I. Descriptive Information

Department: Educational Studies
Course Title: Teaching Strategies and Classroom Management
Course Number: EDG 4410
Course Credit: 3 hours
Prerequisites: EDF 2005, Introduction to Education; EDG 2701, Teaching Diverse Populations; EME 2040 Technology for Educators
Intended Audience: Junior standing or CI
Semester: Spring 2010
Instructors: Dr. Michael Johnson
Internet Addresses: michael@mail.ucf.edu
Office Phone: Palm Bay 321-433-7976
Office Hours: TBA

Catalog Description: Students are exposed to various instructional delivery techniques and organizational and management skills that promote the development of a classroom community. Students microteach and view the lessons for development of reflective practice. They begin the development of their portfolios as evidence of their becoming facilitating reflective practitioners. They participate in a field experience.

II. Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices 1-12/ Professional Educator Competencies 13-14
ESOL = English for Speakers of Other Languages
SSS = Florida Sunshine State Standards

Objectives: The student will:

A. Teaching
- Recognize, select, write, and classify behavioral objectives using cognitive, affective, and psychomotor taxonomies and the Sunshine State Standards. FEAP/PEC 10; PEC 13; applicable SSS
- Develop instructional plans, which meet the needs of diverse learners. ESOL 16; FEAP/PEC 10; PEC 14; ESOL 13; applicable SSS
- Develop a repertoire of teaching strategies for diverse populations. ESOL 13; FEAP/PEC 10; PEC 14
- Demonstrate two different types of teaching strategies in a microteaching setting. FEAP/PEC 10; PEC 14; applicable SSS
- Explain the advantages and disadvantages of various instructional strategies relative to the age of student, content being taught, limitations, etc. FEAP/PEC 10, PEC 14; ESOL 13
Select and create a variety of curriculum materials that are appropriate to objectives and plans chosen. FEAP/PEC 10, PEC14; applicable SSS

Select and effectively use a wide variety of question types. FEAP/PEC 4; PEC 14; applicable SSS

Select and use verbal and non-verbal communication effectively. FEAP/PEC 2

Choose effective reinforcement techniques. FEAP/PEC 9

Structure the classroom effectively. FEAP/PEC 9

Know and use a variety of classroom management techniques. FEAP/PEC 9

Compare and contrast management discipline systems and create a system for a classroom. FEAP/PEC 9

Establish a set of classroom routines and procedures for utilization of materials and movement of students. FEAP/PEC 9

Identify causes of classroom misbehavior and employ one or more techniques for correcting. FEAP/PEC 9

Demonstrate knowledge of methods for establishing a safe classroom community and preventing problem behavior, in keeping with the state code of ethics and the principles of professional conduct FEAP/PEC 6, 9

Select, evaluate, and integrate computer software into teaching strategies. FEAP/PEC 12

Understand and recognize social and cultural experience implicit in all instructional objectives. FEAP/PEC 5, 10; PEC 14; ESOL 13, 16

Understand and recognize exceptional abilities and special needs implicit in all student populations. FEAP/PEC 5 10; PEC; ESOL 13, 16

Participate in field experiences appropriate for major area of specialization and reflect on the teaching strategies, classroom climate, assessment strategies, and behavior management plans in operation in these field experiences. FEAP/PEC 2, 5, 8, 9, 10, 11, 12; PEC 14; ESOL 13, 16; applicable SSS

Know and begin to understand the Florida Educator Accomplished Practices. FEAP/PEC 3

III. Required Texts and Readings


Supplementary Materials: LiveText at livetext.com; 2 blank mini DVDs

IV. Academic Course Requirements

1. Résumé (FEAP/PEC 2)

   Students will prepare their résumés using a software program for résumés following the sample résumé in the course packet. The résumé will be ultimately uploaded to your LiveText portfolio.

2. Microteaching and Self-Evaluations (FEAP/PEC 10; ESOL 13, 16)

   Students will participate in two microteach experiences, which will be recorded during the class, using the student’s mini DVDs. A student designed lesson plan is to be given to the
instructor before each microteach. Students will view their tapes and submit a written evaluation for each microteach.

3. Exam

The exam will cover lectures, videotapes, class activities, discussions, guest speakers, and the assigned readings.

4. ESOL Module (ESOL 13, 16; PEC 14)

Students will complete the NEW EDG 4410 ESOL (English for Speakers of Other Languages) Module assignments, creating cognitive organizers, concepts maps, lesson plans and Internet searchers for lesson plans, found online at the following address: http://education.ucf.edu/es/index.cfm click on ESOL under undergraduate courses in menu (and printed in the course packet). **DO the NEW Module.**

There will be a TESOL notebook check for early childhood education, elementary education, exceptional education, and secondary English language arts education majors (tabs, EDG 4410 and EDG 2701 modules, TIP sheet).

When the assignment is returned with instructor feedback, elementary education, exceptional education, and secondary English language arts education majors will need to place it in the three-ring TESOL notebook. This notebook will need to be maintained as evidence of mastery of all 25 state-mandated ESOL competencies. The notebook is to be divided according to the ESOL-infused courses in the student’s program of study in which the assignments are generated. The TESOL-in-progress (TIP) sheet, in the course packet and also accessible at the above Website is to be included in the front section of the student’s TESOL notebook. On the TIP sheet, students are to indicate the title of the artifact, course prefix and title, and the semester/year of completion of the activity.

The completed EDG 4410 ESOL module, which addresses ESOL competencies 13 and 16, are to be inserted into the EDG 4410 Teaching Strategies and Classroom Management section of the TESOL notebook.

5. Letter to Families (FEAP/PEC 2; PEC 14)

Each student will write a letter to families of future students explaining his/her classroom management plan. The letter should explain how the teacher would build a climate for learning including class rules, positive consequences, limit setting consequences, and a severe clause. The Letter to the Families and a Communications Reflection will be ultimately uploaded to your LiveText portfolio in the Communications section.

6. Portfolio (FEAP/PEC 2, 10)

Students will begin to compile a professional portfolio as evidence of their becoming facilitating reflective practitioners using LiveText. A portfolio illustrates the growth, talents, achievement, and reflections of the future teacher and provides a means for assessment of performance. The following sections of the portfolio will be addressed in this class:
• Résumé
• Microteach lesson plans and self-evaluations (Planning)
• Letter to families (Communications)

7. Classroom Management Poster and Presentation (FEAP/PEC 2, 9, 11)

A poster presentation will be created that focuses on the classroom management in the in-school experience classroom. The poster and presentation will address the following areas: classroom arrangement, classroom rules, classroom procedures, and classroom management problems areas. Be sure to reference the poster rubric in the course packet.

1. Classroom arrangement
   Poster: On an 8 ½" X 11" piece of paper, draw a diagram of the layout of the classroom. Label the location of furniture, supplies, windows and doors, and traffic patterns.
   Presentation: (a) What was the teacher’s rationale for this arrangement? (b) Analyze the classroom arrangement in terms of visibility, accessibility and distractibility (you may include both pros and cons). (c) What would you change to make this classroom arrangement a more effective organizational environment? [page 170]

2. Classroom rules
   Poster: List the rules in your classroom.
   Presentation: (a) How were the rules established? (b) Discuss the teacher’s enforcement of the classroom rules, or the lack thereof.

3. Classroom procedures
   Poster: List and describe 3 procedures you observed in the classroom. Anything that happens the same way each time may be considered a procedure [page 172-174].
   Presentation: Select one procedure, describe it, and explain its purpose and effectiveness in achieving this purpose.

4. Potential management problem areas. According to our textbook, a primary purpose of effective classroom management is to keep learners actively engaged in the learning process. Active engagement means getting learners to work with and act on the material presented, as evidenced by carefully attending to the material, progressing through seatwork at a steady pace, participating in class discussions, and being attentive when called on.
   Poster and presentation: Poster and presentation: Review the four problem areas in classroom management [pages 175-180]. (a) Identify two potential problem areas. (b) Explain where and when each manifests in the classroom. (c) Explain how the teacher avoided the problem area or did not.

8. In-School Experience (FEAP/PEC 2, 5, 7, 8, 9, 10; applicable SSS)

All students will participate in 15 hours of volunteer work in a school setting. Five of the hours will involve teaching five/six Junior Achievement lessons. Students with criminal arrest records must see the Instructor immediately to discuss how their history may impact their ability to complete this course and to eventually become a teacher. Students enrolled in other Educational Studies courses requiring a field experience may not use the same hours for both experiences.
EDG 4410 is a UCF sanctioned in-school experience class. Students will spend a minimum of fifteen hours over the course volunteering in an educational setting. This activity will address a need in the community, support the course objectives, involve a connection between the campus and the community, challenge students to be civically engaged, and involve structured student reflection. Students will spend time reflecting on their in-school experiences through ongoing structured classroom discussions related to each course topic and a meta-reflective poster project. Your in-school experience efforts will be the core of much of the learning in the course. Your "grade" for the in-school experience requirement will come from the tangible class-related project and discussions, rather than simply from completion of the 15-hour minimum.

In-school experiences will manifest in numerous ways. To meet the objectives of the course, our activities will address the following needs of our educational communities:

- Shortage of teachers
- Need for special assistance for students in schools, especially high risk
- Additional help in preparation for the FCAT
- Classroom management/proximity control by adults
- Role models/mentors from diverse ethnic, linguistic, and socioeconomic backgrounds
- Increased civic knowledge and awareness via Junior Achievement lessons

No student will be expected to work on a project to which she or he has significant religious, political, or moral objections. It’s the student’s responsibility to let the instructor know about such objections.

V. Administrative Course Requirements

Attendance. This course places a strong emphasis upon the interaction of the students therefore you are expected to attend all class sessions. The failure to attend class will negatively affect your grade.

Late Assignments. Late assignments will lose 20% of the possible points. E-mail submissions will lose 10%. Three (3) tardies will count as an absence.
VI. Evaluation and Grading System

Name ___________________________________________ Absences: ____________________________

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Résumé</td>
<td>15</td>
</tr>
<tr>
<td>2. Microteach I</td>
<td>60</td>
</tr>
<tr>
<td>Microteach II</td>
<td>40</td>
</tr>
<tr>
<td>3. Exam</td>
<td></td>
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<tr>
<td>Test one</td>
<td>50</td>
</tr>
<tr>
<td>4. ESOL module</td>
<td>40</td>
</tr>
<tr>
<td>5. Letter to families</td>
<td>15</td>
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<tr>
<td>6. In-school experience poster and presentation</td>
<td>30</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>250</strong></td>
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</tbody>
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Grading Scale

- 233 – 250 = A 93–100%
- 213 – 232 = B 85–92%
- 193 – 212 = C 77 –84%
- 173 – 192 = D 69–76%
- below 173 = F

‘+’s and ‘−’s will be used
VII. Tentative Course Outline

Week 1  
Introduction, syllabus, Junior Achievement Field Placement Process  
*Chapter 1: The Effective Teacher.*

Week 2  
Introduction to microteach one  
Domains of learning/higher level thinking  
*Chapter 7: Teaching Strategies for Direct Instruction*  
*Chapter 3: Goals and Objectives (pages 80-100)*  
Résumé due

Week 3  
Planning – goals and outcomes for instruction; unit and lesson planning  
*Chapter 3: Goals and Objectives (pages 100-110)*  
*Chapter 4: Unit and Lesson Planning*

Week 4  
Questioning strategies  
*Chapter 9: Questioning Strategies*

Week 5  
Microteach one – direct teach with graphic organizer  
Lesson plan #1 due

Week 6  
Microteach 1 continued

Week 7  
Microteach 1 completed

Week 8  
**ESOL Module due**  
Introduction to microteach two  
Indirect teaching strategies: guided discovery, inquiry, or class discussion  
*Chapter 8: Teaching Strategies for Indirect Instruction*

Week 9  
Personal and Theoretical Foundations of Classroom Management: classroom management; classroom management style. Establishing a Learning Climate: communicating expectations, procedures, rules, classroom layout, climate, routines and procedures, first day/week.  
*Chapter 5: Classroom Management I: Establishing the Learning Climate*  
Interventions: code of conduct/school rules, letter to families, classroom routines and procedures; behavior plans; working with problem behavior; crisis intervention; working with families. Discipline: applied models of discipline.  
*Chapter 6: Classroom Management II: Promoting Student Engagement*  
Letter to families due

Week 10  
Meeting the needs of diverse learners; multiple intelligence theory.  
*Chapter 2: Understanding your Students*  
Test due

Week 11  
Microteach two – indirect teach  
**Indirect Lesson Plans due**

Week 12  
Microteach two – indirect teach

Week 13  
Microteach 2 continued  
**In-school experience evaluation due**

Week 14  
Complete Microteach 2

Week 15  
(During Final Exam period) **Classroom management poster session**
UNIVERSITY OF CENTRAL FLORIDA
EDG 4410 IN-SCHOOL EXPERIENCE AGREEMENT

UCF Student’s name ______________________________________________________

EDG 4410 Section number _________________________________________________

The following is a list of the types of experiences that we would like the UCF student volunteers to encounter. We do not expect that each student will do all of these things. This list is given as a guide. You may add your own ideas. The UCF student may be involved in direct or indirect volunteer activities. However he/she must be active, not merely observing, and he/she needs to be meeting a need in your classroom. The UCF student has been trained by Junior Achievement to teach five economic and business education lessons. The student has been provided with all of the course materials to make these lessons educationally worthwhile and enjoyable for the students.

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
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</thead>
<tbody>
<tr>
<td>Tutor</td>
<td>Grade papers</td>
</tr>
<tr>
<td>Teach a new or review lesson/activity</td>
<td>Assemble bulletin boards</td>
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<tr>
<td>Lead a cooperative group activity</td>
<td>Set up learning centers</td>
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<tr>
<td>Supervise learning center activities</td>
<td>Develop resource materials</td>
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<tr>
<td>Work with students who are behind/at risk</td>
<td>Collect curricular materials</td>
</tr>
<tr>
<td>Coach students as they read orally</td>
<td>Organize materials for lessons</td>
</tr>
<tr>
<td>Help student find resource material</td>
<td>Draft correspondence to families</td>
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<tr>
<td>Help supervise a field trip</td>
<td>Translate classroom materials, if able</td>
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<tr>
<td>Work with ESOL student/s</td>
<td>Give written feedback on assignments</td>
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Hopefully the in-school experience will serve several community needs. First, the UCF student will aid your students who need extra help or enrichment. Secondly, the UCF student will assist you as an extra pair of hands, ears and eyes in the classroom. Finally, the UCF student will experience the real world of the classroom and consequently make decisions about entering the education profession.

Please list the types of activities the UCF student will be performing during the fifteen-hour in-school experience.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

______________________________ ________________________ ______
Teacher’s signature UCF student’s signature  Date

______________________________ _____________________________________
Teacher’s name (printed) School name