

Course Syllabus

Course #/Title: *INT 937 - Teaching a Combination/Multiage Self Contained Classroom.*

Instructor: *Dave Holmes Card*
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Classroom hours: *Monday, Tuesday and Thursday 7:30 pm to 10:00 pm
(I can be reached at the above hours.)*

3-unit class

Course Description

How to be a success teaching in a Combination or Multiage Self Contained Classroom will be give each participant ideas, information and principles needed to master a multiage classroom. This course will introduce educators to the organization and methodology of instructing in a combination or multiage classroom. Course work will explore how to organize your students and classroom, lesson planning for both grade or age level, Content Standards, Professional Teaching Standards, classroom management techniques designed specifically for the combination or multiage classroom, world wide web resources, multitasking and hands on activities. This course is appropriate for all K-6 self-contained multi-aged classrooms.

Teaching the Standards will include: Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, Developing as a Professional Educator. Each participant will become skilled at using the National Teaching Standards and their local State Standards. The standards, either National or their local State Standards will be blended into the course through reading, writing or hands-on. Each of the 5 Core Propositions will be studied throughout the course. Required textbooks must be purchased separately.

Learning Outcomes

1. Each student will be able to develop class lesson plans for each grade level that include strategies for maintaining order, by submitting lesson plans for each grade level for a 2 month period. N.B.T.S. 1e.
2. Each student will be able describe how he/she will to keep and maintain classroom order or apply principles learned while instructing both grade levels or

- multiage levels, by articulating in a Daily Learning Diary for each teaching day (2 months). N.B.T.S. 2c.
3. Each student will be able to describe the skills necessary to instruct in a Combination or Multiage classroom, by reading and answering questions from the two required texts in the workbooks provided, “*The Multiage Classroom*” by Robin Fogarty, and “*The First Days of School*”, By Harry Wong. N.B.T.S. 3b.
 4. Each participant will be able to observe, analyze and prescribe the correct learning strategy for each student, by communicating in the Daily Learning Diary. N.B.T.S. 4c.
 5. Each student will demonstrate the 3 basic learning styles and including them into their daily teaching strategies with their multiage or combination classroom, by incorporating the 3 styles into their daily lesson plans. N.B.T.S. 4b.
 6. Each participant will show their knowledge of the National Teaching Standards by using them in their daily lesson planning. N.B.T.S. 2a.
Each participant will summarize his or her gained knowledge of the textbooks, by submitting a chapter response notebook. N.B.T.S. 1a.

National Standards

Based on the National Teaching Standards the educators that enroll in this class will explore The Five Core Propositions of the National Standards by learning that:

- **Propositions 1.)** *Teachers are Committed to Students and Learning.*
 - a. They are dedicated to making knowledge accessible to all students. They believe all students can learn.
 - e. They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
- **Propositions 2.)** *Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.*
 - a. They have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject’s.
 - c. They are able to use diverse instructional strategies to teach for understanding.
- **Propositions 3.)** *Teachers are Responsible for Managing and Monitoring Student Learning.*
 - b. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- **Propositions 4.)** *Teachers Think Systematically about Their Practice and Learn from Experience.*
 - b. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
 - c. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
- **Propositions 5.)** *Teachers are Members of Learning Communities.*
 - d. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

The following links will be included in the course subject matter.

http://www.nbpts.org/the_standards/the_five_core_propositio

Course Materials

1. *The Multiage Classroom* by Robin Fogarty, 1993 IRI/ Skylight Training and Publishing, Inc. ISBN # 0-932935-71-0 Students will supply the following materials. They can be purchased on Amazon.
http://www.amazon.com/s/ref=nb_ss_gw?url=search-alias%3Daps&field-keywords=The+Multiage+Classroom&x=13&y=19
2. *The First Days of School* By Harry K. Wong, 1991, Harry K. Wong Publications, ISBN # 0-9629360-0-6 (resource text, required) Maybe purchased on Amazon at:
http://www.amazon.com/s/ref=nb_ss_gw/105-3774950-3186002?url=search-alias%3Daps&field-keywords=The+First+Days+of+School+&x=16&y=17
3. Other material included in materials fee.

Course Requirements

- This course will be divided up into 4 parts; 1) Internet work including but not subject too; writing, reading, answering questions pertaining to the subject area. 2) Text book reading and essay writing on book contents. 3) Notebooks and Workbooks will be mailed to participant. 4) Putting it all together in a workable and useable portfolio. Teaching Strategies will include: multitasking, classroom management, classroom arrangement, teaching to their local State standards, working with the National Teaching to the Standards, lesson planning and organizational skills for the classroom.
- Part 1. This section is developed to connect participants with critical thinking and help model proper teaching strategies. Each participant will read the two required texts, “*The Multiage Classroom*” by Robin Fogarty, and “*The First Days of School*”, By Harry Wong. Each chapter will be accompanied with questions to answer and, hands-on applications to work through. The textbooks will help with classroom control and organizational techniques. Each chapter’s questions to be answered and entered in a response notebook. Each text will be discussed and examined.
- Part 2. The workbooks incorporate questions that will help in the synthesis and evaluation of the two required texts, “*The Multiage Classroom*” by Robin Fogarty, and “*The First Days of School*”, By Harry Wong. The workbooks will also have hands-on activities, articles to read and respond to, and ready to use papers, organizational tools and practical guides to classroom management in a multiage or combination classroom.
- Part 3. Web sites for each participant will be provided for them to visit that pertain to the class. Each web site will have a section to read and each participant will provide a reflective writing assignment on its contents. On each site that the participant visits, I will also have pre-arranged questions that must be answered
- Part 4. This is the lesson planning section of the class. Each participant will create and present lesson plans for both grade levels for a 2-month period. These lesson plans should explore how to multitask, classroom arrangement, working with the National Standards, their own local State teaching standards, writing

lesson plans for both grade levels while using their own State Standards, the 3 learning styles and multiple intelligences. This assignment will be located on my website provided by Fresno Pacific University.

- The ending portfolio should be presented in a PowerPoint format. With a cover sheet with course name, students name and date started and completed, and divided into 4 sections; 1. Web site assignments and questions. 2. Text book(s) assignments, questions and the chapter response notebooks. 3. A Workbook for each text, *“The Multiage Classroom”* by Robin Fogarty, and *“The First Days of School”*, By Harry Wong. The workbooks will help support in the mastery of the text content, lesson planning and critical thinking.

Schedule of Topics and Assignments

1. Read *“The Multiage Classroom”* by Robin Fogarty and answer the 15 essay questions and 10 short answer questions and 5 classroom assignments. All of this work will be placed in the chapter response notebook provided.
2. Read *“The First Days of School”*, By Harry Wong and answer the 15 essay questions and 10 short answer questions and 5 classroom assignments. All of this work will be placed in the chapter response notebook provided.
3. Complete 15 classroom activities in the workbook for *“The Multiage Classroom”* by Robin Fogarty.
4. Complete 15 classroom activities in the workbook for *“The First Days of School”*, By Harry Wong.
5. Answer questions and provide a reflective writing on the contents of a number of websites that provide different prospective of how to control and manage multiage classrooms. The participant will answer the questions in the reflective writing book. (Provided) The websites and questions will be located on my website provided by Fresno Pacific University.
6. Create and keep a 2 month Daily Learning Diary that will document each teaching day and how information is being assimilated on a daily basis.
7. After reading and summarizing the following website on Multiple Intelligence and Types of learning styles <http://www.ldpride.net/learningstyles.MI.htm#What%20are>. Write a paper (2 pages, no more than 500 words) on how the 3 learning styles and Multiple Intelligence can be used in a multiage classroom.
8. Provide a 2-month lesson plan for both grade levels including all subject areas taught and should show multitasking, classroom arrangement, working with the National Standards, their own local State teaching standards, and the 3 learning styles and multiple intelligences. (Types of lesson plans will be provided in the workbook as a reference tool.)
9. The last and final assignment will be to assemble all of the assignments, questions, workbooks, diaries, papers, lesson plans, and notebooks into

PowerPoint format (Guide lines and for this PowerPoint format will be provided on my website provided by Fresno Pacific University.)

Evidence of Learning

- Instructor will observe evidence of understanding of the course objectives by demonstration through the answering of the essay questions.
- Instructor will observe evidence of understanding of the course objectives by the quality of the 15 classroom activities completed in their workbook from “*The Multiage Classroom*” by Robin Fogarty.
- Instructor will observe evidence of understanding of the course objectives by the quality of the 15 classroom activities completed in their workbook from “*The First Days of School*”, By Harry Wong
- The instructor will critique each student’s understanding of the proper control and management of a multiage classroom by the quality of their reflective writing.
- The Instructor will measure what each student has learned by evaluating their 2 month Daily Learning Diary that will document each teaching day and how information is being assimilated on a daily basis.
- The instructor will observed evidence of course understanding by a paper written on the 3 learning styles and Multiple Intelligence.

Grading Policies and Rubrics

Assignment 1. Mod 1

Tell me about you.

20 points possible

Assignment 2. Mod 1

Summarize your thoughts.

20 points possible

Assignment 3. Mod 1

A thought-provoking question

15 points possible

Assignment 4 Mod 2

Submitting a copy of your study guide

20 points possible

Assignment 5. Mod 2

Quiz

25 points possible

Assignment 6. Mod 3

Dissecting your own State Standards.

30 points possible

Assignment 7 Mod 3

Why are standards important in teaching?

20 points possible

Assignment 8 Mod 4

How can Learning Styles help in Teaching?

20 points possible

Assignment 9. Mod 4

Do you know your learning styles?

20 points possible

Assignment 10, Mod 5

Your thoughts on Multiple Intelligences.

25 points possible

Assignment 11. Mod 6

Writing about Blooms Taxonomy.

25 points Possible

Assignment 12. Mod 7

Multiage Classroom Class Text

Sections 1-6

50 points Possible

Assignment 13. Mod 8

First Days of School class Text

Chapters 1-26

40 Points Possible

Assignment 14. Mod 9

Lesson Planning the Easy Way

40 points Possible

Assignment 15. Mod 10

Your Learning Diary

40 points Possible

Assignment 16. Mod 11
The Portfolio Project
60 points Possible

- ✚ 445 total points
- ✚ 445-400=A
- ✚ 399-356=B
- ✚ 355 or Below no Credit.

- ✚ Assignments that require writing

Advanced: Writing is understandable, concise and indicates graduate level skills of competence and no errors in capitalization or punctuation, so the essay, paper or assignment is exceptionally easy to read.

Proficient: Writing is passing with very little mistakes in grammar and spelling essay, paper or assignment is still easy to read.

Below Basic: Writing expresses little knowledge in grammar and spelling skill

Resources:

Websites that help teachers.

<http://www.ldpride.net/learningstyles.MI.htm#What%20are> The learning styles of teaching

http://www.nbpts.org/the_standards/the_five_core_propositio The Five Core Propositions

<http://www.lessonplanet.com/standards> 50 state standards

<http://www.cde.ca.gov/be/st/fr/> California State Frameworks

<http://teachers.net/> All kinds of Information for teachers

<http://www.loc.gov/teachers/> Library of Congress

<http://www.awesomelibrary.org/teacher.html> Great resources

<http://www.atozteacherstuff.com/> Sweet stuff

<http://streaming.discoveryeducation.com/index.cfm> Great Videos for the classroom (30 day free trial)

<http://www.merriam-webster.com/> Dictionary

<http://www.worldbookonline.com/wb/Login?ed=wb> great class resource

http://www.google.com/language_tools to help with translating those parent letters.

http://www.nbpts.org/the_standards/the_five_core_propositio

<http://www.cde.ca.gov/be/st/fr/> California State Frameworks

<http://www.cde.ca.gov/be/st/> California State Standards

<http://www.lessonplanet.com/standards> Standards for the 50 States

Not quite Burned Out But Crispy Around the Edges, by Sharon M. Draper, 2001
Athenaeum Books for Young Readers, ISBN #0-325-00365-3) (Optional) Maybe purchased on Amazon at:

http://www.amazon.com/s/ref=nb_ss_gw?url=search-alias%3Daps&field-keywords=9.%09Not+quite+Burned+Out+But+Crispy+Around+the+Edges&x=19&y=21

Books that also helpful in teaching.

The First Days Of School: How To Be An Effective Teacher (Paperback) by [Harry K. Wong](#)
The Multiage Classroom: A Collection (Paperback) by [Robin Fogarty](#)
Art of Public Speaking Author: [Stephen E. Lucas](#)
Teaching Outside the Box: How to Grab Your Students By Their Brains
by [LouAnne Johnson](#)
An Incomplete Education: 3,684 Things You Should Have Learned but Probably Didn't (Hardcover) by [Judy Jones](#)
Teaching Special Students in General Education Classrooms (7th Edition) (Paperback) by [Rena B. Lewis](#)
The Law and Special Education, The (2nd Edition) (Paperback) by [Mitchell L. Yell](#)
Wrightslaw: Special Education Law, 2nd Edition (Perfect Paperback) by [Peter W. D. Wright](#)
Not Quite Burned Out, but Crispy Around the Edges: Inspiration, Laughter, and Encouragement for Teachers (Paperback) by [Sharon M. Draper](#)
Chicken Soup for the Teacher's Soul: Stories to Open the Hearts and Rekindle the Spirit of Educators (Paperback) by [Jack Canfield](#)

Policy on Plagiarism

“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”

University Information

“Graduate level course work reflects Fresno Pacific University’s Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student’s area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *Cultural and global perspectives to understand complex systems*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems”*