

**It's Never Too Late to Improve Your Practices**  
**Course Syllabus/Course Outline**

**Instructor:**

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**Dates:** 2020 - 2021

**Delivery:** Online Enrollment

**Time-Frame:** Self-Paced/8 Topics

**OPI Renewal Units:** 30

**Credits:** 2 Undergraduate Credits or 2 Graduate Credits

**Required Text**

Wong, H., & Wong, R. T. (2018). *The First Days of School: How to be an Effective Teacher*(5th ed.). Mountain View, CA: Harry K. Wong.

Schmoker, M. J. (2018). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA: ASCD.

**Provided Text**

Danielson, C.. (2013). *The Framework for Teaching*. Thousand Oaks, California: Corwin.

**Supplemental Text**

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2019). *The classroom management book*. Mountain View, CA: Harry K. Wong Publications.

Van Marter Souers, K., Hall P. (2018) *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners*. Alexandria, VA: ASCD.

## **Course Objectives**

This self-paced, 8-topic, course is based upon the extensive research, work and writings of Harry K. Wong who has authored over 30 publications including the leading book in education on how to start *THE First Days of School*, a monthly column on [www.teachers.net](http://www.teachers.net), a CD set, and books on New Teacher Induction and classroom management. He has an eLearning course on classroom management and has appeared in an award-winning video series, *The Effective Teacher*. His techniques have been adapted by thousands of educators for success in their schools and classrooms. He has been called “Mr. Practicality” for his common sense, research-based, no cost approach to managing a classroom for high level student success. This course will address research and strategies in the following areas:

- Basic Understandings - The Teacher
- First Characteristic - Positive Expectations
- Second Characteristic - Classroom Management
- Third Characteristic - Lesson Mastery

## **How Will I Learn?**

The structure of this course is built around readings, personal/professional reflection, and application.

## **Summary of Requirements**

1. Introduction
  - a. Creation of personal narrative.
2. Weekly Readings/Reflections
  - a. Each week will have assigned readings that will provide the platform for your personal reflections.
  - b. Weekly reflections will be in response to assigned readings. The reflection will include proposed application of concepts to your professional practice/procedures.
3. Lesson Mastery
  - a. Mike Schmoker’s framework for *The Elements of Effective Lessons*
  - b. *Effective Lessons* will be utilized to identify and modify a lesson that is currently taught and which needs improvement.
4. **Graduate Participants Only** Self-Evaluation
  - a. The *Danielson Framework* will be utilized as a self-evaluation tool.
5. **Graduate Participants Only** Lesson Mastery & Viable Curriculum
  - a. Mike Schmokers *Leading With Focus: Elevating the Essentials for School and District Improvement*.
6. Final Project
  - a. Participants will each structure a plan for their first week of the school year. The plan will include the covered concepts. Example(s) will be provided

### **Learning outcomes:**

Upon completion of the course:

- 1) Students will understand what traits define an effective teacher?
- 2) Students will research and understand how positive expectations, invitational education, and professionalism create a very powerful and effective teacher?
- 3) Students will have analyzed and interpreted how planning and preparation guide student learning.
- 4) Students will have assessed their planning and preparation skills alongside student-learning within their classroom.
- 5) Students will be able to identify and apply the difference between classroom management and discipline within their classroom management plans.
- 6) Students will have researched and understand that when lesson objectives are clear, and instruction and assessment are aligned to objectives, the greater the chances are that students will succeed.
- 7) Students will understand and apply what needs to be included within every lesson in order for student academic achievement to be gained.
- 8) Students will have researched and reflected upon what factors constitute effective instruction and why these factors are so effective?
- 9) Students will have created their own personalized classroom-management plan that includes elements of everything they have learned and reflected upon. Their plan will include guidelines and procedures for the physical design of their classroom, classroom procedures/expectations, instruction, parent/guardian contact, and assessment.
- 10) Students will have established reflective practices that are critical to continued growth.

**Evaluation:**

<b>Requirement</b>	<b>Evaluation Criteria</b>	<b>Learning Outcome(s)</b>
Introduction (20 pts)	Students will introduce themselves in a narrative format through a short video. Introduction narratives will be in video format and need to include information on interviewee's background, why they became an educator, their top 3 strengths in the classroom, their top 3 weaknesses in the classroom, and where they want to be as an educator in 5 years.	1, 4,8,10
Reading/Reflection (30 pts)	Weekly reflections will focus upon gaining interpretation, analysis and synthesis, and evaluation of assigned readings/concepts.	1,2,3,4,5,6,7,8,9,10
Lesson Mastery (20 pts)	Students will utilize Mike Schmoker's framework for <i>The Elements of Effective Lessons</i> to identify and modify 3 lessons that they currently teach, which need improvement.	1,4,6,7,8
Final Project (30pts)	Students will reflect upon how explicit expectations, planning, reflecting, managing, and instruction have significant influences upon student achievement. Students will apply what they have learned to create a very explicit plan in a presentation format for their first week of school.	1,2,3,4,5,6,7,8,9,10
<b>For Graduate Participants Only</b> Self-Evaluation (25 pts)	Students will use the <i>Danielson Framework</i> to perform a thorough <a href="#">self-evaluation</a> of their teaching practices and procedures. Students will compare/contrast the results of their administrator's evaluation(s) to their own.	1,4,6,7,10
<b>For Graduate Participants Only</b> Lesson Mastery & Viable Curriculum (25 pts)	Students will utilize Mike Schmoker's framework for <i>Leading With Focus</i> to review curriculum, apply effective lesson strategies, and application of viable curriculum mapping strategies.	1,4,6,7,10

## DESCRIPTION OF ASSIGNMENTS

1.Topic/Essential Question	Readings/Material	Assignments
<p><b>Getting Started:</b> Classroom management and effective instruction lead to student achievement.</p> <p><b>EQ:</b> Where am I at in my professional role as an educator and where do I want to be?</p>	<p>Computer/Internet access.</p>	<p>Create a personal narrative. Narrative will need to include information on your personal background, path to becoming an educator, your current position/role, top 3 strengths in the classroom, top 3 weaknesses in the classroom, and where you want to be as an educator in 5 years Narrative should be 3-5 paragraphs and address the objectives above.</p>

2. Topic/Essential Question	Readings/Material	Assignments
<p><b>The Teacher:</b> Research has repeatedly proven that the single greatest effect on student learning and achievement is the effectiveness of the teacher.</p> <p><b>EQ:</b> What traits define an effective teacher?</p>	<p><i>The First Days of School</i> Unit A (pg. 2-45)</p>	<p>Write a 2-3 paragraph response to the essential question; <i>What traits define an effective teacher?</i> Why do you think these traits contribute to effective instruction? What traits do you already embody and which do you want to work on?</p>

3. Topic/Essential Question	Readings/Material	Assignments
<p><b>Positive Expectations:</b> The expectations you have of your students significantly influence what they are capable of achieving in class and in life.</p> <p><b>EQ:</b> How do positive expectations, invitational education, and professionalism create a very powerful and effective teacher?</p>	<p><i>The First Days of School</i> Unit B (pg. 47-90)</p> <p><a href="#">Unconditional positive regard -- the power of self acceptance   Michelle Charfen   TEDxRedondoBeach</a></p>	<p>Write a 2-3 paragraph response to the essential questions; What are some examples from the text on positive expectations, invitational education, and professionalism in the classroom. How do positive expectations, invitational education, and professionalism create a very powerful and effective teacher? What are some ways that you model these factors? Which factors do you want to improve upon?</p>

4. Topic/Essential Question	Readings/Material	Assignments
<p><b>Classroom Management:</b> The success of your students is greatly dependent on your ability to convey and implement a classroom management plan.</p> <p><b>EQ:</b> What is the difference between classroom management and discipline? What is classroom management and how does it affect academic achievement?</p>	<p><i>The First Days of School</i> Unit C (pg. 92-218)</p>	<p>Write a 2-3 paragraph response to the essential questions. What is the difference between classroom management and discipline? What are some of the characteristics of a well-managed classroom? How does classroom management affect academic achievement? Identify and explain an a classroom management issue within your classroom that has/is affecting academic achievement.</p>

5. Topic/Essential Question	Readings/Material	Assignments
<p><b>Lesson Mastery:</b> When lesson objectives are clear, and instruction and assessment are aligned to objectives, the greater the chances are that students will succeed.</p> <p><b>EQ:</b> What needs to be included within every lesson in order for student academic achievement to be gained? Why are these factors so important?</p>	<p><i>The First Days of School</i> Unit D (pg. 220-287)</p>	<p>Write a 2-3 paragraph response to the essential questions. What needs to be included within every lesson in order for student academic achievement to be gained? Why are these factors so important?</p>

6(A). Topic/Essential Question	Readings/Material	Assignments
<p><b>How We Teach:</b> Improved classroom instruction is the prime factor to improve student achievement gains.</p> <p><b>EQ:</b> What factors constitute effective instruction? Why are these factors so effective?</p>	<p><i>Focus: Elevating the essentials to radically improve student learning</i> Chapter 3 (pg. 53-112)</p>	<p>Write a 2-3 paragraph response to the essential questions. What factors constitute effective instruction? Why are these factors so effective? Which factors are you good at and which ones do you need to work on?</p>

**For Graduate Participants Only**

6(B). Topic/Essential Question	Readings/Material	Assignments
<p><b>Planning &amp; Preparation</b> In order to guide student learning, teachers must have command of the subjects they teach.</p> <p><b>EQ:</b> How effective am I as an educator?</p>	<p><a href="#">THE FRAMEWORK'S COMMON THEMES</a></p> <p><a href="#">THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT 2013 EDITION</a></p> <p><a href="#">SMART CARD</a></p>	<p><b>Directions:</b> Review the Danielson Framework, which is an evaluation tool. You are going to evaluate yourself based upon the criteria laid out within the Danielson Framework.. Use the Danielson Rubric (2013) to</p>

	<p><a href="#"><u>THE FRAMEWORK FOR TEACHING</u></a></p> <p>Evaluation Rubric (see appendix)</p>	<p>evaluate what level you are at per component.</p> <p>Write a 1 page response that summarizes your self-evaluation, compare/contrast the results of your official evaluation(s) to your own. Include ideas/goals that you have for improvement.</p>
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7(A). Topic/Essential Question	Readings/Material	Assignments
<p><b>Effective Lessons:</b> <i>Improved classroom instruction is the prime factor to improve student achievement gains. - Allan Odden &amp; Marc Wallace</i></p> <p><b>EQ:</b> What are the core elements of an effective lesson? How can I apply them to my own lesson-planning?</p>	<p><i>Focus: Elevating the essentials to radically improve student learning: The Elements of Effective Lessons</i> (pg. 92)</p>	<p>Choose a lesson that you will be teaching in the near future. Use the <i>The Elements of Effective Lessons</i> to restructure/modify the lesson. Teach the lesson and then write 2-3 paragraph that explains why you chose this lesson (be specific). What needed to be changed/alterd within this lesson? Explain how the teaching of the lesson went (outcome).</p>

**For Graduate Participants Only**

7(B). Topic/Essential Question	Readings/Material	Assignments
<p><b>Effective Lessons:</b> <i>Improved classroom instruction is the prime factor to improve student achievement gains. - Allan Odden &amp; Marc Wallace</i></p> <p><b>EQ:</b> What are the core elements of an effective lesson? How can I apply them to my own instructional practice?</p>	<p>Read <i>Leading With Focus: Elevating the Essentials for School and District Improvement.</i></p>	<p><b>Directions:</b> Read the complete book. Complete the following for your building/content area:</p> <ol style="list-style-type: none"> <li>1. Action Steps (pg. 56-57) <ol style="list-style-type: none"> <li>a. If you don't have a leadership team then discuss with grade-level/content peers.</li> </ol> </li> <li>2. Perform <i>The Five Main Steps to Creating</i></li> </ol>

		<p><i>Subject-Area Curriculum</i> (pg. 99-103) upon your own curriculum (if you have more than one content area then choose 1 to focus upon).</p> <p>3. Utilize the <i>Curriculum Templates</i> (pg. 123-128), and provide examples to map out 1 quarter of your curriculum (9 weeks).</p> <p>4. Write a 2-3 paragraph that explains the major “take-aways” from this assignment.</p>
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8. Topic/Essential Question	Readings/Material	Assignments
<b>Final Project</b>	Google Slides or PowerPoint  Provided examples	You are going to take everything that you have learned and reflected upon to create a very explicit plan for your first week of school. Your plan must be in the format of a presentation and include all of the criteria.