FRESNO PACIFIC
U N I V E R S I T Y

EDUC-910: Teacher Efficacy

Independent Study Online Course Syllabus

Instructor: Bonnie E. Walker, EdD, NBCT	**Number of Graduate Semester Units**: 3
Email: bonnie.walker@fresno.edu	**Target Audience**: K - 12th grade teachers
Zoom Conferences: Available upon request	**Course Access**: https://connect.fresno.edu

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 always serve all your students. 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.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books:
- Wong, H. K. & Wong, R. T. (2018). The First Days of School: How to Be an Effective Teacher. (5th ed.). ISBN-10: 0976423383 / ISBN-13: 978-0976423386 Book and DVD. https://www.amazon.com/First-Days-School-Effective-Teacher/dp/0976423383

- Jones, V. & Jones, L. (2015). Comprehensive Classroom Management: Creating Communities of Support and Solving Problems (12th ed.). ISBN-13: 978-0134041056. [eTextbook from Amazon](#) or [Textbook from Pearson Labs](#)

Note: Students are responsible or for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): https://amazon.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)
(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.
- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject 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.

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Common Core Language Arts Standards addressed in this course include:
- Reading for Literature (RL): K-8, 9-10, and 11-12
- Reading for Information (RI): K-8, 9-10, and 11-12
- Writing (W): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12
- English Language Arts Standards (L): K-8, 9-10, and 11-12

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Identify classroom management techniques and best practice teaching strategies.	NBPTS 3, INTASC 1	2
C-SLO 2	Effectively manage the spaces, procedures, and pedagogy of the classroom environment.	NBPTS 3, INTASC 1	4

C-SLO 3	Clarify the connection between teacher-student relationships, positive peer relationships, parent-teacher relationships with classroom management.	NBPTS 5, INTASC 10	1, 3
C-SLO 4	Identify and formulate factors that influence student motivation, academic learning and achievement, and prosocial behavior.	NBPTS 2, INTASC 3 & 7	1, 2
C-SLO 5	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	3, 5, 6
C-SLO 6	Identify how to maximize time management techniques such as managing email, paperwork, planning, and classroom organization.	NBPTS 3, INTASC 1	3
C-SLO 7	Explain the interconnectedness of curriculum, instruction, assessment, student achievement, and classroom management.	NBPTS 1 & 4, INTASC 1, 7	1, 4
C-SLO 8	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	1, 2
C-SLO 9	Integrate facets of newly acquired knowledge in teaching and learning, and clearly align these with professional standards/core propositions.	NBPTS 4 & 5, INTASC 9	4
C-SLO 10	Be an agent of change in his/her school, district, and state.	NBPTS 5, INTASC 10	1, 2

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

MODULE NO & FOCUS	MODULE STUDY ACTIVITIES	MODULE ASSIGNMENTS	POSSIBLE POINTS
Introduction	Reading Assignment: • Tips for Success	Class Introductions	6
		Where Are You in The Educator's Life?	4
CHAPTER 1: FOUNDATIONS			
Module 1: Teacher Efficacy: Its Meaning and Measure	Reading Assignments • Jones and Jones: Chapter 1 (focusing on Pp. 1-10) • Wong and Wong: Chapters 1-3 Video / Extra Resources • Teacher Efficacy by W. Huitt • Chelonnda Seroyer (California Community Colleges; TechConnect) http://www.3cmediasolutions.org/node/19472	1.1 Rows of Roses...Why?	6
		1.2 2QTP Reflective Entry - Bandura's Theory Assignment	6
		1.3 Chelonnda Seroyer's First Days of School [Forum]	6

Module No & Focus	Module Study Activities	Module Assignments	Possible Points
Module 2: Closing the Student Achievement Gap	Reading Assignments • Wong and Wong: C4 How to Close the Student Achievement Gap Video / Extra Resources • Teacher Quiz – Check Your Teaching Effectiveness • Teacher Vignettes	2.1 2QTP Journal Entry - Teacher Efficacy Self-Assessment Quiz [Assignment]	10
		2.2 Forum Discussion - Teacher Vignettes	6
		2.3 Pause and Consider: Efficacy -- A Definition [Assignment]	6
Module 3: Using Proven, Research-Based Practices	Reading Assignments: • Jones and Jones: Chapter 1 (focusing on Pp. 10-27) • Wong and Wong: Chapter 5, How Proven, Research-Based Practices Help	3.1 2QTP Reflective Entry: Proven, Research Practices [Assignment]	10
CHAPTER 2: THE EFFECTIVE ENVIRONMENT			

Module 4: Communicating Expectations	Reading Assignments:
	• Jones and Jones: Chapter 3 Establishing Positive Teacher-Student Relationships
	• Wong and Wong
	  ○ Chapter 6: Why Positive Expectations are Important
	  ○ Chapter 7: How to Help All Students Succeed
	  ○ Chapter 8: How to Dress for Success
		4.1 2QTP Reflective Entry: Positive Expectations [Assignment]	10

		4.2 Forum Discussion - Providing Positive Feedback	6

Module 5: Invitational Education	Reading Assignments:
	• Wong and Wong
	  ○ Chapter 9: How to Invite Students to Learn
	  ○ Chapter 10: How to Increase Positive student Behavior
		5.1 2QTP Reflective Entry: Invitational Education [Assignment]	10

Module 6: Reinforcing the Home-School Connection	Reading Assignment: • Jones & Jones: C5 Working with Family Members • Wong & Wong: C9 How to Create a Culture of Courtesy and Cooperation	6.1 Discussion - Parental Involvement [Forum]	6
		6.2 Make-A-Plan - Effective Communication with Parents [Forum]	30
		6.3 Create-A-Plan - Preparing for Conferences [Forum]	30
CHAPTER 3: CONDUCT MANAGEMENT			
Module 7: Procedures, Routines and the Grade Book	Reading Assignment: • Jones & Jones: C6 Developing Standards for Classroom Behavior	7.1 2QTP Reflective Entry: Developing Standards the First Week	10
		7.2 Create-A-Lesson Unit: The First Five Days of School [Assignment]	30

MODULE NO & FOCUS	MODULE STUDY ACTIVITIES	MODULE ASSIGNMENTS	POSSIBLE POINTS
	and Methods for Maximizing On-Task Student Behavior • Wong & Wong: Cs10-17	7.3 Forum Discussion – The Grade Book	6
CHAPTER 4: CONTENT MANAGEMENT			
Module 8: Teaching to Students' Strengths	Reading Assignment: • Jones & Jones: C 7 Enhancing Students' Motivation to Learn • Wong & Wong: C18 How to Create an Effective Assignment	8.1 2QTP Journal Entry - Your Multiple Intelligence Learning Style [Assignment]	10
		8.2 Forum Discussion - Your Students' Learning Styles	6

Module 9: Lesson Mastery	Reading Assignment:
	• Jones & Jones: C8 *Responding to Behavior that Disrupts the Learning Process*
	• Wong & Wong
	  o C19: *How to Assess for Student Learning*
	  o ·C20: *How to Evaluate for Student Learning*
	  o C21: *How to Enhance Student Learning*
		9.1 Create-A-Lesson & Rubric - An Effective Assignment with a Rubric	30

Module 10: The Professional	Reading Assignment:	10.1 2QTP Journal Entry - Are You a Worker or A Leader? [Assignment]	10
		10.2 Forum Discussion - Be an Agent of Change [Forum]	6
		TOTAL	260

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies
- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.

B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements
- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/departments/disability-access-education.

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 per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/departments/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**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.
FPU-SLO 2	**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.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**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.
FPU-SLO 5	**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.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**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.