



Independent Study Online Course Syllabus

Course Number: EDUC 910

Course Title: Teacher Efficacy Equals Student Academic Success

☒ Online

☐ Distance Learning

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Units: 3

Grade Level: K-12

Course Description

This course identifies, analyzes, and puts into practice research-based strategies for the comprehensive management of the K-12 classroom that promotes teacher efficacy and student academic success. It includes organization of time, physical space, curriculum, instruction, and assessment. In this course the educator will identify and analyze ways to create an efficient learning environment that promotes effective, engaged learning and student academic achievement. It will go beyond helpful facts and strategies that focus primarily on how to increase on-task behavior and decrease misbehavior, concentrating on managing instructional activities, procedures, and policies; recognizing and complimenting learning styles and diversity, and mastering lesson planning and grade keeping. It will be the instigation of refining and transforming your instructional methods that will minimize classroom disruption, support prosocial behavior, and increase academic success. This course will push you to be a reflective practitioner, one who will continually examine, evaluate, and modify your current instructional practices to serve all your students at all times. The course is offered in an online or distance learning format.

The format, materials, and activities in this course relate to the National Board for Professional Teaching Standards (NBPTS) core propositions (<http://www.nbpts.org/>) as well as the Common Core Standards (<http://www.corestandards.org/the-standards>). These national standards will undergird the format of the course which will rely heavily on online or peer coach discussions, reflective journal responses, and the course project, set of lesson plans. The activities will require the participant to make connections between the course work and these standards and the standards of your state/district.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

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To register for courses go to <http://ce.fresno.edu/cpd> and log in

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Course Materials

- *The First Days of School: How to Be an Effective Teacher* (Wong and Wong) (ISBN: 978-0-9764233-1-7). Includes *Using The First Days of School with Chelonnda Seroyer* (2009) DVD
- *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems* (Jones & Jones) (ISBN-10: 0205625487, ISBN-13: 9780205625482).

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Course Requirements

This course is presented in a sequential manner supporting the constructivist learning theory. Therefore all modules and assignments build upon each other making it necessary to complete each module in the sequence outlined in the syllabus. Assignments include:

- Reading assigned chapters
- Viewing assigned video modules
- Online discussions
- Reflective journal responses
- Course Project: Set of Lesson Plans
- Technology Component: Glossary Entries

Special Circumstances:

- This course can be done during the summer with minor changes. Please inquire of the instructor for particulars.
- If you are currently student teaching or observing in a classroom, ask the teacher with whom you are working, and, if possible, other teachers in the building, to share the methods they have found most effective.

National Content / Common Core Standards

This course addresses the NBPTS core propositions

- Proposition 1: Teachers are Committed to Students and Their Learning
- Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
- Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
- Proposition 5: Teachers are Members of Learning Communities.

This course addresses the following INTASC Principles

- Principle 1: Making content meaningful.
- Principle 2: Child development and learning theory.
- Principle 3: Learning styles/diversity.
- Principle 7: Planning for instruction.
- Principle 9: Professional growth/reflection.
- Principle 10: Interpersonal relationships.

Learning Objectives / Outcomes

Upon completion of the course, the student will be able to:

- a. Identify classroom management techniques and best practice teaching strategies. (NBPTS 3, INTASC 1).
- b. Effectively manage the spaces, procedures, and pedagogy of the classroom environment. (NBPTS 3, INTASC 1).

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- c. Clarify the connection between teacher-student relationships, positive peer relationships, parent-teacher relationships with classroom management. (NBPTS 5, INTASC 10).
- d. Identify and formulate factors that influence student motivation, academic learning and achievement, and prosocial behavior. (NBPTS 2, INTASC 3 & 7).
- e. Analyze learning styles and teaching styles and how they affect classroom management, and identify areas for change to improve classroom management skills. (NBPTS 1 & 4, INTASC 1, 2, & 3).
- f. Identify how to maximize time management techniques such as managing email, paperwork, planning, and classroom organization. (NBPTS 3, INTASC 1).
- g. Explain the interconnectedness of curriculum, instruction, assessment, student achievement, and classroom management. (NBPTS 1 & 4, INTASC 1, 7).
- h. Use the reflective journals to clearly and concisely describe behaviors, demonstrated skills, and instructional practices used to introduce or reinforce learning. (NBPTS 5, INTASC 9)
- i. Integrate facets of newly acquired knowledge in teaching and learning, and clearly align these with professional standards/core propositions. (NBPTS 4 & 5, INTASC 9)
- j. Be an agent of change in his/her school, district, and state. (NBPTS 5, INTASC 10).

Schedule of Topics and Assignments

This course is set up in six modules that are aimed at assisting teachers in becoming proficient in the area of teacher efficacy, classroom organization, and student achievement. Each module must be completed first before moving onto the next module. An overview of topics is as follows:

Module 1: Foundations: The Effective Teacher and Comprehensive Classroom Management

- Teacher efficacy: Its meaning and measure
- Closing the student achievement gap
- Using proven, research-based practices

Module 2: Establishing an Effective Environment

- Communicating expectations
- Invitational education
- Reinforcing the home-school connection

Module 3: Content Management: Promoting Behavior that Leads to Academic Success

- An outline for beginning the school year
- The grade record system

Module 4: Conduct Management: Increasing Student Motivation and Learning that Promotes Academic Success

- Teaching to students' strengths
- Lesson mastery

Module 5: The Reflective Practitioner

- The Professional, not a worker, but a leader
- The characteristics of the effective teacher

Module 6: Course Wrap Up and Final Thoughts

- Course Evaluation

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' online discussion posts. (Assignments #2, 3, 5, 8, 10, 13, 15, 20).
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignments. (Assignments #1, 4, 6, 7, 9, 16, 19).
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of lesson plans and the "Make a Plan". (Assignments #11, 12, 14, 18)
- Student developed a project (4 plans) consistent with the scholarship normally expected of a graduate level student. Their project was written in a format consistent with the accepted APA writing format and style. (Assignment #21).
- Student exhibited technological integration via the internet web search. (Assignments #3).
- Student included the use of critical thinking, research, and reflective skills and made connections to their state content and/or professional teaching standards as evident through their lesson plans. (Assignments #11, 12, 14, 18).

Grading Policies and Rubrics

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Students who take the course for credit/no credit must earn an 80% or above to earn credit. Students who enroll in the course for a letter grade must achieve a grade of "A" or "B". Coursework that earns below a "B" or below an 80% will not receive credit.

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (Assignment rubrics are available upon registration of course). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be

posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Instructor/Student Contact

Instructor-student contact is at the very heart of all successful college courses. Just as in the face-to-face class the instructor is present at each class meeting and interacts via lectures, activities and discussions; the online student will also receive the benefit of the instructor's 'presence' in the online environment.

Online Courses:

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to all discussion questions/posts. The role of the faculty member in the discussion forum will be that of an observer and facilitator because ultimately the purpose of the discussion forum is for course learners to engage with each other and glean additional insights apart and beyond that of the instructor's

Plagiarism and Academic Honesty

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. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.

Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.

Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

Service: Students will *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.