Course Syllabus: UO8-4821 and L12-4821 Educ
The Teaching Learning Process in Secondary Schools
Spring 2020
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Texts:
Middle and Secondary Classroom Management (5th Edition) by Carol S. Weinstein and Ingrid Novodvorsky, 2015, McGraw Hill.
Integrating Differentiated Instruction & Learning by Design by Carol Ann Tomlinson and Jay McTighe. 2006, ASCD.

Additional readings from other education publications and texts may also be required to provide a greater depth of knowledge and skills in the fulfillment of course assignments.

Course Objectives: As this course is closely aligned with the student teaching experience, these teaching and learning outcomes may be observed and assessed during the student teaching experience, as well as in the assignments and activities of the course. In addition, students will complete a Teaching Portfolio that will document performance on the MoSPE Standards and Quality Indicators.

- Student teachers will be able to use knowledge of their subject matter and current educational research and practice to design effective lessons and authentic learning activities and assessments. MoSPE Standards and Quality Indicators 1C1, 1C2, 1C3, 1C4, 1C5.
- Student teachers will be able to demonstrate their ability to create positive learning environments as evidenced in journal entries, lesson plan explanations and instructions, videos of student and teacher interaction and involvement in learning activities as well as in teacher expectation statements and philosophy. MoSPE Standards and Quality Indicators 1C5, 2C1, 2C2, 2C4, 2C5, 2C6, 3C2, 4C3, 5C1, 5C2, 5C3, 5C4, 6C1, 6C2, 7C3, 9C2.
- Student teachers will be able to implement a variety of teaching strategies to accomplish learning outcomes and to accommodate different learning preferences and needs for both group or individual instruction that align with district, state and national curriculum standards. MoSPE Standards and Quality Indicators 1C2, 2C5, 3C1, 3C2, 3C3, 4C1, 4C3, 5C1, 7C2.
- Student teachers will be able to create interactive learning environments that enable learners to become thinkers, inquirers, and creators as evidenced in lesson plans with challenging and creative approaches to the subject matter. MoSPE Standards and Quality Indicators 4C1, 4C2, 4C3, 7C4.
• Student teachers will be able to create assignments and opportunities for students to develop their skills and understanding or effective communication in speaking, writing, discussion, and through use of a variety of media and technology. MoSPE Standards and Quality Indicators 6C1, 6C2, 6C3, 6C4.

• Student teachers will be able to design learning that considers the learner’s prior experiences, language, culture, learning styles and developmental stages. MoSPE Standards and Quality Indicators 2C1, 2C2, 2C3, 2C4, 2C5, 2C6.

• Student teachers will be able to design and implement a variety of assessment strategies, activities, and methods to monitor and thoughtfully evaluate student progress and achievement assessments may include but are not limited to informal, formal, authentic, alternative, student self and peer assessments. MoSPE Standards and Quality Indicators 7C1, 7C2, 7C3, 7C4, 7C5, 7C6.

• Student teachers will be able to analyze and reflect on classroom events and instruction to determine direction for their continued professional growth and the academic and social growth of their learners as evidenced in their video analysis papers, journal entries, and action research project. MoSPE Standards and Quality Indicators 8C1, 8C2, 8C3.

• Student teachers will be able to analyze and reflect on classroom events and instruction to determine direction for their continued professional growth and the academic and social growth of their learners as evidenced in their video analysis papers, journal entries, and action research project. MoSPE Standards and Quality Indicators 8C1, 8C2, 8C3.

• Student teachers will be able to discuss the value of developing a working relationship with colleagues, school staff, parents, and the school community in assessing and addressing students’ learning needs, growth and development. MoSPE Standards and Quality Indicators 9C1, 9C2, 9C3.

**Course Requirements and Evaluation**

Your grade for this course will be based on the following elements. They fall into the categories of weekly class assignments, student teaching centered studies, certification requirements, and the capstone Teaching Portfolio. All work for these assignments must be of your own creation and presented in a professional and timely manner.

**Attendance** – As the course is a seminar that is closely tied to your student teaching experiences, it is important that you are present for all classes and prepared to participate.

**Readings and Journals** – Text and supplementary readings are important in adding to our depth and scope of knowledge and understanding of the complexity of the teaching and learning process. Please take the time to read and respond to them in your journals in preparation for class discussions and assignments.

**Video Analysis of Teaching** – Videotaping and reviewing your lessons can provide a clear picture of the teaching and learning occurring in your classroom. Please video 2 – 3 times throughout the first 7-8 weeks of your student teaching. The earlier you do this the sooner you will be able to learn from the videos and be able
to improve and refine your teaching skills for the remaining time of your student teaching experience. See handout for guidelines for writing your video analysis and reflection.

**Differentiating Classroom Instruction: A Personal Study** – This assignment will provide an in-depth look at your students’ diverse needs, interests, and abilities and at your skill in differentiating your instruction, learning activities, and support to ensure their academic growth. (See attached study requirements.)

**Classroom Management Philosophy, Student Expectations and Learning Environment Plan** – The kind of learning environment, culture, routines and student and teacher interactions observed in a classroom are often a reflection of the teacher’s classroom management philosophy and vision of what conditions, habits and behaviors must be present for effective learning to take place. Your philosophy of classroom management, list of student expectations, and an explanation of a plan for promoting a positive learning community will be the three components of this assignment.

**Assessments, Rubrics and Feedback** – Designing a variety of assignments that provide accurate and timely information about student learning for the student as well as the teacher is critical. Two original assessments as well as at least two adaptations or variations of those to accommodate specific student needs will be required along with an analysis of their effectiveness in providing you with adequate feedback on learning.

**Professional Teaching Electronic Portfolio** – An important part of this course and your student teaching is the completion of your Professional Teaching Portfolio. It will document your knowledge, skills and dispositions as a classroom teacher as well as demonstrate your ability to address the MoSPE standards. We will work on your portfolio throughout the course and it will be due at the end of the semester.

**Course Grade**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Differentiated Classroom Instruction: A Personal Study</td>
<td>15%</td>
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<tr>
<td>Classroom Management Philosophy and Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment, Rubrics and Feedback Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Teaching Electronic Portfolio</td>
<td>25%</td>
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<tr>
<td>Course Readings, Journal, Assignments/ Learning Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Video Analysis of Classroom Teaching</td>
<td>15%</td>
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**Academic Integrity**: Students at Washington University are expected to adhere to the expectations and policies for academic integrity in all course work. The policy is summarized at [http://www.wustl.edu/policies/undergraduate_academic_integrity.html](http://www.wustl.edu/policies/undergraduate_academic_integrity.html).
**Disability Rights Information:** Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact the Disability Resource Center (DRC) at 5-4062 on the lower level of the Women’s Building (drc@dosa.wustl.edu). The DRBC is responsible for approving and arranging all accommodations for University students.

**Course Schedule**

**January 15 – Expectations and Plans**

**Topics:**
1. Student Teachers’ debrief of their student teaching placement and experience thus far – including description of context, demographics of class, students’ ability level, current teaching activities and plans.
2. Discussion of classroom management concerns and sharing of classroom management expectations. Share responses to Weinstein chapters.
3. Review of MEES.
4. Review of syllabus.
5. Review of MoSPE Standards and Quality Indicators.
6. Introduction to the Teaching Portfolio, portfolio evaluation, portfolio artifact entries and cover sheets.

**Readings & Assignments**

Cooper - Chapter 1 “The Effective Teacher”
Tomlinson & McTighe – Chapter 1 “UbD and DI: An Essential Partnership”
Chapter 2 “What Really Matters in Teaching? (The Students)”
Weinstein - Chapter 1 “Managing Classrooms to Nurture Students, Build Self-Discipline and Promote Learning”
Chapter 3 “Developing Positive Teacher-Student Relationships”
Chapter 6 “Knowing Your Students and Their Special Needs”

**January 22 – Creating Positive Learning Experiences and Environments**

**Topics:**
1. Determine behaviors and practices we will implement to help establish a positive working and learning environment? How can we be “proactive” rather than “reactive” in the management of our classes?
2. Discuss key ideas and strategies gleaned from our readings.
3. Begin work on a classroom management plan.
4. Review the format for our Teaching Portfolios.

**Readings and Assignment**

Cooper – Chapter 2 “Instructional Objectives”
Chapter 3 “Instructional Planning”
Weinstein - Chapter 4 “Fostering Positive Peer Relationships”
Chapter 5 “Establishing Expectations for Behavior”
January 29 – Effective Communication
Topics:
1. Look at communication protocols for interacting with students, parents, colleagues, administrators and community.
2. Discuss “60 Second” scenarios about communication.
3. Prepare for Parent Teacher Conferences.
4. Discuss ideas and strategies for communicating clearly and effectively with ELL’s in our classrooms.
5. Determine ways we can encourage effective listening, speaking and writing expression within the every day activities of our classes.

Reading & Assignments
Cooper – Chapter 7 “Culturally Responsive Teaching”
Weinstein – Chapter 7 “Working with Families”
Adkins-Sharif, “Beginning Again With Marginalized Parents” September 2017,

Educational Leadership
Cohen, “Families Are Changing--And Staying the Same” September 2017,

Classroom Management Philosophy and Plan due.

February 5 - Assessment and Evaluation
Topics:
1. Review authentic, alternative, diagnostic, formative, summative, student (self) and peer assessments for use in our diverse classrooms
2. Create rubrics, tests, projects, written assignments and oral presentations, etc.
3. Discuss the challenges of grading and evaluating student work and performance
4. Share ways to collect and use assessment data for improving learning
5. Document and keep track of students’ growth and progress with a variety of formative assessments and information gathering tools

Readings & Assignments
Cooper – Chapter 6 “Differentiating Instruction for Academic Diversity”
Chapter 10 “Assessment”
Tomlinson & McTighe – Chapter 5 Considering Evidence of Learning in Diverse Classrooms”
Chapter 8 “Grading and Reporting Achievement”

Bring to class an assessment you have created along with a rubric, if appropriate, and copies of 2 or 3 students’ work on those assessments.
February 12 – Curriculum Design for Reaching All Students
Topics:
1. Discuss strategies that enhance the clarity of explanations and interactive presentations in order to reach learners of all capabilities.
2. Share our content area concept explanations to get feedback on the clarity of the instruction.
3. Discuss strategies that enhanced explanations and clarity and modifications and adaptations that help reach learners of all capabilities.

Readings & Assignments
Cooper - Chapter 4 “Involving Students in Learning”
Tomlinson & McTighe – Chapter 6 “Responsive Teaching with UbD in Academically Diverse Classrooms”
Herrell and Jordan – Chapter 8 “Academic Language Scaffolding: Supporting Student use of Language in Academic Settings”
MacDonald and Healy - Chapter 7 “Explaining Things So Students Will Understand”
Gabler and Schroeder – Module 12 “The Interactive Presentation Method”

Assessment, Rubrics and Feedback assignment due.
Bring to class a script or an explanation of a concept or process you would give to one of your classes. Plan to present it to our class.

February 19 – Effective Instructional Interaction for Depth of Concept Learning and Critical Thinking
Topics:
1. Work on questioning and discussion skills and strategies.
2. Review question and thinking taxonomies.
3. Develop questions for producing different kinds of thinking.
4. Teach students to ask questions.

Readings and Assignments
Tomlinson & McTighe – Chapter 7 “Teaching for Understanding in Academically Diverse Classrooms”
Cooper - Chapter 5 “Questioning Skills”
Gabler and Schroeder – Module 11 “The Reflective Discussion Method”
Weinstein - Chapter 10 “Managing Independent Work, Recitations and Discussions”

February 26 – Designing and Practicing Effective Discussion Facilitation
Discussion Practice:
Everyone will take turns leading a 10-15 minute discussion activity with their peers followed by feedback and reflection.

Readings & Assignments
Differentiation Classroom Study assignment due.
March 4 – Effective Instruction: More Strategies from UbD and DI
Topics:
1. Designing and managing individual independent work and cooperative learning groups.
2. Sharing our differentiation strategies especially for ELL’s.
3. Work on Portfolio artifacts and cover pages.

Readings & Assignments
Tomlinson and McTighe – Chapter 9 “Bringing It All Together: Curriculum and Instruction Through the Lens of UbD and DI”
Weinstein - Chapter 11 “Managing Small-Group Work”

March 11 – Work Session for Portfolio.

March 18 - Spring Break

March 25 – Individual Progress Conferences
Please sign-up for a 20-minute conference anytime from 4:00 pm to 7:00 pm. Bring assignments and tasks you are working on so that we can discuss any challenges you are encountering.

April 1 – Professionalism
Topics:
Rights, Responsibilities, Ethical Practices and Reflective Self-Assessment and Professional Growth

Readings & Assignments
TBA from a variety of sources.

April 8 – Preparing for the Job Search: What to Expect
Topics:
1. Interview questions and protocols
2. Preparing documents for the interviews

Readings and Assignments
TBA

April 15 – Professional Collaboration for Continued Growth
Topics:
1. Professional Learning Communities and Organizations
2. Teacher leadership
3. Continuing teacher research and authorship

Readings and Assignments
Read and review a selection from Educational Leadership or other professional journal and be prepared to share it with the class.
April 22 – Portfolio Work Session
Topics:
1. Reflection on Student Teaching Experience and Evaluation of the Placement
2. Preparing for Your First Year in Teaching
3. Review Criteria for Portfolio Reflections

Readings and Assignments
Journals due.

April 29 – Reading Week

May 4 – Teacher Certification Portfolios Due
Teacher Certification Portfolios completed and uploaded. Evaluation form filled out, emailed and/or turned in for review and evaluation of portfolios by noon on May 4.