Course No: TE 815 P

Course Title: *The Effective Teacher: Enhancing Classroom Instruction*

*Summer 2012 (June 4-July 6) 5445 3 Credit Hours*

**NCATE CONCEPTUAL FRAMEWORK (Renewed, October, 2009)**

The National Council for Accreditation of Teacher Education (NCATE) has been leading the reform of higher education since 2000. The Department of Teacher Education is accredited through NCATE and has developed the following conceptual framework to create a vision for our programs.

**Democracy**

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

**Diversity**

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions.

Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator’s skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning.

Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.
As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.

TE Departmental Mission Statement:

The mission of the Department of Teacher Education relates directly to the Mission of the College of Education and indirectly to the institutional Mission of the University of Nebraska at Kearney. The department stresses a commitment to excellence in teaching, research and service; assists in the design and implementation of educational opportunities for all students in the field of education; and supports educational programs that enhance student growth and development in preparing effective and committed teachers.

TE Departmental Goals:

Our goals, which are consistent with the philosophy of the College of Education, are as follows:

1) To provide quality instructional programs to assist all students in their professional and personal growth.
2) To improve professional practice in schools and other educational institutions.
3) To prepare individual candidates for a variety of roles in the education profession.
College of Education – Desired Outcomes – Graduate
Morally Responsible Professionals in a Social/Political Democracy
Outcomes for Other Advanced (Teaching) and Other Educational Professionals

The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes.

Therefore, by the time UNK students complete their education program, they will:

Demonstrate Knowledge of:

(Ka) subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge).
(Kb) purposes of schooling and professional practice in a diverse and democratic society.
(Kc) concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization.
(Kd) tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

Demonstrate Skills to:

(Sa) collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners.
(Sb) utilize technology appropriate to area of specialization to deliver instruction and manage information.

Demonstrate Dispositions of:

(Da) collaboration: Demonstrates ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.
(Db) reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/ or management decisions on the welfare of those served.
(Dc) responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.
TE 815P - Effective Teacher: Enhancing Classroom Instruction
Summer 2012 (June 4-July 6) 5445 3 Credit Hours

Instructors:
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Mr. Ronald Bovill, Professor Emeritus
Teacher Education Department, UNK, 308-236-9206
bovillre@unk.edu

Course Description:
This course is designed to provide participants with research and experience based information, strategies, techniques and “hands-on” activities they can use to improve and enrich the quality of their teaching and to increase the probability of learning and success of their students.

There is not one characteristic that defines what an effective teacher is; however, research indicates that the ability to form a positive relationship between teacher and student is a key element. Mutual trust and respect is the goal of this positive relationship.

There are those that will say anyone can teach. Perhaps there is some truth in this statement but can everyone teach effectively? I think not. Effective classroom teachers are extraordinary individuals who are placed in a position of trust and given the task of preparing others for a lifetime of service. Effective teachers are exceptional people and they should celebrate their accomplishments and their profession.

This class will provide the participants an opportunity to explore methods of effective teaching. At the same time, it will provide each participant an opportunity to share his/her philosophies on what constitutes an effective teacher.

The goal and outcome of this class is to provide the participants with workable, relevant information that will enhance their ability to be even more effective in the classroom. To accomplish this, a series of assignments have been created to meet this goal.

Course Objectives:
By the end of this course, learners will:

1. Analyze and demonstrate the importance of becoming reflective practitioners-knowledge, skills, and dispositions exhibited by effective teachers. (DO: Ka-d; Sa, b; Da-c)
2. Identify and determine the role of the teacher in engaging students-planning, preparation, delivery variations, and matching teaching style to learning style. (DO: Ka, b; Sa; Db)
3. Identify and evaluate how effective teachers use learning theory and motivational theory to enhance student learning (DO: Kb, d; Sa,b: Db,c)
4. Identify and prioritize the importance of teacher expectations and feedback, organizational skills, classroom rules and procedures, and learning environment. (DO: Kb, c, d; Da,c)
5. Identify and create preventative procedures that maximize on-task time and greatly reduce classroom disruptions. (DO: Kb; Sb; Db, c)
6. Locate, describe, and apply underlying principles and practices of various discipline theories and models. (DO: Kb; Sb, Db,c)
7. Define and determine the expectations and relationships among standards-based education, assessment and accountability in a democratic society. (DO: Kc,d; Sb, Dc)
8. Describe and examine how effective teachers respond to diversity in students and prepare all students with skills and competencies for living in today's diverse world. (DO: Kb,c,d; Sa,b: Da,b,c)
Grading Scale:
Final mark assignment will be consistent with the new grading system adopted fall 2001. Grade point will be determined by the Registrar according to the following conversion: A+ (4.0), A (4.0), A- (3.67), B+ (3.33), B (3.0), B- (2.67), C+ (2.33), C (2.0), C- (1.67), D+ (1.33), D (1.0), D- (0.67), F (0.0).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-98</td>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>A</td>
<td>97-93</td>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>F</td>
<td>59-0</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>* &quot;C&quot; is minimum grade for graduate programs.</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>Note: &quot;A-&quot; is maximum grade when clearing an incomplete.</td>
<td></td>
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<tr>
<td>C *</td>
<td>76-73</td>
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Assignments and Date of Submission:

| Assignment Number 1- 1.1 Consent Form Survey-Self-Examination | (Points 5) | June 8 |
| Assignment Number 2: “Life Is Good” | (Points 5) | June 15 |
| Assignment Number 3: Instructional Strategies | (Points 25) | June 22 |
| Assignment Number 4: Classroom Management | (Points 20) | June 29 |
| Assignment Number 5: “The Reflective Teacher: Look into Your Soul-Self-Reflection for Teachers” | (Points 20) | July 6 |
| Assignment Number 6: Readings /Discussion Board Questions: What Great Teachers Do Differently | (Points 25) | Ongoing (June 7 through July 6) |

****IF YOU ARE EXPERIENCING ANY DIFFICULTIES, PLEASE DO NOT HESITATE IN CONTACTING US! ***Good Luck! ~Dr. Z-B & Mr. Bovill

Course Resources:
Required Text: What Great Teachers Do Differently: 17 Things that Matter Most

<table>
<thead>
<tr>
<th>Reading Assignments for Discussion Board Activities</th>
</tr>
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</table>
| **Week One Reading Assignment for Discussion Board 6-A**
| Topic: Why Be Great?
| Read Introduction & Chapter 1
| **Week Two Reading Assignment for Discussion Board 6-B**
| Topic: High Expectations-For Whom?
| Read Chapters 2, 3, 4, 5, 6
| **Week Three Reading Assignment for Discussion Board 6-C**
| Topic: Who is the Variable?
| Read Chapters 7, 8, 9, 10, 11
| **Week Four Reading Assignment for Discussion Board 6-D**
| Topic: Random or Plandom?
| Read Chapters 12, 13, 14, 15, 16
| **Week Five Reading Assignment for Discussion Board 6-E**
| Topic: What Matters Most?
| Read Chapters 17, 18, 19 |
**Discussion Board Forum Timeline**

Dr. Z-B will post Discussion Board Prompts each week on Mondays, beginning with Monday, June 4th and then each week on the following Mondays (June 11th, 18th, 25th, & July 2nd).

The five weekly Discussion Board Original entries (to one or two prompts per week) will be due each Thursday beginning with Thursday, June 7th and then each week on the following Thursdays (June 14th, 21st, 28th, & July 5th).

The five weekly Discussion Board Responses (respond to at least two classmates per week) will be due each Sunday beginning with Sunday, June 10th and then each week on the following Sundays (June 17th, 24th, July 1st, & July 8th).

**Discussion Board Directions**

Enter each forum and use the CREATE THREAD button to post (copy/paste your information directly into the forum--do not simply add a file attachment--and please use the spell checking tool as well as proof read). When replying to a classmate, hit the **Reply** button, then put your **last name** in the subject line followed by to last name of classmate (example: Ziebarth to Adams). If you are definitely wanting a reply to your response posting, start the subject line with three question marks to draw attention to that fact (example: ???Ziebarth to Adams). Hit the Submit button, not the Save Draft button (your posting will disappear into a draft folder and not be visible if you hit the Save Draft instead of the Submit button).


**Discussion Board Rubric**

Each week you'll be asked to participate in one or more discussions with your peers in this class. These discussions are critical in an online course because they are the place where you interact with other students and the instructor around specific questions and issues raised in our readings and course assignments, and particularly, about connections you see between our readings and your own experience.

**Grading Rubric** (based on a 5-point grading scale)

<table>
<thead>
<tr>
<th>Points</th>
<th>Discussion includes response to other students</th>
<th>Ideas</th>
<th>Evidence of critical/reflective thinking**</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>interacts three or more times per week</td>
<td>well-developed and substantive <em>(at least a paragraph)</em>; introduces new ideas, poses new questions</td>
<td>clear evidence of critical/reflective thinking (application, analysis, synthesis and evaluation)</td>
</tr>
<tr>
<td>4</td>
<td>interacts three times per week</td>
<td>well-developed but not as substantive as above</td>
<td>some critical/reflective thinking is evident</td>
</tr>
<tr>
<td>3</td>
<td>interacts twice per week</td>
<td>developing</td>
<td>beginnings of critical/reflective thinking</td>
</tr>
<tr>
<td>2</td>
<td>interacts once or twice a week</td>
<td>ideas not well-developed, does not add to discussion</td>
<td>very little evidence of critical thinking, just rephrases or summarizes ideas in reading</td>
</tr>
<tr>
<td>1</td>
<td>Interacts once a week</td>
<td>ideas lack credible development and difficult to understand</td>
<td>no evidence of critical thought or reflection</td>
</tr>
<tr>
<td>0</td>
<td>did not enter discussion</td>
<td>didn’t enter discussion</td>
<td>did not enter discussion</td>
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**Attendance/Participation:**

Student attendance in online courses is defined as active participation in the course. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Submission/Completion of Discussion Boards
- Submission/Completion of Assignments

In order to be successful in an online course you should treat the course as if it were a traditional face-to-face course. Schedule time at least 4 days a week to log in ‘come to class’, do homework, participate and/or view the discussion board postings, and all other required work.

**Studying and Preparation Time:**

The course requires you to spend time preparing and completing assignments. Expect to spend a total of 35 to 45 hours participating and completing assignments for this course. This translates into approximately 7 to 9 hours a week preparing for and participating in this course.

**Late Assignment Policy:**

Late assignments and discussion board participation will be accepted only if the instructor is notified prior to the due date of an extenuating circumstance that cannot be avoided. There may be times when circumstances that are beyond your control result in lateness of assignments. Serious illness, a death in the family, and unplanned emergency travel are reasonable circumstances that may interfere with timely submission of assignments. Under these or similar circumstances the penalty may be waived and the due date may be extended so long as you can document the circumstance.

**E-Mail Policy:**

The official email address utilized for all communications with students in this course will be the university designated email address as assigned to all students (LoperMail). It is the student’s responsibility to ensure they are receiving email regarding this course. We WILL NOT send email or respond to email that does not come from the official UNK email address.

**Students with Disabilities:**

UNK is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities you are encouraged to stop by room 163 in the Memorial Student Affairs Building, the Academic Success Office and make an appointment with David Brandt, the Disabilities Coordinator at 308-865-8214 or by email at brandtl@unk.edu.

If you have an accommodation plan please review it with me as soon as possible, so we can make any arrangements necessary for your learning. No accommodations will be provided until a Reasonable Accommodation Plan is in place. Please remember, plans are not retroactive and cannot be used for assignments or events prior to the date of my signature. To the greatest extent possible, UNK shall observe confidentiality with respect to any request for accommodation.
Graduate Program Academic Integrity Policy:

All students at the University of Nebraska at Kearney are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work shall be subject to disciplinary actions. Acts of academic dishonesty include, but are not limited to:

- plagiarism, i.e., the intentional appropriation of the work, be it ideas or phrasing of words, of another without crediting the source.
- cheating, i.e., unauthorized collaboration or use of external information during examinations;
- assisting fellow students in committing an act of cheating;
- falsely obtaining, distributing, using or receiving test materials or academic research materials;
- submitting examinations, themes, reports, drawings, laboratory notes, research papers or other work as one's own when such work has been prepared by another person or copied from another person (by placing his/her own name on a paper, the student is certifying that it is his/her own work);
- improperly altering and/or inducing another to improperly alter any academic record.

Graduate Program Academic Integrity Policy (continued)

Additionally, graduate students are more likely to assume roles as active scholars. With these roles come added responsibilities for academic honesty. For such individuals academic honesty requires an active pursuit of truth, not just an avoidance of falsehood. This pursuit includes but is not limited to:

- providing a full and a complete representation of any scholarly findings, be it experimental data or information retrieved from archives;
- taking care that the resources of the University (e.g., library materials, computer, or laboratory equipment) are used for their intended academic purposes and that they are used in a manner that minimizes the likelihood of damage or unnecessary wear;
- assuring that one's co-workers are given due credit for their contributions to any scholarly endeavor;
- respecting a diversity of opinion and defending one's colleagues as well as one's own academic freedom;
- respecting the rights of other students who may come under the tutelage of the graduate student and being fair and impartial in grading and other forms of evaluation; and
- seeking permission from an instructor when submitting work that has been used in other courses.

In cases of alleged academic dishonesty, the instructor shall attempt to discuss the matter with the student and explain the sanction(s) which he/she plans to impose. In the event that the student challenges the allegation of academic dishonesty, or is not satisfied with the sanction(s) imposed by the instructor, the student may file an appeal according to the approved appeal policies of the University of Nebraska Graduate College.

http://aunk.unl.edu/gradcatalogs/current/ac/acacint.asp

Graduate Level Paragraph Policy:

Mr. Bovill and I expect the following minimum requirement from you when completing your assignments in TE 815 for graduate level paragraphs:

Minimum of 3 full sentences
Topic Sentence: overall idea of what you will be discussing in the remainder of the paragraph
Supporting Sentences: should support or explain the topic
Concluding Sentence: summarize information presented (warning, don’t just repeat your topic sentence)

The information in this syllabus is subject to change only in extenuating circumstances. All changes to the course syllabus will be announced to students via Blackboard announcements.


