REQUIRED TEXTS AND RESOURCES

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth. (Alternatively, you may use the 9th ed.; access to an electronic copy is linked on CourseDen.)


Wong, H. K. *The Effective Teacher* [Digital Video Series, parts 1-8]. Available for $49.95 at [http://www.effectiveteaching.com/store/products/videos/the-effective-teacher-digital-series](http://www.effectiveteaching.com/store/products/videos/the-effective-teacher-digital-series) (Alternatively, you may come to campus during my office hours and watch my DVD copies in one of the classrooms or check out my VHS copies.)

Tk20 Subscription. These are available at the University Bookstore or [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email tk20@westga.edu.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.
ONLINE SUPPORT

Tk20 For assistance, email tk20@westga.edu
Education Wiki www.educationlabsatuwg.wikispaces.com
CourseDen Home Page https://westga.view.usg.edu/
CourseDen Help & Troubleshooting http://uwgonline.westga.edu/
UWG On-Line Learning http://uwgonline.westga.edu/
Distance Learning Library Services http://westga.edu/~library/depts/offcampus/
Ingram Library Services http://westga.edu/~library/info/library.shtml
University Bookstore http://www.bookstore.westga.edu

COURSE DESCRIPTION

Pre-requisite: Admission to Teacher Education program. Teacher candidates will gain knowledge and skills needed for curricular decision-making to develop standards-based instruction and assessments with a student-centered approach. In addition to managing classroom instruction, candidates will learn strategies for managing student behavior and developing effective classroom procedures and routines that establish a positive learning environment. Must be taken concurrently with SEED 4271L.

COE VISION AND MISSION

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards [Interstate New Teacher Assessment and Support Consortium (InTASC)] also are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course will be delivered approximately 60% online. This requires the online equivalent of approximately 900 minutes of instruction and an additional 1800 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Online Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings/viewings</td>
<td>420 minutes</td>
</tr>
<tr>
<td>Discussion posts</td>
<td>300 minutes</td>
</tr>
</tbody>
</table>
Assignment posts  180 minutes
Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. use and state standards and curriculum guides in making curriculum decisions
   (Georgia Department of Education, 2002)
   (Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8, 9);
2. discuss current learning theories as they relate to curriculum development
   (Cooper, 2014; Kellough & Kellough, 2007)
   (Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10);
3. analyze multicultural implications, diverse needs of students, and pedagogy for purposes of curriculum planning
   (Banks & Banks, 1989; Kellough & Kellough, 2007)
   (Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10);
4. design and evaluate curriculum materials and instruction
   (Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8);
5. develop lesson plans based on a variety of models
   (Decision Makers, Knowledgeable, Culturally Sensitive; INTASC 1, 4, 7);
6. develop effective assessment tools for a variety of assessment methods
   (Cooper, 2014; Dick & Carey, 2004; Dillion & McGuire, 2007; Kellough & Kellough, 2007)
   (Decision Makers, Knowledgeable; INTASC 8);
7. develop a perspective on key concepts of managing student behavior
   (Arnold, 2001; Sprick, 2006; Weinstein, 2007)
   (Decision Makers, Knowledgeable, Empathetic; INTASC 5, 10); and
8. discuss the importance of and develop effective routines and procedures for successful classroom management
   (Arnold, 2001; Sprick, 2006; Weinstein, 2007; Wong 2009)
   (Decision Makers, Knowledgeable, Empathetic; INTASC 5, 10).

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty:

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.
Attendance:
Attendance is required, either in person or online, for all class meetings and field experience dates.

Disability:
All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

UWG Cares:
If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Extra Credit:
There is no extra credit option in this course.

Late Work:
Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct:
Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy:
University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

INSTRUCTIONAL RESOURCES AND REFERENCES
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Note: Assignments may be altered, added, or eliminated, based on the instructor’s discretion and the needs of the class. Grades that influence your final average include (but may not be limited to) the following:

- Field Experience Evaluations by cooperating teacher
- INTASC Reflective Essay 50 points
- Classroom Assessment Policy 75 points
- Classroom Management Plan 125 points
- Discussions 50 points

A list of references follows:


Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.


*Teaching Open Online Learning.* (N.d.). Atlanta, GA: Georgia Virtual Learning – Georgia Department of Education. Available at https://www.openteachertraining.org/


### Assignments:

**Always refer to CourseDen for additional assignment details!**

Assignments are not listed in order; pay attention to due dates!

1. **Field Experience Evaluations.** Due on Tk20 by cooperating teacher. 50 points. *Objectives 1-8.*
   
   Intern Keys rubrics are found in the Field Experience Information folder on the CourseDen homepage and on Tk20. Two copies should be printed at the beginning of the semester for reference: one for yourself and one for your cooperating teacher. The information on the Intern Keys will guide what you do during the six-week time you are in the classroom. **The cooperating teacher must complete the Intern Rubrics on Tk20 by the end of your field experience and you must verify that to get your credit!** He or she should receive information from Stephanie Siegel (tk20@westga.edu, 678-839-6104) about how to do that.
   
   At least twice, you should teach all or part of a lesson, under the guidance of the cooperating teacher. Your cooperating teacher will observe you teaching and working with students throughout your field experience, and those observations will influence his or her evaluations of you on Tk20.

2. **INTASC Reflective Essay.** Due on CourseDen and Tk20. 50 points. *Objectives 1-8.*
   
   This paper is based upon the ten InTASC Principles. The paper should incorporate a personal reflection on each of the ten principles that demonstrates an understanding of each principle, documents examples of personal and/or field experiences related to each principle, and describes ways in which each principle may be incorporated into future plans for teaching.

3. **Classroom Assessment Policy.** Due on CourseDen. 75 points. *Objectives 2, 3, 5, 6.*
   
   Develop a one-page handout (single-sided) suitable to give to students on the first day of class to communicate your grading policy / procedures for make-up work, late work, extra credit, cheating, etc.

4. **Classroom Management Plan.** Due on CourseDen and Tk20. 125 points. *Objectives 2, 3, 4, 7, 8.*
   
   **This is the big-ticket item for the course!** Develop a one-page handout (single-sided) suitable to give to students on the first day of class to ensure that your classroom runs smoothly and has an atmosphere that is safe, positive, and conducive to the learning process. It should outline your policies for class procedures for teachers and students, your class rules, and your consequences.

5. **Discussions.** Refer to CourseDen for the five due dates. 50 points (10 each). *Course Objectives 2, 3, 4, 6, 7, 8.*
   
   There will be five discussions on CourseDen that coincide with assigned readings and/or your field experiences. Further instructions, including topics to discuss, will be posted on CourseDen.
   
   For each of the discussions, you should make a minimum of five entries. One entry will be your primary answer to the question(s). The other four should be responses to other students’ entries. For this to run smoothly, everyone should post their primary posting by the weekend, so you all have time to reply to each other before the due date.
6. **Reflections.** Refer to the schedule for the five due dates. 100 points (20 each). *Course Objectives* 2-7.
   There will be five reflections that coincide with assigned readings and/or your field experiences. Further instructions, including topics, will be posted on CourseDen.
   For each of the five reflections, you should write a narrative essay in response to the topic. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!

7. **Lesson Plan.** Due on CourseDen. 100 points. *Course Objectives* 1-6.
   You will prepare a lesson plan following the UWG lesson plan format provided on CourseDen. Refer to the annotated lesson plan for details that pertain to each element, as well as the scoring rubric.
   The lesson plan should be based on your primary content area (English, social studies, math, science, business, etc.). If you plan ahead, it could be a lesson that you are able to teach during your field experience. You should plan the lesson, receive feedback from your cooperating teacher, teach it, and revise it as necessary before turning it in.

8. **Final Assessment.** Due on CourseDen. 100 points. *Objectives* 1-8.
   Develop a 100-point final exam suitable for this college class. You decide the number of questions, point values, layout, order, directions, etc. Your grade will be based primarily on how well you follow the test-making directions, but the answers are important too.
### Tentative Schedule

This is a general plan for this course. Be aware that this schedule may change as the semester progresses! Any/all changes will be reflected in the weekly assignment postings on CourseDen.

This course is scheduled 50-94% online; dates for class sessions on campus are marked in **RED**.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Topics</th>
<th>Readings and Viewings</th>
<th>Homework (usually due the following Sunday by midnight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course</td>
<td>Familiarize yourself with CourseDen; Wong videos parts 1 and 2;</td>
<td>Reflection 1: class experiences</td>
</tr>
<tr>
<td>Jan 11-15</td>
<td><strong>Thursday</strong> Jan 14 <strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>What makes great teachers great?</td>
<td>Cooper chapter 1; Great Teacher video and reflection guide</td>
<td>Reflection 2: video guide</td>
</tr>
<tr>
<td>Jan 18-22</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>State and National Standards Writing Objectives</td>
<td>Wong video part 6; Cooper chapter 2</td>
<td>Two objectives based on state standard(s) Discussion 1: field placements</td>
</tr>
<tr>
<td>Jan 25-29</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Effective Evaluation: types of assessment; creating tests and writing test questions; rubrics and grading</td>
<td>Cooper chapter 10; Popham ch 6-7 excerpts; Assessment ppt online</td>
<td>Discussion 2: grading policies</td>
</tr>
<tr>
<td>Feb 1-5</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Student motivation and lesson planning Teaching with the end in mind: Gradual release of responsibility (GRR)</td>
<td>Online readings</td>
<td>Two objectives (revised if necessary) with detailed assessment</td>
</tr>
<tr>
<td>Feb 8-12</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Teaching with the end in mind: Response to Instruction (RTI); Meeting needs of gifted/talented learners</td>
<td>Online readings</td>
<td>Classroom Grading Policy</td>
</tr>
<tr>
<td>Feb 15-19</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Diversity and differentiated instruction LS, MI, and Personality Inventories</td>
<td>Cooper chapters 6 and 7; Complete the inventories online.</td>
<td>Discussion 3: inventories</td>
</tr>
<tr>
<td>Feb 22-16</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Effective instruction: levels of questioning Transition to 2nd FE this week</td>
<td>Cooper chapter 5; Critical thinking ppt online</td>
<td>Discussion 4: field placements</td>
</tr>
<tr>
<td>Feb 29 - Mar 4</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Effective instruction (individual, small group, large class)</td>
<td>Wong video part 5; Cooper ch 9 and p. 100-07; Cooperative learning ppt, Online readings: group work, class discussions</td>
<td>Discussion 5: group work</td>
</tr>
<tr>
<td>Mar 7-11</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>No class: spring break</td>
<td><strong>--</strong></td>
<td><strong>--</strong></td>
</tr>
<tr>
<td>Mar 14-18</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Effective planning</td>
<td><strong>--</strong></td>
<td>Lesson Plan (include standards, two objectives, detailed instructional plan that includes levels of questions, GRR, and differentiation, and detailed assessment of all objectives)</td>
</tr>
<tr>
<td>Mar 21-25</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Managing your classroom</td>
<td>Wong video parts 3and 4; Cooper chapter 8</td>
<td>Discussion 6: classroom management Reflection 3: teaching dilemmas</td>
</tr>
<tr>
<td>Mar 28 - Apr 1</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Managing your classroom cont.</td>
<td>Carjuza ch 4 excerpts; Wong unit C excerpts</td>
<td>Discussion 7: field experiences Reflection 4: teaching</td>
</tr>
<tr>
<td>Apr 4-8</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Reflective teaching</td>
<td>Cooper p. 413-19; Online reading: InTASC</td>
<td>Classroom Management Plan due on <strong>CourseDen and Tk20</strong></td>
</tr>
<tr>
<td>Apr 11-15</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Reflective teaching Field Experience concludes this week</td>
<td><strong>--</strong></td>
<td>InTASC Reflection due on <strong>CourseDen and Tk20</strong> Intern Keys rubrics must be completed on Tk20 by CT!</td>
</tr>
<tr>
<td>Apr 18-22</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam and answer key due by midnight April 28 - <strong>NO EXCEPTIONS!</strong></td>
<td>Chapter 10; Popham ch 6-7 excerpts</td>
<td>Final Exam and answer key due by midnight April 28 <strong>NO EXCEPTIONS</strong></td>
</tr>
<tr>
<td>Apr 25-28</td>
<td><strong>Attend Class</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>