

## THE UNIVERSITY OF WEST GEORGIA

### SEED 4271 INSTRUCTION, ASSESSMENT, AND MANAGEMENT IN THE SECONDARY CLASSROOM

Semester Hours: 2

Semester/Year: Spring 2016

Time/Location: Online via CourseDen;  
Thursday, January 14, Orientation 4:00-5:30 pm in Coliseum 2120;  
Thursdays, 5:30-7:10 in Coliseum 2120: Jan 14, 28; Feb 11, 18; Mar 3, 24  
Field Placement: Tues and Thurs (or equivalent), ~8am-4pm, Jan 15 to Apr 22

Instructor: Dr. Robyn Huss

Email: [rhuss@westga.edu](mailto:rhuss@westga.edu)

Telephone: Direct Line: 678-839-6187  
Department Line: 678-839-6530  
Fax: 678-839-6195

Office: Coliseum 2046

Office Hours: Mondays 11:00am-3:00pm and Thursdays 11:00am-5:00pm;  
Other days/times may be arranged by appointment, or  
Online via email.

### REQUIRED TEXTS AND RESOURCES

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

*Educator Preparation Handbook for Field Experiences*. (2015-16). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

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> (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](mailto:tk20@westga.edu).

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

## ONLINE SUPPORT

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

## 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:

<u>Activity</u>	<u>Online Instructional Equivalent</u>
Readings/viewings	420 minutes
Discussion posts	300 minutes

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  
(Dick & Carey, 1990; Dick & Reiser, 1989; Gagne, Briggs & Wager, 1992; Kellough & Kellough, 2007)  
(*Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8*);
5. develop lesson plans based on a variety of models  
(Dillion & McGuire, 2007; Kellough & Kellough, 2007; Parkay & Hass, 2005; Roberts & Kellough, 2008; Wiggins & McTighe, 2005)  
(*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; Winstein, 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; Winstein, 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](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**

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10<sup>th</sup> ed). Boston, MA: Pearson.
- Charles, C. M. (2011). *Building classroom discipline* (10th ed.). Boston, MA: Pearson.
- Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.
- Dick, W., Carey, L., & Carey, J. O. (2004). *Systematic design of instruction* (3rd ed.). Boston, MA: Allyn & Bacon.
- Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.
- Educator preparation handbook*. (2013-14). Carrollton, GA: UWG College of Education.
- Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
- Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.
- Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Ornstein, A., Pajak, E. F., & Ornstein, S. B. (2007). *Contemporary issues in curriculum* (4th ed.). Boston, MA: Pearson.
- Parkay, F. W., Hass, G., & Anctil, E. J. (Eds.) (2005). *Curriculum planning: A contemporary approach* (8th ed.). Boston, MA: Allyn & Bacon.
- Popham, J. W. (2005). *Classroom assessment: What teachers need to know* (4th ed.). Boston, MA: Pearson.
- Roberts, P. L., & Kellough, R. O. (2008). *A guide for developing interdisciplinary thematic units* (4th ed.). Upper Saddle River, NJ: Pearson.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco, CA: Wiley & Sons.
- Teaching Open Online Learning*. (N.d.). Atlanta, GA: Georgia Virtual Learning – Georgia Department of Education. Available at <https://www.openteachertraining.org/>
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Weinstein, C. S. & Novodvorsky, I. (2011). *Middle and secondary classroom management: Lessons from research and practice* (4th ed.). Boston, MA: McGraw-Hill.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Wong, H. K. & Wong, R. T. (2014). *THE Classroom Management Book*. Mountain View, CA: Harry K. Wong Publications.
- Wong, H. K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications.

## 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	
Intern Keys	
INTASC Reflective Essay	50 points
Classroom Assessment Policy	75 points
Classroom Management Plan	125 points
Discussions	50 points

Reflections	100 points
Lesson Plan	100 points
Exam	100 points
	<b>600 points TOTAL</b>

Class Grade

A = 90 - 100 % of points

B = 80 - 89 % of points

C = 70 - 79 % of points

F = 0 - 69 % of points

**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](mailto: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**.

Dates	Course Topics	Readings and Viewings	Homework (usually due the following Sunday by midnight)
Week 1 Jan 11-15 <b>Thursday</b> Jan 14 <b>Attend Class</b>	Introduction to course <b>Mandatory Field Experience Orientation</b> 4:00-5:30pm Coliseum 2120 <b>Class 5:30-7:10</b>	Familiarize yourself with CourseDen; Wong videos parts 1 and 2;	Reflection 1: class experiences
Week 2 Jan 18-22	What makes great teachers great? <b>Field Experience begins this week</b>	Cooper chapter 1; Great Teacher video and reflection guide	Reflection 2: video guide
Week 3 Jan 25-29 <b>Attend Class</b> Jan 28	State and National Standards Writing Objectives Teaching with the end in mind	Wong video part 6; Cooper chapter 2	Two objectives based on state standard(s) Discussion 1: field placements
Week 4 Feb 1-5	Effective Evaluation: types of assessment; creating tests and writing test questions; rubrics and grading	Cooper chapter 10; Popham ch 6-7 excerpts; Assessment ppt online	Discussion 2: grading policies
Week 5 Feb 8-12 <b>Attend Class</b> Feb 11	Student motivation and lesson planning Teaching with the end in mind: Gradual release of responsibility (GRR)	Online readings	Two objectives (revised if necessary) with detailed assessment
Week 6 Feb 15-19 <b>Attend Class</b> Feb 18	Teaching with the end in mind: Response to Instruction (RTI); Meeting needs of gifted/talented learners	Online readings	Classroom Grading Policy
Week 7 Feb 22-16	Diversity and differentiated instruction LS, MI, and Personality Inventories	Cooper chapters 6 and 7; Complete the inventories online.	Discussion 3: inventories
Week 8 Feb 29 - Mar 4 <b>Attend Class</b> Mar 3	Effective instruction: levels of questioning <b>Transition to 2<sup>nd</sup> FE this week</b>	Cooper chapter 5; Critical thinking ppt online	Discussion 4: field placements
Week 9 Mar 7-11	Effective instruction (individual, small group, large class)	Wong video part 5; Cooper ch 9 and p. 100-07; Cooperative learning ppt, Online readings: group work, class discussions	Discussion 5: group work
-- Mar 14-18	No class: spring break	--	--
Week 10 Mar 21-25 <b>Attend Class</b> Mar 24	Effective planning	--	Lesson Plan (include standards, two objectives, detailed instructional plan that includes levels of questions, GRR, and differentiation, and detailed assessment of all objectives)
Week 11 Mar 28 - Apr 1	Managing your classroom	Wong video parts 3 and 4; Cooper chapter 8	Discussion 6: classroom management Reflection 3: teaching dilemmas
Week 12 Apr 4-8	Managing your classroom cont.	Carjuzaa ch 4 excerpts; Wong unit C excerpts	Discussion 7: field experiences Reflection 4: teaching
Week 13 Apr 11-15	Reflective teaching	Cooper p. 413-19; Online reading: InTASC	Classroom Management Plan due <b>on CourseDen and Tk20</b>
Week 14 Apr 18-22	Reflective teaching <b>Field Experience concludes this week</b>	--	InTASC Reflection due <b>on CourseDen and Tk20</b> <b>Intern Keys rubrics must be completed on Tk20 by CT!</b>
Week 15 Apr 25-28	Final Exam <u>and</u> answer key due by midnight April 28 - <b>NO EXCEPTIONS!</b>	Chapter 10; Popham ch 6-7 excerpts	Final Exam <u>and</u> answer key due by midnight Apr 28 <b>NO EXCEPTIONS!</b>