

GFT/ER & D Program
Foundations of Effective Teaching I:
Organizing the Classroom Environment
for Teaching and Learning

Instructor: Peter Linn (pclinn@guam.net)

Site: JFKHS annex room F-104

Tuesdays & Thursdays 3pm-6pm

Saturdays 8am-noon (45 Hours, 3 Graduate Credits)

Course Summary: This core ER & D course addresses the fundamental aspects of teaching and learning that are relevant for teachers in all grade levels and subject areas. It examines proven practices for effective classroom and group management, maximal use of learning time, questioning and feedback skills, homework, interactive guided instruction strategies, and scaffolding techniques. Covering core topics critical to successful classroom practice, the course is particularly useful for the training of mentor teachers and beginning and at-risk practitioners. Foundations I is the entry course for start-up ER & D programs.

Objectives:

Teachers will be able to:

- Organize their classrooms at the beginning of a new school year based on the research on effective classroom management
- Create a non-threatening environment in relation to room arrangement, rules and procedures, and the use of consequences.
- Assess group management strengths/areas for growth and identify strategies to address them.
- Apply group management research to practice through activities and reflection
- View the learning process based on cognitive research
- Recognize the different kinds of learning tasks and design instruction to match the task
- Examine the pattern of direct instruction
- Design scaffolds.
- Recognize teacher praise and feedback research and its relationship to student learning.
- Practice giving appropriate feedback in classroom situations
- Examine ER & D research on homework, reflect on its validation of their existing practice and discuss ways this research will change practice
- Examine how to design effective homework assignments that exemplify research
- Use time on task research and its relevance to increase student learning
- Understand how the use of time affects learning

- Recognize the range of interruptions and their cumulative effect on learning
- Examine how to maximize both the quantity and quality of learning time

Course Content and Concepts:

- Unit 1: Beginning of the Year Classroom Management: Establishing procedures for performing instructional routines and housekeeping tasks; establishing rules governing student behavior; teaching rules and procedures as with any new content, applying consequences to reinforce rules and procedures; designing an effective room arrangement; planning for the first day of school.
- Unit 2: Effective Group Management: Maintaining group management pro-actively by using the following strategies: group focus, avoiding satiation, overlapping, with-it-ness, smoothness & momentum.
- Unit 3: Interactive Direct Instruction: Utilizing the concepts of direct instruction, interactive teaching, instructional functions, teaching cognitive strategies through scaffolded instruction, pacing and success rate, teacher questioning strategies, providing feedback to student responses.
- Unit 4: Time on Task: Teacher praise is not essential to student learning; it seldom serves as reinforcement for student behavior. Teacher praise can serve a variety of other meaningful functions, particularly since most teachers enjoy praising students and most students appreciate some teacher praise, especially private praise. Effective teacher praise exhibits the following qualities: contingency, specificity, and credibility.
- Unit 5: Using Homework Effectively: Designing successful homework activities that contribute to student learning and achievement, designing homework that encourages family involvement and connections of school to home.
- Unit 6: Teacher Praise: Utilizing allocated time, engaged time, and academic learning time.

Resources:

American Federation of Teachers (2005). Foundations of Effective Teaching I: Organizing the classroom environment for teaching and learning. Washington D.C.: American Federation of Teachers, AFL-CIO.

Evaluation:

- Attendance (60% of grade) Most of the work for the course will be centered around the classroom discussions and activities. Presence is vital.
- Participation (20%) In class activities, discussions, assignments and readings will be completed for each class meeting.
- Reflections (20%) Within the six units, a variety of strategies will be modeled and discussed. Participants will be expected to use three of the strategies in the classroom and to write a reflection on the success of the strategy.

Grading Scale:

A 90-100

B	80-89
C	70-79
D	60-69
F	Below 60

GFT/ER & D Program
Foundations of Effective Teaching I
Course Outline

Note: Daily schedule may change to address needs of participants.

Day 1	Introductions/Expectations/Norms Foundations Research BYCM Introduction Review of Research Effective Room Arrangement
Day 2	Introduction to Rules and Procedures Procedures Rules Teaching Rules and Procedures
Day 3	Hierarchy of Consequences Setting the Limits Debriefing of Unit 1 Introduction to Group Management Reviewing the Research
Day 4	Defining the Terms GM Instructional Considerations Focus in the Classroom Bringing Instruction into Focus Managerial Considerations With-it-ness
Day 5	Behaviors that Interrupt Smoothness and Momentum EGM Skills Inventory Reflection on Research Application #1 Debriefing of Unit 2
Day 6	Interactive Direct Instruction: Definition and Research Novice to Expert Zone of Proximal Development Well-Structures/Less-Structured Tasks

- Day 7 Pattern of Direct Instruction
 History of Direct Instruction
 Instructional Functions
 Planning Instructional Time
- Day 8 Scaffolding
 Designing Scaffolds for Learning
 Comparing Instructional Functions/ Teaching Cognitive Strategies
 Pacing and Success Rate
 Research Review
- Day 9 Questioning
 Debriefing of Unit 3
 Research Time On Task
 Things that Interrupt the Learning Process
- Day 10 Where Does the Time Go?
 Allocated, Engaged, Academic Learning Time
 Maximize Academic Learning Time
 Making Time Count
 Reflection on Research Application #2
- Day 11 Prisoners of Time
 Debrief on Unit 4
 Research on Effective Homework Strategies
 Benefits and Purposes of Homework
- Day 12 Characteristics of Good Homework Assignments
 Types of Homework
 Homework Review
 Practice, Preparation or Extension
 Debrief on Unit 5
- Day 13 Teacher Praise Research
 Characteristics of Effective Praise
 Use of Praise in the Classroom
 To Praise or Not to Praise
- Day 14 Reflections and Connections on Teacher Praise
 Debrief of Unit 6
 Reflection on Research Application #3
 Post-test
 Course Evaluation