



COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

THE TEACHER AS COMPETENT PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education
Title: Improvement of Instruction and Assessment

Course No.: SE 638
Revised: Fall 2005

I. Catalog Description and Credit Hours of Course:

The class is designed for those teachers who are interested in increasing their knowledge and understanding of the teaching process and effective procedures for the improvement of instruction, classroom management, and assessment in the learning environment. (3)

II. Prerequisites: None.

III. Purposes or Objectives of the Course:

A. To provide participants the opportunities to investigate current research as it relates to the teaching process and the improvement of instruction.

B. To provide participants the opportunities to explore various techniques and strategies designed to improve instruction in the learning environment.

C. To provide participants the opportunities to enhance their knowledge and understanding of the teaching process and effective classroom management and assessment of learning.

IV. Expectations of Students:

A. Participants in this course will be able to show an understanding of the teaching process and elements involved in the improvement of instruction.

B. To be conversant with current research on pedagogy as well as management and assessment of student learning and achievement.

C. To illustrate their theoretical and practical understanding of alternative teaching techniques and their applicability to different disciplines and appropriate assessment.

V. Course Content:

HOURS

A. The Art and Science of Teaching

6

1.	Historical Perspectives	
2.	Philosophical Approaches	
3.	Sociological Aspects	
B.	Growth and Development in Teaching	9
1.	Elements of Growth	
a.	Personal and Professional	
b.	Organization and Collegial Support	
c.	Time Management	
2.	Models of Teaching	
a.	Social-Interaction	
b.	Information-Processing	
c.	Personal	
d.	Behavior Modification/Cybernetic	
3.	Opportunities for Change	
a.	External Forces	
b.	Internal Forces	
C.	Teaching Effectiveness	6
1.	Knowledge	
2.	Behaviors	
3.	Efficacy	
D.	Classroom Management and Discipline	12
1.	Problem Issues	
2.	Assertive Discipline	
3.	Positive Classroom Discipline	
4.	Cooperative Discipline	
E.	Assessment	12
1.	Deciding what to assess and how to assess	
2.	Performance Assessment	
3.	Portfolio Assessment	
4.	Evaluating teaching and grading students work	
	TOTAL HOURS	<u>45</u>

VI. Textbook: None.

The current research element as well as the individual relevancy of improving instruction for each participant necessitates no one specific source for the content of this course.

VII. Basis for Student Evaluation:

A. Participants in this course will demonstrate an understanding of the teaching process and elements involved in the improvement of instruction through class discussions and written responses to teacher questions.

B. Participants will report, both orally and in writing, on current research as that research pertains to the teaching process, classroom management and discipline, and assessment in the learning environment.

C. Participants will write a research proposal that addresses effective teaching techniques for the purpose of improving a specific element(s) of one's own instruction.

Suggested Percentages for Student Evaluation:

Classroom Discussions and activities	20%
Written assignments	30%
Oral Presentations	20%
Research Proposal	30%

Percentages at which letter grades are given:

90% - 100%	A
80% - 89%	B
70% - 79%	C
0% - 69%	F

The weight of evaluation criteria may vary at the discretion of the instructor.

Academic Policy Statement:

Students will be expected to abide by the University Policy for Academic Honesty in regards to plagiarism and academic honesty. Refer to:
<http://www6.semo.edu/judaffairs/code.html>

VIII. Knowledge Base

- American Guidance Service. (1996). *Cooperative discipline staff development*. (Videotape series). Circle Pines, MN: Author.
- Arends, R. L. (2002). *Learning to teach*. (5th ed.) St. Louis: McGraw-Hill.
- Bloom, B.S., ed. (1956). *Taxonomy of educational objectives, Handbook I: Cognitive domain*. New York: David McKay.
- Brophy, J. (1979). Research on the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology*, (75), 631-611.
- Brophy, J. & Good, J.L. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *Handbook of Research on Teaching*. New York: Macmillan.
- Charles, C. M. (2005). *Classroom Discipline* (8th ed). Upper Saddle River, NJ: Pearson.
- Collins, C. (1987). *Time management for teachers*. West Nyack, NY: Parker.
- Darling-Hammond, L. Ancess, J. Falk, B. (1995). *Authentic assessment in action: Studies of schools and students at work*. New York: Columbia University Press.
- Eisner, E. W. (1999). The uses and limits of performance assessment exercises. *Phi Delta Kappan*, 80(9), 658-660.
- Gagne, R.M. & Wager, W.W. (1988). *Principles of instructional design* (3rd ed.) New York: Holt, Rinehart & Winston.
- Kim, E.C. & Kellough, R.D. (1991). *A resource guide for secondary school teaching: Planning for competence* (5th ed.) New York: Macmillan.
- Krathwohl, D., Bloom, B., and Masia, B. (1964). *Taxonomy of educational objectives: Handbook II: Affective domain*. New York: David McKay.
- Mackenzie, R. (1997). Setting limits in the classroom. *American Educator*, 21(3), 32-43.
- McMillan, J. (2001). *Classroom assessment: Principles and practices for effective instruction* (2nd ed.). Boston: Allyn and Bacon.
- Missouri Department of Elementary and Secondary Education. (1984) *Guidelines for performance based teacher education in Missouri*. Jefferson City, MO: Author.
- Peterson, T. (1996). Discipline for discipleship. *Thresholds in Education*, 22(4), 28-32.

- Popham, W. (2002). *Classroom assessment: What teachers need to know (3rd ed)*. Boston, MA: Allyn & Bacon.
- Raywind, M. (1993, Sept.). Finding time for collaboration. *Educational Leadership*, 30-34.
- Schultz, F., ed. (1991). *Education 91/92. (18th ed.)*. Guilford, CN: Dushkin.
- Slavin, R.E. (1988). Cooperative learning and student achievement. *Educational Leadership*, 46, 31-33.
- Stiggins, R. (2001). *Student-involved classroom assessment (3rd ed.)*. Upper Saddle River, NJ: Prentice-Hall.
- Weinstein, C. (1996). *Secondary classroom management: Lessons from research and practice*. New York: McGraw-Hill.
- Williams, J. (2000). Implementing portfolios and student-led conferences. *Enc Focus*, 7 (2), 21.
- Winik, L. (1996). Students want more discipline, disruptive classmates out. *American Educator*, 20(3) 12-14.

Student with Disabilities Statement:

If a student has a special need addressed by the Americans With Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor immediately. Reasonable efforts will be made to accommodate special needs.