

COURSE SYLLABUS

Course:	EDZU 9911	Teaching Excellence- Strategies for Obtaining Teacher Excellence and Becoming Highly Effective
Credit Hours:	3.0 credits / 45 hours	
Instructor:	Katherine Squires	

Course Description

Being a teacher in today's world is a complex one that involves numerous responsibilities and roles inside and outside the classroom. In addition to the daily demands from students, parents and administrators it is imperative that today's teacher meets the demands to be highly effective in the field of teaching. To be a successful educator one must be aware of the research based strategies that can bring their teaching a higher level of excellence. This course will help all teachers learn the research behind the strategies to become highly effective and learn how to easily integrate those strategies in their lessons.

Course Goals

To Know

1. What it means to be a highly effective teacher in today's complex world of education.
2. What it means to be an intentional teacher and how to use the Teacher Intentionally Practice rating scale to enhance teaching.
3. Research based strategies of effective teaching to encourage authentic learning strategies.
4. The unique learning challenges that are present in today's world.

To Understand

1. The different rubric and policies used to evaluate teacher effectiveness.
2. The Teacher Intentionally Practice Scale and the value of the rating scale.
3. How to use research based strategies in their classrooms to challenge students.
4. The value and appropriate use of effective assessment.

and To Be Able To

1. Create lessons that align with their district's evaluation system
2. Create easy to use handouts, worksheets, and other material that incorporate research based strategies.
3. Incorporate valuable assessment into their lesson and unit plans.
4. Meet the needs to diverse learners using research based strategies.

Course Outline

1. Introduction to Teaching Excellence

- a. Teachers will introduce their self and explain the purpose for taking the course.
- b. Teachers will explore the rating system in their school.
 - i. Teachers will obtain a copy of the rating system their school uses to measure teacher success and answer the questions. Analyze the results of the rating system.
 - ii. Select another rubric and evaluate the effectiveness of the rating system.
- c. Complete the Teacher Intentionality of Practice Scale.
 - i. Teachers will relate the Teacher Intentionality of Practice Scale to their educational philosophy and style of teaching.

2. Improving the Classroom Environment

- a. Teachers will explain their classroom environment and what they believe a productive and effective classroom environment looks and sounds like.
 - i. Examine research on efficient procedures and discuss individual classroom procedures.
 1. Analyze the impact of transitions and lost classroom time.
- b. Research and view appropriate classroom surveys. Teachers will create their own classroom survey to use with their students.
- c. Teachers will understand the purpose for do now/ bell ringer activities. Teachers will create a do now/ bell ringer activity that reflects research on the importance of starting the class differently. Ensure that the do now/ bell ringer engages students.
 - i. Explain the purpose of effective do now/ bell ringers.
 1. Get minds flowing from the beginning
 2. Draw attention to the lesson (show highlights).
 - a. Currents Events
 - b. Humour
 - c. Visuals/Political Cartoons

3. Perseverance: Failure is not an option

- a. Examine the importance of challenging and rigorous learning experiences.
 - i. Understand the values of increasing student perseverance over time.
 1. Relate perseverance to student/ classroom activities.
 2. Perseverance in the content area.
 - a. Creating a lesson that involves perseverance in the classroom.
- b. Understand the value in student centered learning. Define student centered learning and create a diagram that explains the concept of student centered learning.
 - i. Teacher created list of examples of student centered activities.
- c. Read and analyze research that shows the benefit of interleaved/ mixed practice and how it increases long term success.
 - i. Mixed practice promotes durable learning because it requires time for rehearsal and processes that encourages consolidation of thoughts and ideas.
 - ii. Transitioning from mass/ block practice to mixed practice.
 1. Changing classroom assignments to reflect mixed practices.
 2. Teacher assignment that focuses on mixed practice rather than mass practice.

4. Interactive, Thoughtful Learning

- a. Participatory v. Content-Focused Questions
 - i. Ways to motivate students to become more involved in learning.
 1. Teacher created list of motivators.
- b. Increasing the depth of engagement. i. Teachers will understand the value of higher level questions in the classroom.
 - i. Guidance in creating appropriate higher level questions.

1. Make learning more personal (hobbies, sports, art, music).
2. Ask students to justify their thinking.

5. Creative, Problem- Solving Culture for today's complex world

- a. Promote Creative Thought with an “Hourglass” Approach to Learning.
 - i. Recognize and Reward Risk by Encouraging Open-Ended Learning.
 1. Bringing real world problems/questions to the content area classroom.
 - a. Teacher created lesson plan or worksheet that focuses on a real world problem.
 2. Tying the real word/ student experiences to content material.
- b. Offering multiple perspectives to help students understand the global 21st century world.
- c. Let students explore before explaining the major concept.
 - i. Deepen students’ explorations by understanding the different levels of Bloom’s Taxonomy.
 1. Teachers will create their own “Bloom’s Taxonomy” for their specific classroom /content area.
- d. Project Based Learning
 - i. Reading and analysis on the difference between an activity and a PBL project.
 1. Teachers will differentiates between a regular classroom project and a PBL project.
 - a. List of three possible PBL topics/ effective questions for the PBL project.
 2. Understand how to fit PBL into the classroom.
 - a. Teachers will examine how to include PBL into their everyday classroom.
 - b. Teachers will create PBL activities.

6. Monitoring, Assessment and Feedback That Guide and Inform Instruction and Learning

- a. The three parts to assessments (starting point, best route, final destination).
- b. Explain diagnostic, summative, and formative assessments.
 - i. Completion of an assessment chart.
 - ii. Research on the benefits of formative assessments (formative assessments are frequently and effectively used student achievement increases).
 1. Provide examples of formative assessments.
 - a. Teacher generated formative assessment to use in the classroom.
 2. Data should be gathered from every learner.
 3. Teacher should adjust instruction based upon results of the data.
 - a. Teacher created data collection guide.
 4. Assign formative homework to students.
 - a. Teacher created homework assignment that is based on formative assessment.
 5. Teacher generated list of ten different types of formative assessment that can be used in the classroom.
- c. Providing valuable feedback that guides and informs students to improve their content area knowledge.
 - i. Feedback that promotes self- regulation or metacognition. Research on the importance of timely and appropriate feedback.
 1. Teacher discussion on how to easily give feedback.
 - ii. Exit slip/ticket that promotes closure and feedback.
 1. Creation of two exit slips that can be used in the classroom.
- d. Teacher will create a lesson plan that reflects three of the practices in the course.

Methods of Instruction

Teachers enrolled in this course will evaluate primary and secondary sources, media presentations and other resources to better understand the characteristics and skills needed to gain teacher excellence. Teachers will connect with each other throughout the course within forums and various other

types of online feedback options built into each class. They will also communicate with other teachers around the state and country to share success stories and gain insights into the best practices in instruction. Teachers will complete assignments that assess their understanding of the strategies to obtain teacher excellence and be challenged to apply their learning immediately to their own classrooms and schools.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

Student’s performance will be based on a variety of assessments. For an A grade, students must complete all assignments and forums in the course. Classroom assignments includes creating a survey, completing rubrics, analyzing rubrics, creating Do Now/ Bell Ringer activities, list of student motivators, higher level questions, creating their own Bloom’s Taxonomy, creation of a formative assessment, chart of different assessment types, Tickets Out The Doors/ Exit Tickets, scholarly journal reactions, instructor created worksheets, TIPS survey, list of formative assessments, reaction pieces, creating homework assignments, data collection form, classroom assessments and other assignments. For an A grade, students must complete an additional lesson plan and an additional formative assessment/classroom assignment.

For a B grade, students must complete all assignments and forums in the course. Classroom assignments includes creating a survey, completing rubrics, analyzing rubrics, creating Do Now/ Bell Ringer activities, list of student motivators, higher level questions, creating their own Bloom’s Taxonomy, creation of a formative assessment, chart of different assessment types, Tickets Out The Doors/ Exit Tickets, scholarly journal reactions, instructor created worksheets, TIPS survey, list of formative assessments, reaction pieces, creating homework assignments, data collection form, classroom assessments and other assignments. For a B grade, students must complete a lesson plan.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Time (in hours)
Introduction on Teaching Excellence- Explain what it means to be highly effective and introduce yourself to your fellow teachers.	0.50
School Rating System- To help you become more familiar with your schools rating system and other rating systems please complete the assignment below. In this assignment you will dig into the evaluation system used in your district; and compare and contrast it with another system approved by the State	2.00
Danielson Framework-Read the information and watch the videos. When finished create	2.00

a presentation explaining the Danielson Framework to your faculty. You should not simply explain the domains. Please also explain the purpose of evaluating teachers in this way and your opinion of it. There are options for the presentation of material.	
Importance of Self Evaluation and Reflection- Read the information on self evaluation and reflection. When finished create a self reflection checklist. There will also be a rating scale included with the self reflection checklist.	1.50
Danielson Framework- Rate Your Self- Complete the self assessment document based on the Danielson framework. Analyze the results and answer they questions for self analysis. Answers must be in paragraphs.	1.00
Forum: Danielson Framework- Self evaluation framework based on the Danielson model.	1.00
Start the Class Effectively- Read the research about starting classes effectively and the videos. After doing so answer the key questions. The assignment will correspond with Danielson's and Marzano's teacher evaluation systems.	1.50
Rate Your Do Nows- Rate the Do Nows used in your classroom. Answer the analysis questions based on your do nows.	1.00
Forum: Share Your Work & Offer Feedback- Select your do nows and share with fellow students. Comment and analyze your fellow classmates do nows.	1.50
Student Feedback- Read the research about the importance of student feedback and effective student feedback. Answer the analytical questions.	1.50
Student Surveys- Read the research and watch the videos. Student surveys are an essential part of all teacher evaluation systems. The assignment corresponds with the NYSUT and Marzano's evaluation systems.	1.50
Make Your Own Survey- Student surveys are an essential part to understanding your students and their needs as learners. This aligns with domain 1b (demonstrating knowledge of students).	2.00
Intentional Teaching- Domain 3 contains the component that is considered the heart of teaching – INSTRUCTION. Teachers who excel in Domain 3, develop meaningful instruction that is of higher level pedagogy. Intentional teaching is a great tool to improve your teaching and ensure you are delivering highly effective lessons! Read the research articles attached and answer the analytical questions that follow. After doing so, complete the rating scale included in the assignment.	1.50
Teaching Perseverance/ Grit- Teaching "grit" or perseverance is a very popular concept today in education. Improving instruction to include the concept of "grit" aligns with domain 3 (instruction). While there are different opinions of "grit", it is important to understand what it is. Watch the video and read the articles about grit. Please answer the questions that follow in complete sentences.	1.50
Forum: Opinion on Grit- Evaluate the integration of grit into your classroom.	1.00
Managing Student Behavior- Read the research article on effective classroom management strategies. Explain and analyze how you manage the specific behaviors included in the assignment.	1.00
Student Centered Activities/Lessons- A highly effective teacher does not just lecture to students, being highly effective means inspiring students and guiding them to learn on their own. Student Centered learning aligns directly with domain 3c (engaging students in learning). Read the article about student centered learning below and answer the questions.	2.00
Create Your Own Activity- Create your student centered activity	1.50
Interleaving/Mixed Practice- Domain 4 of the Danielson framework addresses what a teacher does to improve their craft. This concept is also a part of the NYSUT teacher evaluation rubric (Element I.2: Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes). A highly effective teacher is one who stays current and learns about new practices. Read the article below about interleaved practice and answer the questions in complete sentences.	2.00

Interleaving Practice Video- Watch the video below about the benefits of interleaving practice. Create a chart that compares interleaving practice vs. blocked practice. Remember an effective teacher who meets the standards of domain 4 draw on their own knowledge and research. Feel free to add your own experience/ knowledge and other research you come across.	1.50
Effective Teaching Practice- There is no "one size fits all" and that a good teacher researches and tries different practices. This aligns with Domain 4e (growing and developing professionally). Please research another effective teaching practice (in addition to any that you learned in this course). After doing so please complete the following questions about the effective teaching practice you selected.	3.50
Forum: Effective Teaching Practice- Research effective teaching practices and answer the questions that follow.	1.00
Create Your Own Resource - Create two resources for your classroom that covers two topics learned in this course. The resources should highlights the strategies of teaching excellence learned in this course.	3.00
Summarize What You Learned- Summarize the strategies of teaching excellence learned in the course. Be sure to include an additional strategy learned from your fellow teachers in this course.	1.50
Essay- Complete an essay that covers the questions followed. Your response should be at least 600 words.	2.50
Presentation- Create a presentation (can be in speech format or Powerpoint format) that explains intentional teaching to your colleagues. The speech should be at least 3 paragraphs and the Powerpoint should be at least 6 slides.	2.50
True Grit: The Best Measure of Success and How to Teach It- Read the article and explore the 11 ways that grit can be taught. Further research and explain three more ways grit can be taught.	2.00
Total Time	45.00