EDCI565 IMPROVING INSTRUCTION

PROFESSOR:	Dr. Raymond J. Ostrander, Associate Professor of Teaching, Learning, & Curriculum		
ROOM:	114 Bell Hall	**E-MAIL:**	rjo@andrews.edu
TIME:	6:30 - 9:20 p.m. Wednesday	**PHONE:**	471-3465

REQUIRED TEXTS:

Cooper, James M. (Ed.) (2003). *Classroom Teaching Skills.* Boston: Houghton Mifflin.

Resource Materials Packet by R. Ostrander

RECOMMENDED TEXTS:

Kagan, S. (1992). *Cooperative learning.* San Juan Capistrano, CA: Resources for Teachers.

Larson, R. & Larson, D. with Gillespie, V. B. (1992). *Project affirmation: Teaching values.* Riverside, CA: La Sierra University Press.

Marzano, R.J., Arredondo, D.E., Brandt, R.S., Pickering, D.J., Glackburn, G.J., & Moffett, C.A. (1997). *Dimensions of learning; Teacher's manual.* Alexandria, VA: Association for Supervision and Curriculum Development.

COURSE DESCRIPTION:

This course uses Charlotte Danielson's Framework for Teaching (1996) as a framework for planning, establishing classroom environment, instruction, and professional responsibilities and dispositions. Other theoretical frameworks for teaching and instruction are introduced as well, specifically Robert Marzano's *Dimensions of Learning*, the Joyce, Weil, & Showers (1996) model for effective instruction and Benjamin Bloom's (Hunter, 1976) cognitive and affective taxonomy for learning outcomes.

TEACHING METHODS:

The following methodologies will be demonstrated during this semester in this class:

1. Cooperative Learning Structures
2. Direct Instruction, Elements of Instruction, and Basic Practice Model
3. Graphic Organizers
4. Peer Teaching
5. Critical Questioning
6. Multimedia Presentations

INTRODUCTION:

An effective teacher, according to one definition, is a teacher who can plan for and use a variety of teaching strategies based upon the needs of the students, the subject being taught, and the desired student outcomes.

There are many strategies which teachers can use

to facilitate the learning of their students. In this course, we will take the stance that no one strategy is best for all purposes. Rather, the ability to successfully and effectively plan lessons with specific goals in mind incorporating various learning strategies for purposeful learning comes first. This drives the selection of instructional strategies, so we will be introduced to certain strategies that are better suited than others to accomplish student performance outcomes.

This course includes a set of experiences to provide a blend of theory and practice. For example, in some class sessions we will examine the relationship between teaching strategies, theories of learning, and instructional objectives. Others will be devoted to practice of specific skills and techniques.

KNOWLEDGE BASE ELEMENTS:

There are two instructional planning paradigms used in this course. The first is Charlotte's Danielson's Framework for Teaching (1996). This framework identifies four domains of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. These domains are Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. The second paradigm is Robert Marzano's Dimensions of Learning (1997). These dimensions are a comprehensive model that use what researcher and theorists know about learning to define and articulate the learning process. The Dimensions are a natural extension of Danielson's first three domains, deliberately establishing five ways of thinking that are essential to successful learning.

David Ausubel who believes that there is a parallel between the way subject matter is organized and how people organize knowledge in their minds, has demonstrated that each of the academic disciplines has its own hierarchically-organized structure (Ausubel, 1963, p. 18). This structure can provide a framework, a forest view, on which students can organize or conceptualize their learning. The cooperative learning strategies in this course are based on the work by Kagan (1992), Johnson and Johnson (1974, 1981, 1989), Robert Slavin (1983, 1990), and Shlomo Sharan (1980, 1990). These researchers have studied the effects of cooperative tasks and reward structures on learning. They have found that group cohesion, cooperative behavior, and intergroup relations, and learning of cognitive material are improved through cooperative learning procedures.

The training regimen used in the course is based on Joyce and Showers' training model (1981) which involves the presentation of theory, demonstration, opportunity for practice, and coaching. Coaching subsumes a collaborative model for teaching, of which several have been developed (Goodlad, 1983; Sizer, 1982; Joyce, Hersh, and McKibbin, 1983). Although the research on microteaching is inconclusive (MacLeod, 1987), p. 538), this course makes full use of that method because it has been found that when used with coaching, the behavioral repertoire of preservice teachers can be modified (Showers, 1985, p. 16).

SED CONCEPTUAL STRANDS:

The mission of the School of Education (SED) is to serve an international clientele, preparing educators for excellence in thinking, teaching, service and research. As companions in learning, students and faculty are committed to global Christian service. The mission is succinctly captured in the phrase "Educar es Redimir" (to educate is to redeem) through harmonious development of students, for service. This mission is expressed through six Conceptual Framework Elements that reflect the ideal development of graduates from the School of Education (SED).

I.   **Worldview** addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. (**WV**)

II.   **Human Growth & Change** address principles of growth, development and

learning and the use of these principles to effect positive change. (**HGC**)

III. **Groups, Leadership & Change** address principles of group behavior and the use of these principles to effect positive change for individuals and organizations. (**GLC**)

IV. **Communication & Technology** address oral, written, intrapersonal and interpersonal communication as the essence of human behavior and technology as it enables, supports and enhances human interaction and learning. (**CT**)

V. **Research & Evaluation** address valuing and conducting disciplined inquiry for decision making. (**RE**)

VI. **Personal & Professional Growth** address commitment to holistic personal and professional growth. (**PPG**)

The mission of the Teacher Preparation program, based on the overall mission of the School of Education, is to prepare competent, compassionate, confident, Christian teachers for service. The mission is expressed by another knowledge base of knowing what to do and how to do it within the content areas. Principles of Scripture, which promote respect for human dignity, are used as a guide for personal and professional relationships.

Principles for improving instruction come from several areas of research, but are carefully compared with the philosophical foundations of Revelation. As Jesus, our example, grew mentally, physically, and spiritually (Luke 2:52), providing a holistic model for learning, this course has focused on teaching preservice teachers to develop the mental, emotional, spiritual, and physical capacities of their students. A large share of the book *Dimensions of Learning: Teacher's Manual* (Marzano & Pickering, 1997) stresses developing both the lower (fundamentals) and higher (reflective, moral, decision-making, governing) processes of thinking, which are in harmony with the writings of Seventh-day Adventist educational thought leader, Ellen G. White (1952).

Research on teaching is a relatively new field of inquiry. Because teaching was considered an art, educators at one time did not consider it a field for scientific inquiry. At first, in the early 1900s, research centered on the learner, bypassing investigation of the teaching process. Later studies on teaching focused on teacher characteristics, rather than on teaching interactions. In the 1960s, studies began to shift their focus from teacher characteristics to teacher-student interactions, measuring the frequency of those interactions, and the amount of teacher talk and student talk. The 1970s demonstrated improved research methodology, centering on the teacher as an individual unit of analysis, rather than on groups of teachers, and studying student achievement as the criterion for success. Teachers were thus provided specific target areas for instruction. In the 1980s researchers realized that factors other than the individual teacher influenced student achievement. Thus, researchers began to study teaching patterns in context, providing insights into the distinctive nature of settings which influence the interpretation of data on teaching effects. The outcome was an expanded body of pedagogical knowledge, from which we identify principles and integrated theories of good teaching practice.

Graduates of teacher education programs have often complained that their college experience provided them with too much theory and not enough practice. The link between good practice and theory needs to be made more explicit. Good teachers do not want to use those practices which do not have a solid research base, and, therefore, it is worthwhile to study available research. On the other hand, not everything can be supported by a knowledge base. There has to be a first time to try something that works. There was a day when someone invented the very first refrigerator. The knowledge base available to that individual, however, only told how to make good ice boxes. Therefore, there is room in the field

for extrapolating/reasoning beyond the knowledge base; all teaching must not be chained to a generalized collection of studies of what now exists as good practice.

With the above caveats in mind, this course draws from current research in the areas of:

1. *Effective instruction*, (Joyce& Weil, 2000; Marzano and Pickering, 1997; Rosenshine 1976; Walberg 1986, Dunkin & Biddle, 1974);
2. *Individual differences* (Wang & Lindvall, 1984);
3. *Instructional planning and strategies* (Joyce& Weil, 2000; Reigeluth, 1999; Marzano and Pickering, 1997; Kubiszyn & Borich, 1987; Gagne, 1977; Briggs, 1977; Riegle, 1976; Gagne, 1971); and
4. *Classroom management* (Jones, 2000; Charoles, 1991; Emmer et al, 1984; Evertson, 1984; Brophy, 1981; Kounin, 1970).

Researchers know that acquiring a research knowledge base is a developmental process. Likewise, the previously mentioned areas are basic to good teaching. As such, we believe that as teachers grow, they can add to their planning and decision-making repertoires relative to what good instruction is and how it is developed.

COURSE GOALS:

1. To learn how to create and maintain a learning framework. (HGC, PPG)
2. To develop a pattern of thinking (habit of mind) essential to successful learning. (WV)
3. To develop effective instructional planning skills. (HGC, PPG)
4. To write performance based lessons. (CT)
5. To develop effective unit planning skills. (HGC, PPG)
6. To develop awareness and appreciation of the various teaching strategies which can be used to teach a variety of disciplines. (HGC, PPG)
7. To increase knowledge about the research on teaching strategies, including the learning outcomes which they are designed to promote, their uses and possible misuses, and the specific procedures which underlie their employment. (HGC, PPG, RE)
8. To increase skill and confidence in using a variety of teaching strategies effectively. (HGC, PPG)
9. To develop understanding of how teaching strategies relate to each other within the total instructional process. (WV, PPG)
10. To increase skill in observing, analyzing, and providing feedback to others about teaching. (CT, RE)
11. To develop ability to examine and change personal teaching behaviors, based on self-reporting and from others' feedback. (HGC, PPG, RE)
12. To participate in a collaborative instructional environment. (GLC, PPG)
13. To participate in peer assessment of collaborative groups. (RE)
14. To teach a lesson for all students with strategies learned and assess the learning that occurred. (HGC, PPG, RE)

OBJECTIVES:

The student will be able to:
1. Demonstrate knowledge and skill in articulating attitudes and perceptions affecting students' abilities to learn.
2. Demonstrate knowledge and skill in facilitating learners acquiring and integrating new knowledge.
3. Demonstrate knowledge and skill in the instructional planning process.
4. Demonstrate knowledge and skill in shaping appropriate student performance goals.
5. Demonstrate knowledge and skill in the use of content standards and benchmarks in lesson planning.
6. Develop lesson plans to be subsequently taught to class participants.
7. Integrate assigned methods with lessons from a specific textbook series.

8. Develop an original unit (minimum two weeks) that incorporates the techniques and strategies taught in this class and/or develop an implementation plan (operationalization of course learnings).
9. Coach (provide feedback to) colleagues regarding their instructional processes.
10. Participate meaningfully in peer collaborative groups.
11. Demonstrate knowledge and skill in assessing peers' dispositions from collaborative group work.
12. Teach new knowledge to all students and document changes in students' learning
13. Synthesize course learnings though an implementation plan project paper.

PHILOSOPHY AND INTEGRATION OF FAITH AND LEARNING:

Because Andrews students are encouraged to develop their spiritual, mental, physical, and social life as a part of a balanced Christian lifestyle, students in this class will have activities in three of the four areas. Teachers in training will learn to teach spiritual values using techniques suggested in Teaching Values (1992); they will work together cooperatively in groups, learning simultaneously how to teach cooperative learning to their students, and they will learn to encourage the higher thinking processes, according to Bloom's taxonomy of cognitive learning.

MULTICULTURAL AND LEARNING STYLES EMPHASIS:

Because strict adherence to textbook use without knowledge of content area learning strategy adaptations can be a barrier to culturally-disadvantaged or bilingual students and to students of ethnic origins other than North American, the methods teachers will learn in this course will emphasize concrete, visual, and kinesthetic methodologies that build language and thinking skills through a variety of learning styles appropriate for students from a variety of cultural and language backgrounds.

CLASS FORMAT:

The process of training used in this class is based upon research on how teachers develop skills and transfer those skills into the teacher's natural repertoire. The conceptual basis for the training program is the Training Model (Joyce & Showers, 1983), which includes educational coaching.

The following would be a typical sequence using the training model for a selected model of teaching. Much of the research base comes from the work of Joyce and his colleagues and his students (Joyce, Weil, and Showers, 1992; Gaikwad, 1991).

Phase I
A. Brief *theoretical overview* of the teaching model.
B. *Demonstration* of the model.
C. *Discussion* of the model and review of the steps involved in planning and teaching.
D. *Additional demonstration.*
E. *Further discussion* with a focus on the use of the model in relation to the curriculum; what objectives it can help meet and what results can be expected.
F. *Further demonstration* as needed.

Phase II
A. *Lesson Preparation*
B. *Peer teaching of your lesson* (one-on-one, 10-15 minutes in length).
C. *Coaching* provides for mutual support and assistance in learning new techniques and making choices about appropriate use of the model.
D. *Revision*, if necessary, of your lesson, based on peer teaching.

Phase III
A. *Microteaching.* Presentation of your refined

lesson to your microteaching group of 4-6 peers (10-15 minutes in length).

B. *Group coaching.* Coaching feedback forms filled out and given to each presenter after a short coaching session at the end of their lesson.

C. *Self Critique and Lesson Evaluation.*

D. *Final lesson plan.* If lesson plan is to be turned in for evaluation, a final revision, if necessary, can be made on the basis of the coaching session and self critiques, as lesson material is compiled.

ASSIGNMENTS:

1. Peer teach and microteach in class. You must successfully teach methods that are indicated in class for micro teaching. (The purpose of peer and micro-teaching is to create a scaled-down teaching situation so you can practice each technique in a relatively safe environment). Include the following elements:

   a. Choose a different topic for each lesson from your area(s): elementary, secondary, or higher education. If you are planning to teach in Seventh-day Adventist schools, you may use the church school textbooks as available.

   b. Planning: For each microlesson include the following in writing:
      ‣ an overall instructional goal,
      ‣ at least three specific performance objectives,
      ‣ a focus statement or directions for introducing the lesson,
      ‣ completed lesson planning guide (see DOL forms and/or handout from professor), and
      ‣ media and materials for presentation.

   You may want to have the instructor check your lesson plans for understanding while they are still in rough draft form, before you teach them to your peers.

   c. Presentation: For each microlesson, include

the following:
   ‣ peer teaching to one student, (optional)
   ‣ completed coaching (provided in class),
   ‣ lesson revision based on feedback, and
   ‣ participation in coaching session (1-5 minutes).

   Grading is mastery based. You must satisfactorily complete all "major components" procedural items.

2. Prepare lesson documentations from two of the lessons you teach, which include:
   a. instructional (main, central) goal,
   b. performance objectives (at least 3),
   c. lesson plan (You may use planning guides [from DOL], for each lesson),
   d. feedback forms from your peers,
   e. self-critique (1 page):
      what went well
      what could be deleted or improved
      reactions to peer feedback
      how effectively you accomplished your goal and objectives
      learner responses.
   f. format: typed, enclosed large envelope.
   g. due: 3 days following microteaching.

   Use coaching forms to revise your lesson plans.

   Grading: 25 points for each lesson.

3. Complete assigned readings (3 articles, 25 points each).

4. Final exam.

5. Coach your peers.

6. Other activities or assessments as assigned. (Personalized operationalization of Danielson's Framework for Teaching, correctly written objectives, activities for creating positive attitudes and perceptions, etc.)

7. Implementation paper. (See below.)

IMPLEMENTATION PAPER:

The implementation paper is just what the name suggests, an implementation plan. This implementation plan will be based upon the learnings you have had in and for this class with both reading and in practice. They include the following:

- Danielson's Framework for Teaching (within this framework, all other learnings reside)
- Dimension of Learning I
- Dimension of Learning II
- Instructional Planning
- Instructional Objectives
- Involving Students in Learning
- Cooperative Structures
- Response Strategies
- Miscellaneous Motivational Sets
- Assessment

For your area of discipline, you will synthesize the information from these learnings and articulate a plan that will demonstrate your understanding of the information. Then you will personalize it (show what you will teach, how you will teach, etc.) by detailing how this information can be used both in your profession and to support your profession.

To do this, I expect to see addressed the specific student population with whom you will be teaching, what you will do instructionally for this population, why you would do it, and how you would do it. This means using the specific jargon (vocabulary) related to the above bulleted items. This also means citing key phrases and ideas from works studied. These citations will be referenced with APA format.

Follow conventional methods of composition which will include, but not be limited to, an introduction, a body (paragraphs starting with topic sentences and followed by a **minimum** of three [by no means what an *A* paper looks like] to five or more [now we are talking *A* paper quality] specific arguments and supports), and conclusion.

Don't ask me about length. It needs to be long enough to complete what needs to be done. The paper's format is to be double spaced, 12 point Times Roman. Please attach a cover page with the Title of your paper, Name, Date, and Class.

Make certain to include in an appendix support materials you would use for implementing new learnings.

GUIDELINES FOR PREPARATION OF MICRO LESSONS:

Microteach: to practice teach lessons to a small group of peers. Peers provide constructive feedback. The purpose of microteaching is to provide an opportunity for students to practice their new teaching methods in a low-anxiety setting among their peers.

Major Components

1. Choose any topic from any subject area for your first practice lesson. You may elect to have the instructor check your lesson plans for understanding before teaching them to your peers.

2. Prepare a rough draft of the lesson and teach it to a partner (one other person). (Optional)

3. Make necessary revisions in your lesson before microteaching it.

4. Microteach the lesson to 4-6 peers. Make revisions if necessary.

READING ASSIGNMENTS:

In addition to *your Resource Materials Packet*, report on a total of three articles from scholarly literature you have read on improving instruction. More information will be given regarding this requirement.

Here is what your report needs to contain:

1. A summary of the declarative knowledge; at least three main points. Assume you are summarizing the article for your peers.

2. Develop a method that will help assure that your peers will be able to
   a. construct meaning,
   b. organize, and
   c. store the material you summarized.

3. How you are going to use this information in your career.

Each report should be 1-3 pages in length, word processed. A copy of the article should be included. Standard conventions for written work will be expected. Each report will be worth 25 points.

Class Attendance, Class Participation, Dishonesty, Students with Disabilities, & Grading:

Part of a professional disposition is meeting appointments on time. On time for this class means being early and ready to roll when class is scheduled to begin. Students are expected to attend all scheduled meetings of the course and to participate fully in all activities. Regular attendance in class is required. Thus there are no "quota" or "allowable" absences. *Following is University Policy (UP) for attendance and academic dishonesty:*

Class Attendance: University Policy 2:437:2:5:1

- Regular attendance at class is required. Whenever the number of absences exceeds 20% of the total course appointments, an "F" grade will be recorded for the course. The fact of being absent from campus is not considered an excuse from fulfilling the requirements of the course.

- Absences incurred because of late registration, suspension and early departures or late returns from holidays or vacations are not considered excused. The professor is not obligated to allow the missed work to be make up under such circumstances.

- Non-attendance does not suffice to indicate that the student has dropped the course. The student is counted as a member of the class and is charged tuition until a drop voucher is filed in the Registrar's Office.

Tardiness: University Policy 2:437:2:5:2
Three (3) tardinesses are the equivalent of one absence.

Excused Absences: University Policy 2:437:2:5:3

- Excuses for absences due to illness are granted by the individual instructor upon written verification of illness. Residence-hall students are required to see a nurse/doctor the first day of any illness, which interferes with class attendance. Non-residence hall students should seek such written verification from their own physician before returning to class.

- Excuses for absences not due to illness, such as immigration hearings, court appearances, or death in the immediate family of the students, are given by the respective professor.

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- Regular attendance at all classes, laboratories, and other academic appointments is required of each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

- Whenever the number of absences exceeds 20% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this

policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be make up only if the teacher allows. Three tardies equals one absence.

- Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence-hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly from the dean's office.

- *Absences immediately preceding or following a vacation/break carry a double penalty. A tardy of more than 30 minutes is counted as an absence.*

For this class, attendance will be graded as follows:
- 2 points for each class period you arrive on time.

- 2 points for attending the entire class period.

- Students who arrive 30 minutes or more late will be counted as absent for that day.

- Missed quizzes or tests due to tardy or absent behavior are not made up unless caused by what can be excused.

- Students who leave class early will be counted tardy, unless it is for more than ½ hour, and then it will be considered an absence.

- The first day of class all students who attend will be granted double attendance points (see first two bullets).

There is *NO* excuse for failing to communicate about attendance problems. My phone has voice mail!!

To receive credit for work missed due to illness, authentication from the student health office or a physician's office must be provided.

Academic Dishonesty and Plagiarism: UP 2:437:2:7

Grade penalties or a failing grade result from academic dishonesty or plagiarism.

AU Bulletin, page 24: Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents.

- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators.

- Misusing copyrighted material and/or violating licensing agreements.

- Using media from any source or medium, including the Internet, with the intent to mislead, deceive, or defraud.

- Presenting another's work as one's own.

- Using materials during a quiz or examination other than those specifically allowed by the teacher or program.

- Copying from another student during a regular or take-home test or quiz.

- Assisting another in acts of academic dishonesty (falsifying attendance records, providing unauthorized course materials).

- Full details of the academic integrity policy and the procedures for implementation and due process are published in the *Student Handbook*. Students may ask for copies in the Student Services Office. Departments

and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

• Honesty in all academic work is expected. Any student who, for individual assignments, is found to have submitted work done by others, or who engage in or contribute to cheating or plagiarism, will receive no marks for such work and may be subject to further disciplinary measures by the university.

Deferred Grade

A Deferred Grade is not available for this course.

Incomplete Grade

Students may obtain an incomplete grade for this course.

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• An Incomplete indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. An *I* may be given when the instructor and the student agree to terms stated in an Incomplete Contract and signed by both. The *I* is given to ta student and a contract is signed only when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with time lines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time. The signed Incomplete Contract along with the grade sheet is to be filed in the Academic Records Office by the faculty member at the appropriate time.

• Ordinarily, an *I* shall be removed during the following semester. The number of *I's* on a student's record affects the student's class and

workload.

• Undergraduate restrictions: Students with 8 credits of Incompletes may not register for more than 12 or more credits. The number of new credits is limited by the dean of the respective college/school. Incompletes must be removed before graduation.

Services for Students with Disabilities: AU Bulletin Page 18

• Accordingly, qualified students with qualified disabilities are encouraged to inform the University of their disability and enter into a dialogue regarding ways in which the University might reasonably accommodate them. Students should note that an academic institution can respond only to what it knows.

• The Office of Student Services and Student Success work together to provide reasonable adjustments and special help for students with qualified disabilities. Students are responsible to provide necessary documentation of disabilities from a qualified, licensed professional before accommodation can be considered.

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• Andrews University accepts and appreciates diversity in its students, inclusive of those with disabilities. Accordingly, qualified students with disabilities are encouraged to inform the University of their disability regarding ways in which the University might reasonably accommodate them.

• The offices of Student Services and Student Success work together as needed with the Students with Disabilities Support Services subcommittee to determine if and what may be reasonable accommodations for students with qualified disabilities.

- Students are responsible to provide necessary documentation of disabilities from a qualified licensed professional and make an application for accommodation before the accommodations can be considered.

- Office of Student Services 269-471-6686

- Student Success Center 269-471-6096

Classroom Access

Individuals who need wheelchair access to the classroom should enter Bell Hall through the graduate student entrance in the front of the building.

Grading

All assignments are due when scheduled and are to be ready to submit at the start of class. Late assignments will be assessed An 8% penalty per day, until the assignment is turned in. (The first 8% is assessed from the beginning of the class period the assignment was due. Students attending to (doing assignment completion in class) any assignment that differs from that which the instructor is focusing will loose participation points.)

Due to the brevity and complexity of the schedule, students will not be able to make up work that is necessary on the peer coaching and micro teaching days. Students who are not ready on those specified dates will receive no credit for that assignment. There may be an extenuating circumstance, such as a death in the family or a medically certified illness, where the instructor will not apply this late assignment policy.

Final course evaluation is based on the Dimensions of Learning framework and includes the following assignments and weights:

Attitudes & Perceptions (Dimension 1)
Attendance & Participation 10%
Declarative Knowledge (Dimension 2)
Quizzes 15%
Examinations 15%

Procedural Knowledge (Dimension 2)
Peer/Micro Teaching 20%
Extend & Refine Knowledge (Dimension 3)
Reflections on Outside Readings 10%
Meaningful Use of Knowledge – Invention (Dimension 4)
Implementation Paper 25%
Productive Habits of Mind (Dimension 5)
Teaching Evaluations 5%

Final grades will be figured using the following scale:

A	=	95 - 100	A-	=	92 - 94
B+	=	89 - 91	B	=	85 - 88
B-	=	82 - 84	C+	=	79 - 81
C	=	75 - 78	C-	=	74 - 72
D	=	71 - 62	F	=	0 - 61

Late work is penalized one letter grade from its maximum potential score for each scheduled class day it is late.

Keep in mind that the grade you receive is not a reflection of your individual worth. It is merely a reflection of how well you accomplish the work of this class. Some students loose sight of this fact and equate anything less than an *A* as a personal affront to their psyche. Please note that I have not, do not, or will not grade based on halo effect.

Positive Learning Environment

The students and the professor are expected to establish and maintain a positive learning environment based upon open communication and mutual respect. Any suggestions as to how to further such an environment will be appreciated and given serious consideration. For further information on "Right to Learn", "Right to Be Free from Discrimination or Harassment", and "Right to Discuss, Inquire, and Express", you should read the *Student Handbook* in the section under "Student Rights".

R. Ostrander, Ph.D.
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