Reflective Classroom Planning, Organization, and Management

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Class Meeting: Section 1: Lawson 101, 4:00 – 6:50
Section 2: Lawson 201, 1:00 – 2:30
Course Website: http://livetext.com on your own account, on your dashboard
LiveText Visitor Pass: 1E3C3936 (only for limited use)

TEP Conceptual Framework
The conceptual framework identified by Southern Illinois University Carbondale's College of Education and Human Services illustrates the professional community's commitment to preparing reflective educational leaders at both the undergraduate and graduate level. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU's Teacher Education Program:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession. Course Objectives: 1

Reflective educational leaders understand the vast array of literacies students need to function in today's modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy. Course Objectives: 2, 3, 4, & 5

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning. Course Objectives: 4, 5, 6, 7, 8, & 9

Illinois Professional Teaching Standards
The IPTS will be used to assess your progress throughout the semester and your time in the TEP. In class we will discuss these standards and potential evidence to be used in the Gateway Portfolio. Six of the nine standards are addressed at a novice level within this course (EDUC 313). Descriptors for the novice are listed beneath each course objective. It is important that you are familiar with these expectations.
Course Relationship to the Conceptual Framework

EDUC 313 supports the Conceptual Framework by developing reflective educational leaders in the tenets of ‘Engagement’ as ethical and reflective practitioners and that of ‘Identities’ in their understanding of the many diversities and experiences of all students in order to create instructional opportunities to maximize student learning.

Course Description:
EDUC 313, Reflective Classroom Planning, Organization and Management, prepares teacher candidates to analyze and use student academic, developmental and behavioral data to design instruction that meets the diverse needs of students, and leads to ongoing growth and learning. The candidates will develop an understanding of principles and techniques of evidence-based instructional practices that enable active student engagement resulting in effective management of classrooms.

EDUC 313 is aligned with EDUC 301:

- **EDUC 313 Classroom Component** – An introductory study of effective classroom teaching through observation and analysis. In addition to foundational teaching skills, lesson planning and presentation, you will write reflective assignments about your Clinical Experiences and begin compiling your Gateway portfolio.

- **EDUC 301 Tech I & Clinical Practice Component** – The first 5 weeks will be spent in the Technology I Workshop and one half-day in the Clinical Site beginning week two. For the following 10 weeks you will attend two half-days in the Clinical Site with an assigned public school teacher (your Cooperating Teacher or CT). You will observe, collect data, prepare and implement a minimum of three lessons and generally assist your CT. (See EDUC 301 syllabus)

COURSE OBJECTIVES:
The purposes of the workshops are to prepare you with advanced skills necessary for a classroom teacher. The categories covered during the five weeks will be exercised in the completion of assignments in the EDUC 308 and program methods courses as you fulfill your EDUC 303 Clinical Practice.

Required Texts: No textbook is required for this class -- readings will be assigned via the internet, or library periodicals/books.

Required Software and Materials:

- **LiveText software** (must be purchased online with a credit card – approx. $100) or if you have a LiveText account from another school.

- **EDUC 313 packet** (found on LiveText course site -- must be printed and bound in a 3-ring binder for class)

Attendance:
Attendance is mandatory except in extreme emergencies. It is crucial that you follow your course calendar closely. You are expected to be at every lecture. Absences, tardies and/or early departures must be discussed with the instructor or the Graduate Assistant in a professional and timely manner. Notice of potential absence MUST be made to the instructor and graduate assistance via email.

ONLY the instructor may excuse an absence.

Each teacher candidate is expected to attend class as good class attendance is essential to the learning process. You are also expected to arrive to class on time. Repeated tardiness may be counted as an absence by your instructor. You should adhere to the same attendance policy you will expect of your future students. Failure to attend class in a professional manner may result in a SIU TEP Dispositional Assessment Report (see Dispositions, page 6).

One (1) week absence (3 hours) of any kind may lower a teacher candidate’s final grade one letter grade. Any teacher candidate with more than two weeks absences (6 hours) in lecture may be counseled to drop the course. In the event of an excused absence, participation points may be earned and quizzes may be made up at the discretion of the professor only – students must discuss their absence with the instructor for makeup approval. Unexcused absences may not makeup participation points OR quizzes. Assignments must be turned in on the due date in class regardless of excused or unexcused absence in order to receive credit. Note: One day of the 2 day per week section = one-half absence, one day of the 1 day per week section = one absence. You are expected to be in class as per University expectations.
Class participation points MAY be regained if an absence is excused by reviewing a Panopto recording of the class (if available) and by presenting the written notes/exercises for participation credit. Students must request via email the link to the Panopto once they have been approved as excused. Notes/exercises must be presented for credit within one week from the absence for credit. Off-campus arrangements must be made with the instructors for making up class participation points.

NOTE: Extenuating circumstances will be dealt with on an individual basis. Absences due to University administratively documented sponsored and approved events – will require the teacher candidate to present such documentation and the teacher candidate will be responsible for making up any participation points/quizzes/activities/assignments from each individual class meeting. Students will need to check with the Graduate Assistant (if one is assigned to the section) to make up these points after approval from the instructor.

**TEP Assessments**

**Gateway Portfolio**
The Teacher Education Program requires teacher candidates to begin collecting evidence of their growth in relation to the Illinois Professional Teaching Standards in the Gateway TEP Portfolio. The Gateway Portfolio begins in EDUC 313 and will be developed throughout your courses and will be reviewed again by future instructors. The completion of your Gateway Portfolio and the Gateway Reflection Paper must be completed and approved in order to progress to your student teaching semester. During EDUC 313 you will be demonstrating progress on the IPT Standards addressed in this course; hence, leading to eventual completion of your Gateway Portfolio. Six standards are addressed in EDUC 313; you are required to select artifacts for only three. You will have one (1) artifact for each of the three standards you address – **Standard #3 is required for Project 2-Understanding Your Students, Standard #4 for Project 3-Classroom Management Plan and Standard #9 for the Certificate of Completion for training in the Illinois State Board of Education Code of Ethics for Educators.** For each artifact required for the portfolio, you will select an indicator of the standard which your artifact specifically supports as evidence and briefly introduce your artifact. In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard and at least one indicator. Artifacts must come from specifically identified EDUC 313 assignments. The three artifacts and accompanying explanatory paragraph MUST be completed in the Gateway Portfolio on LiveText in order to successfully pass the EDUC 313 course.

**Clinical Practice Teaching**
You will plan and implement a minimum of three lessons in your EDUC 301 Clinical placement this semester. Lessons should be taught between **March 21st – May 6th.** See guidelines for Lesson Plans. Advanced planning and organization is necessary. Deviations from the schedule are only permissible in emergency situations and must be with the approval of the course Instructor. Candidates will need to coordinate their lesson presentations with their Cooperating Teacher and Clinical Supervisor. A minimum of two lessons will be required – the first assessed by your Cooperating Teacher and one assessed by your Clinical Supervisor. You should try to plan these lessons sequentially if possible.

**Course Assignments/Expectations**
Candidates will be required to complete a reading list provided in class. In addition, class participation is key to success in the course. Candidates should come prepared to class weekly and participate in class activities. Project descriptions will be provided for each assignment. Projects and lesson plans/presentations will be directly connected to the EDUC 301 Clinical Practice. Reading is an integral part of this course. Readings will be assigned in class (found on the LiveText course site in the ‘Reading List’ section). Candidates are expected to complete all reading assignments along with synopsis cards (see instructions on LiveText). Quizzes and the Final Exam will demonstrate the Candidate’s knowledge of content, lesson plans/presentations/analytical reflections will allow for the application of content knowledge and development of teaching skills.

**Course Adaptations or Accommodations:**
If you need course adaptations or accommodations because of a disability, OR if you have emergency medical information to share, OR if you need special arrangements in case the building must be evacuated, you must talk with your EDUC 313 Instructor, your Cooperating Teacher, and your Clinical Supervisor at the beginning of semester so that special arrangements may be made for you as soon as possible. Please note that it is fundamental that an SIU student be able to meet the requirements of this course within the allotted time frame.
Assignments Aligned to the Conceptual Framework:
‘Engagement’ – Candidates complete training in the Illinois State Board of Education Code of Ethics for Illinois Educators Section 22.20 as in accordance with the Illinois Administrative Code 23. Section 22.10. When completed candidates are given a Certificate of Training as documentation.
‘Identities’ – Project #2 – Understanding Your Students require candidates to collect information on the students in their assigned clinical classroom where they will be teaching three lessons. Information collected regarding each student consists of general and specific abilities, prior knowledge, culture, socio-economic status, language, home life, personality, learning preferences, peer groups, and social context. Candidates then reflect on the information and how they must design instruction to provide a safe and positive learning environment, engage students in learning, and ultimately deepening student learning.

ADDITIONAL NOTES

1. The instructor reserves the right to revise the course calendar as necessary. Occasionally, discussion of a particular topic will extend beyond the scheduled class period. Likewise, other topics may not require the entire class period. You will be informed of any major revisions.

2. Cell phones are to be turned to vibrate or silent mode during class. Cell phones are not be used during class for texting or any other purpose other than class activities. Tablets/Laptops in class are to be used only for class activities or note-taking. Violation may result in the filing of a Dispositional Assessment (See below).


Course Evaluation

The rubrics provided by the instructor (hard copy or via LiveText) will define the criteria to be met for each assignment. Grades can be tracked using the following formula:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project #1 School and Community</td>
<td>5.0%</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Project #2 Understanding Your Students</td>
<td>5.0%</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Project #3 Classroom Management Plan</td>
<td>7.5 %</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Lesson Plan (Part 1)</td>
<td>10.0%</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Lesson Plan (Part 2)</td>
<td>10.0%</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>2.5%</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Class Participation (Earned by participating in class activities.)</td>
<td>17.5%</td>
<td>70 pts.</td>
</tr>
<tr>
<td>Lecture (5pts./week-14 weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readings Synopses (10 pts./week-7 weeks)</td>
<td>17.5%</td>
<td>70 pts.</td>
</tr>
<tr>
<td>Quizzes and/or Final Exam (as scheduled)</td>
<td>25%</td>
<td>100 pts.</td>
</tr>
</tbody>
</table>

Total 100% 400 pts.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% -100%</td>
<td>360-400</td>
</tr>
<tr>
<td>B</td>
<td>80% -89%</td>
<td>320-359</td>
</tr>
<tr>
<td>C</td>
<td>70% -79%</td>
<td>280-319</td>
</tr>
<tr>
<td>D</td>
<td>60% -69%</td>
<td>240-279 - Must repeat EDUC 313 and 301.</td>
</tr>
<tr>
<td>F</td>
<td>59%</td>
<td>239 pts. and below – Must repeat EDUC 313 and 301.</td>
</tr>
</tbody>
</table>
Logistics of All Written Assignments

- ALL information and rubrics for assignments will be located on your LiveText EDUC 313 course site.
- Hard copy assignments are to be **turned in on the assigned due date in class, if so scheduled.**
- Two copies of each of the projects (1,2,3) must be turned in. One will have the rubric placed under the cover page which will be returned to you. The other copy will be retained by the instructors.
- All hard copy written assignments should be typed or word-processed and double-spaced unless specifically dictated by the rubric.
- **The Project Rubric must** be stapled on top of the completed project in addition to a blank page on the very top with the candidates name only or the assignment will not be accepted until the requirements have been met – late assignment penalties will apply until received.
- Written work will be graded with respect to accuracy, quantity of factual information and use of course content, a balance in presenting several points of view, coherent organization, and use of supporting evidence. **Errors in grammar, punctuation and spelling will affect your grade.**
- Reading synopsis cards must be completed on 3x5 OR 4x6 white index cards. Information must be typewritten, reference must head the synopsis in APA format with the candidate’s name in the upper left corner.
- Always write confidentially. Use *pseudonyms for people and places you write about – DO NOT use names of students, teachers, administrators, schools or cities* with the exception of Project 1.
- Follow all additional instructions given to you by your instructor for submission of assignments.
- Professional appearance of work handed in is very important! **Papers must be stapled.**
- Effective communication is an Illinois Professional Teaching Standard. Your instructor may require you to seek assistance from SIUC’s Writing Clinical Placement for identified weaknesses in your written expression.
- University policy regarding plagiarism applies to all written work for this course. Please review your Student Handbook.
- For each **project** that is turned in LATE, 10% of the total points will be deducted for each day late. **PROJECTS that are 7 days past due will not be accepted and the candidate will receive “0” points for that assignment. Daily assignments are due on the DAY they are due and will not be accepted after that date.** Extenuating circumstances will be considered on an individual/individual assignment basis by the professor.

**SIUC Teacher Education Dispositions**

All teacher candidates in the Teacher Education Program will be evaluated on specified dispositions, including Professional Dispositions, Diversity Dispositions, and Professional Development Dispositions. In EDUC 301 Clinical Practice, teacher candidate ratings of either “Unsatisfactory,” “Satisfactory/Good,” or “Exemplary/Excellent” on each disposition category will be collaborated and determined by both the Clinical Supervisor and Cooperating Teacher on each of the following dispositions based on your field performance. Should dispositional concern be observed in EDUC 313, a Dispositional Assessment may be filed. Ratings of Unsatisfactory are reported to the Candidate’s Program Chair and policy will dictate the ramifications of failure to meet Disposition expectations. Such ratings may have a direct impact on the Candidate’s standing in the SIUC Teacher Education Program.

1. **The candidate exhibits professionalism:**
   a. dependability and reliability;
   b. honesty, trustworthiness, and ethics;
   c. enthusiasm, love of learning and commitment to the profession.

2. **The candidate values human diversity:**
   a. shows respect and sensitivity to the learning needs and abilities of all individuals;
   b. shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals;
c. strives for best practices to address diverse learning needs and abilities of all individuals;
d. strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals;
e. collaborates with diverse peers, professional colleagues, staff and families.

3. The candidate develops professionally:
   a. engages in ongoing acquisition of knowledge;
   b. engages in development of research-based practices;
   c. assesses own performance and reflects on needed improvements.

Disposition Rating Descriptors

Disposition 1: Exhibits Professionalism

Unsatisfactory - May not be depended upon; behavior is not trustworthy, honest or ethical. Exhibits very little enthusiasm and seems uncommitted to the profession.
Satisfactory - Dependable and reliable; characterized by honesty, trustworthiness, and ethical behavior. Exhibits enthusiasm, curiosity and willingness to learn, and satisfactory commitment to the profession.
Exemplary - Absolutely dependable and reliable; characterized by honesty, trustworthiness, and highly ethical behavior. Exhibits an exemplary level of enthusiasm, a love of learning, and a strong commitment to the profession.

Disposition 2: Values Human Diversity

Unsatisfactory - Shows disrespect and lack of sensitivity to the learning needs and abilities of most individuals, and to their diverse cultures, languages, races, and family compositions.
Satisfactory - Shows respect and sensitivity to the learning needs and abilities of all individuals, and to their diverse cultures, languages, races, and family compositions. Strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates with diverse peers, professional colleagues, staff and families.
Exemplary - Shows exemplary respect and sensitivity to the learning needs and abilities of all individual, and to their diverse cultures, languages, races, and family compositions. Consistently strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates enthusiastically and effectively with diverse peers, professional colleagues, staff and families.

Dispositions: Develops Professionally

Unsatisfactory - Does not seek to acquire knowledge, nor to develop research-based practices in any aspect of teaching. Seems unwilling or unable to assess own performance.
Satisfactory - Engages in ongoing acquisition of knowledge and in the development of research-based practices. Assesses own performance; reflects and acts upon needed improvements.
Exemplary - Readily and consistently engages in ongoing acquisition of knowledge, and in the development of research-based practices in all aspects of teaching. Continually assesses own performance; reflects and acts upon needed improvements.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Lecture Topics (Monday or 1st half)</th>
<th>Lecture Topics (Wednesday or 2nd half)</th>
<th>Assignments (Due on Wednesdays for 002, Thursdays for 001, TBA 900)</th>
<th>Clinical Practice (EDUC 301)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Jan 19</td>
<td>NO CLASS MLK Day</td>
<td>Introduction to the Course PROFESSIONAL RESPONSIBILITIES CODE OF ETHICS</td>
<td>January 22, 4:00 General Orientation Wham 105 CS Clinical Orientations</td>
<td>Tech 1 Class No Clinical</td>
</tr>
<tr>
<td>Jan 19</td>
<td><strong>Clinical Orientation</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>#2 Jan 25</td>
<td>COMMUNITY OF LEARNERS, REFLECTIVE PRACTITIONERS and INTRO to OBJECTIVES</td>
<td>WRITING OBJECTIVES</td>
<td>Assign Objectives Exercise Assign Project 1</td>
<td>(Tech 1 Class &amp; ½ day in Clinical)</td>
</tr>
<tr>
<td>#3 Feb 1</td>
<td>WRITING OBJECTIVES and INTRO to LESSON PLANNING PT 1 Planning for instruction</td>
<td>LESSON PLANNING PT 1 Planning for instruction</td>
<td>Objectives Exercise Due Assign LP Pt. 1 Exercise</td>
<td>(Tech 1 Class &amp; ½ day in Clinical)</td>
</tr>
<tr>
<td>#4 Feb 8</td>
<td>Standards COMMON CORE ILLINOIS LEARNING STANDARDS ILS SOCIAL &amp; EMOTIONAL STANDARDS</td>
<td>LESSON PLANNING PT 1 Planning for Instruction &amp; LESSON PLANNING PT 2 Delivering Instruction</td>
<td>LP Pt. 1 Exercise Due Assign LP Pt. 2 Exercise Project 1 Due</td>
<td>(Tech 1 Class &amp; ½ day in Clinical)</td>
</tr>
<tr>
<td>#5 Feb 15</td>
<td>LESSON PLANNING PT 2 Delivering instruction and Bloom’s Revised TAXONOMIES OF LEARNING</td>
<td>LESSON PLANNING PT 2 Delivering Instruction</td>
<td>LP Pt. 2 Exercise Due Assign Project 2 Assign LP Pt. 2 Exercise</td>
<td>(Tech 1 Class &amp; ½ day in Clinical)</td>
</tr>
<tr>
<td>#6 Feb 22</td>
<td>UNDERSTANDING YOUR STUDENTS LESSON PLANNING PT 2 Delivering Instruction</td>
<td>LESSON PLANNING PT 2 Delivering Instruction</td>
<td>Begin work collecting data for Project 2 LP Pt. 2 Exercise Due</td>
<td>Full 6hrs/week in the Clinical</td>
</tr>
<tr>
<td>#7 Feb 29</td>
<td>EFFECTIVE TEACHING BEHAVIORS and INSTRUCTION HELPING BEHAVIORS and INSTRUCTION</td>
<td></td>
<td>LP Pt. 2 Exercise Due</td>
<td></td>
</tr>
<tr>
<td>#8 Mar 7</td>
<td>LESSON PLANNING PT 3 ANALYZING AND REFLECTING ON INSTRUCTION AND LEARNING</td>
<td>LESSON PLANNING PT 3 ANALYZING AND REFLECTING ON INSTRUCTION AND LEARNING</td>
<td>Assign Readings 1</td>
<td></td>
</tr>
<tr>
<td>Mar 14</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>#9 Mar 21</td>
<td>MULTI-TIERED SYSTEMS OF SUPPORT/RESPONSE TO INTERVENTION (RTI)</td>
<td>LITERACY UNIVERSAL DESIGN FOR LEARNING (UDL)</td>
<td>Assign Readings 2</td>
<td>Schedule and Teach Formal Lessons</td>
</tr>
<tr>
<td>#10 Mar 28</td>
<td>METHODS OF TEACHING</td>
<td>STRATEGIES FOR TEACHING</td>
<td>Project 2 Due Assign Readings 3</td>
<td></td>
</tr>
<tr>
<td>#11 Apr 4</td>
<td>STRATEGIES FOR TEACHING</td>
<td>ENGAGEMENT IN LEARNING/CLASSROOM ENVIRONMENT</td>
<td>Assign Readings 4</td>
<td></td>
</tr>
<tr>
<td>#12 Apr 11</td>
<td>ENGAGEMENT IN LEARNING/CLASSROOM ENVIRONMENT Cont.</td>
<td>DISCIPLINE VS MANAGEMENT</td>
<td>Assign Readings 5</td>
<td></td>
</tr>
<tr>
<td>#13 Apr 18</td>
<td>STUDENT BEHAVIOR</td>
<td>EVIDENCE-BASED STRATEGIES FOR MANAGING CLASSROOMS</td>
<td>Assign Readings 6</td>
<td></td>
</tr>
<tr>
<td>#14 Apr 25</td>
<td>EVIDENCE-BASED STRATEGIES FOR MANAGING CLASSROOMS – cont.</td>
<td>MANAGING CLASSROOMS THROUGH INSTRUCTION And CLASSROOM STRUCTURE</td>
<td>Assign Readings 7</td>
<td></td>
</tr>
<tr>
<td>#15 May 2</td>
<td>MANAGING CLASSROOMS THROUGH INSTRUCTION And CLASSROOM STRUCTURE</td>
<td>MANAGING CLASSROOMS THROUGH INSTRUCTION And CLASSROOM STRUCTURE Cont.</td>
<td>Project 3 Due</td>
<td></td>
</tr>
<tr>
<td>#16 May 9</td>
<td>Who, When, What and How of Teaching Putting it Together TEACHING &amp; LEARNING</td>
<td>Class Closure/Reflection A COMMUNITY OF LEARNERS</td>
<td>Due: Gateway submissions complete.</td>
<td></td>
</tr>
<tr>
<td>#16 May 9</td>
<td>FINALS WEEK</td>
<td>Final Exam-Cumulative</td>
<td>As per the University Calendar</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The Instructor reserves the right to alter the dates within the calendar and it is subject to change in order to accommodate the learning needs of the students. All changes will be announced.