thursday, July 5, 2007

Topics Covered – Peer Teaching

Activities

- Teach 15-20 min. 6 step lesson plan
- Reflect upon teaching
- Philosophy of Education Essay – LiveText

Homework – Read chapter 6, Emmer, Evertson, and Worsham, ‘Managing Cooperative Learning Groups.’

Read chapter 5, Ormrod text, ‘Individual Differences and Special Educational Needs.’

Go to www.learnnc.org. Search for an article entitled, ‘Kinetic Connections,’ by Bobby Hobgood. Be sure to read the article, and find the link to ‘Explore the Photograph.’ Discover how to develop questions using Bloom’s Taxonomy using this link.

Blackboard

Submit your 6-step revised lesson plan in the Direct Instruction forum tonight.

Session 7 – Friday, July 6, 2007

Topics Covered – Inductive/Inquiry Learning, Higher Level Thinking and Instructional Planning

Activities

- Peer check social lesson plan, submit tonight
- Direct vs. indirect instruction – note taking
- Inductive and/or Inquiry Learning/Planning – Paper Towel Lesson
- Bloom’s Taxonomy
- Compare/contrast short term and long-term planning
- Begin year-long plan, two semester plans, a unit plan, and a weekly plan

Homework

Develop and write an inductive lesson plan due tonight.

Visit www.learnnc.org. Find and read an article entitled, ‘Sample classroom floor plans,’ by Mitch Katz. In addition, read ‘Classroom environment: the basics,’ by Denise Young. These articles should give you some good ideas about classroom environments.

Collect materials necessary for and create a year-long plan, two semester plans, a unit plan, and a weekly plan for your subject area and grade level. These plans are due in Blackboard by the last day of class.

Read chapter 1, Emmer, Evertson, and Worsham, ‘Organizing Your Classroom and Materials.’

Blackboard – Submit your inductive/inquiry lesson plan in the Inductive/Inquiry Plan forum tonight. Read and comment on a minimum of two Direct Lesson Plan submissions, two Social Lesson Plan submissions, and two Inductive/Inquiry Lesson Plan submissions using the +/Δ method.

Sessions 8 – Monday, July 9, 2007

Topics Covered – Getting Started at the Beginning of the Year

Activities

- Harry Wong, “The First Days of School”
- Design your classroom arrangement
- First Day Events Alpha Middle School
- Plan content activities for the first week

Homework – Read chapters 2 and 4, Emmer, Evertson, and Worsham, ‘Choosing Rules and Procedures’ and ‘Getting Off to a Good Start.’

Read chapter 14, Ormrod text, ‘Creating a Productive Learning Environment.’

Blackboard – Draw your vision of your perfect classroom or your vision of the classroom you now have. Label the parts of your classroom. Submit your classroom plan in the Classroom Design forum tonight.

Sessions 9 – Tuesday, July 10, 2007

Topics Covered – Rules, Procedures, and Consequences

Activities

- Classroom Management Profile
- Harry Wong, “Discipline and Procedures”
- Develop a set of classroom rules and consequences with rationale
- Harry Wong, “Procedures and Routines”
- Develop a set of classroom procedures and a lesson plan to teach them
 - Beginning the period
 - Handling assignments both in class and homework
 - Student attention
 - Student preparation
 - Individual work
 - Group work
 - Using materials and equipment
 - Ending the period
 - Special situations
 - PA announcements
 - Interruptions
 - Fire drills
 - Split lunch period
 - Leaving the classroom

Homework

Complete your sets of classroom rules and procedures.

Read chapters 7 and 9, Emmer, Evertson, and Worsham, ‘Maintaining Appropriate Student Behavior’ and ‘Managing Problem Behaviors.’

Skim chapter 15, Ormrod text, ‘Classroom Assessment Strategies.’

Blackboard – Submit your sets of classroom rules and classroom procedures in the Rules and Procedures forum in Blackboard. View a minimum of three of your classmates’ Classroom Designs. Use the +/Δ

	<p>method to comment on those three designs you view.</p> <p>Sessions 10 – Wednesday, July 11, 2007</p> <p>Topics Covered – Monitoring Student Behavior</p> <p>Activities</p> <ul style="list-style-type: none"> • Identify prevention techniques for negative behavior • List ways to establish a positive classroom climate • Categorize problem behaviors • Identify interventions that can be used for problem behavior • ‘You Can Handle Them All’ • Create and finalize classroom management plan <p>Homework - Make sure all assignments have been submitted.</p> <p>Blackboard – Submit final classroom management plan to Classroom Management Plan forum. Please look over your classmates’ submissions, but no need to comment. You may just gain some ideas for your own plans.</p> <p>Submit your year-long plan, two semester plans, a unit plan, and a weekly plan into the Year-Long Planning Forum by midnight. Use your weekly plan for your submission to LiveText for Lesson Plan Portfolio Assignment.</p> <p>Submit your Philosophy of Education Essay and your Lesson Plan Portfolio assignments to Live Text by Monday, July 16, 2007.</p>
<p>Requirements:</p>	<p>ATTENDANCE POLICY</p> <p>As you know, members of the education profession have unique responsibilities because others depend on their presence and preparation. With this in mind, the School of Education has adopted the following attendance policy for all courses:</p> <ul style="list-style-type: none"> • Attendance and punctuality are required. Students should make every attempt to attend class on time. • On rare occasions, it may be necessary to ask that an absence be "excused" (e.g., for serious illness, death of a family member, or other emergency). The appearance of a student's name on the infirmary list constitutes an excused absence for the days during which the student was in the infirmary. Also, according to legislation adopted by the faculty council, students who are members of regularly organized and authorized University activities are to be excused when out of town taking part in a scheduled event. Last of all, although the University calendar does not recognize religious holidays, instructors will make reasonable accommodations for students requesting to miss class during the observance of religious holidays. • Students who do not attend should contact me immediately to explain the absence and discuss ways to make up missed work. <i>An unexplained absence is automatically an unexcused absence.</i> • With an "excused" absence, documentation is required. • For the first unexcused absence, your final class average will be reduced by half a letter grade. On your second unexcused absence, your final class average will be reduced by a full letter grade. A third unexcused absence will result in the reduction of your class average by two full letter grades. • Your first tardy is excused; thereafter, your final class average will be reduced by a quarter of a letter grade for each tardy.

	<p>LATE AND INCOMPLETE WORK POLICY</p> <ul style="list-style-type: none"> • All work is expected to be completed by established due dates. • In case you are legitimately unable to meet a deadline, contact me <i>immediately</i> to make other plans. • Generally speaking, scores on late work are reduced half a letter grade for each day it is late.
<p>Activities & Assignments:</p>	<p><u>Lesson Plan Portfolio (15%)</u>. Students will create three lesson plans. 1) a direct instruction lesson, 2) a social lesson, 3) an inductive/discovery lesson. SOE-P-2, SOE-P-3, NC-C-2, NC-D-2, NC-T-2, NC-T-3, NC-T-5 <i>Post to LiveText</i></p> <p><u>Peer Teaching (15%)</u>. Students will peer teacher two lesson, 10 and 20 minutes respectively. SOE-P-2, SOE-D-1, NC-C-2, NC-C-5, NC-T-1, NC-T-3, NC-T-5</p> <p><u>Planning: Long-range and Short-term (15%)</u>. Devise a year-long plan, two semester plans, a unit plan, and a weekly plan. SOE-P-2, NC-C-2, NC-D-2, NC-T-2, NC-T-3, NC-T-4</p> <p><u>Classroom Management Plan (15%)</u>. Students will create a classroom management plan. SOE-P-2, NC-C-6, NC-T-5</p> <p><u>BLACKBOARD (20%)</u>. Students will be responsible for all class readings. Responses to posted prompts and reflections will be expected. SOE P-2, SOE-D-1, SOE-D-2, NC-C-5, NC-C-6, NC-D-6, NC-T-5</p> <p><u>Philosophy of Teaching (20%)</u>. Develop your Philosophy of Teaching statement. <i>Post to LiveText</i></p>
<p>References & Resources:</p>	<p>Emmer, E.T., Evertson, C., and Worsham, M.E. (2005). Classroom management for secondary teachers (6th ed). Boston: Allyn and Bacon.</p> <p>Ormrod, Jeanne Ellis (2006). Educational Psychology Developing Learners (5th ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p>