



TCHL 545: Classroom Instructional Strategies Course Syllabus
Winter Term 2021

December 14 – 31, 2020

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Any times mentioned throughout the term are for the *Central Time Zone*

Credit Hours: Three (3) hours

Prerequisite/Corequisite: TCHL 500

Course Description: Examination of advanced classroom instructional strategies for designing and implementing classroom instruction in diverse P-12 classroom settings resulting in increased student achievement.

Rationale: Teachers must possess a solid knowledge base regarding instructional strategies along with the related theoretical perspectives and results from research to effectively utilize strategies that meet the needs of a diverse student population and positively impact P-12 student learning.

Course Delivery: TCHL 545 is an online class using [Blackboard](https://blackboard.wku) (<https://blackboard.wku>)

Online Learning

Students who choose to take a class via the World Wide Web accept a higher level of responsibility. They must exercise a higher level of self-motivation to read and search for information. Further, students in web-based classes must be more diligent concerning assignment and exam deadlines. This is an online course with much flexibility; however, you must read and learn the material as if you were teaching yourself. You must be very self-directed and motivated to be successful. This is the nature of online learning. Email should be checked daily. This policy probably addresses the most frequent problems students confront in an online class. Open this link for the [Online Orientation](http://www.wku.edu/online/orientation/index.php) for online learning students. (<http://www.wku.edu/online/orientation/index.php>).

Technology Requirements

It is important to note that WKU IT recommends certain [technology requirements](#) for a successful online learning experience. Powerpoints are uploaded in two versions: PPT and PPS. PPT can be used if you have Microsoft Office Powerpoint Program on your computer. In addition, the course Powerpoints are also uploaded using the PPS version of Powerpoint which can be used with the free Powerpoint viewer available online through [Microsoft](#). Course content included on the PPT version and PPS version are exactly the same. Basic technology skills are needed for participation in an online course. For more information you should open this link: [Basic Computer Skills](#).

Blackboard Access

- **Students MUST have access to Blackboard to participate in this course.** The course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. *Students must utilize the WKU email account provided by the university to receive communication from the instructor.*
- Find information here about logging on to your [Blackboard account](#).

Communication

Email Access

- The student must maintain and check daily the WKU email account. The instructor will communicate only through WKU email. Find information about accessing your [WKU email account](#).
- Email is the fastest means of reaching the instructor. For the most certain response include "TCHL 545" in the subject line and then add a brief description of the topic, e.g., "TCHL 545 Unit Overview Project." It is professional behavior and courteous to clearly label your mail. Thank you to those who consistently do this. The instructor will typically respond within 24 hours during weekdays. During the weekend, the response time may be slightly longer. If you have not received a response in two to three days, resend the email or try another method of communication (i.e., phone message).

Phone

- Office phone: (270) 745-4485
- Please leave a phone number, name, and a brief message if you call and cannot reach the instructor immediately (it is better to email). Fax: (270) 745-6322. Notify the instructor via email to expect your fax.

Required Text:

Joyce, B., Weil, M. & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson ISBN: 978-0-13-374930-4

(Note: e-book is acceptable)

Course Objectives

At the conclusion of the course, the student will be able to

1. evaluate the role of classroom management principles as a foundation for improving P-12 student achievement.
2. examine effective classroom management principles to prescribe appropriate interventions for student behavior problems.
3. explore, analyze, apply, and evaluate research-based best instructional strategies for diverse P-12 classroom.
4. evaluate the influence of individual differences on the teaching and learning process in the P-12 classroom.
5. explore ways in which best practices – including use of technology – can enhance the learning of diverse populations in P-12 classrooms.
6. examine the role of school and stakeholder partnerships (both at school and district levels) in P-12 student achievement.
7. determine strategies to foster school and stakeholder partnerships to enhance P-12 student learning.

Tentative Content Outline

Topics focus on examining research-based instructional strategies, analyzing case studies, and critiquing strategies modeled, and designing, revising, and implementing research-based strategies that meet the needs of all learners.

- Framework for effective instruction
- Classroom management approaches and impact on P-12 learning.
- Research-based instructional strategies.
- Critiquing research-based instructional strategies.
- Designing, revising, and implementing research-based strategies that meet the needs of all learners.
- Purpose of school and stakeholder partnerships.
- Effective school and stakeholder partnerships.

Instructional Methods and Activities

Primarily, the course is designed around the course Critical Performance: Instructional Design and Effectiveness Analysis. Your primary sources of *course content* will be the required textbook and the Vanderbilt online IRIS Center. You will have the opportunity to deepen your understanding through the Discussion Board forums, group activities, application exercises, and textbook readings. With these assignments the student will acquire the knowledge needed to demonstrate mastery of the course objectives.

Assignment Synopses

Note: Detailed descriptions of assignments and accompanying rubrics are posted on Blackboard. All assignments are subject to revision at instructor's discretion.

1. Scavenger Hunt

To become familiar with course organization, content and expectations, the student will complete a scavenger hunt.

2. **“Getting to Know You” Blog**

As a getting acquainted activity, the student will participate in the “Getting to Know You” blog. See assignment for guidelines and scoring guide.

3. **Textbook and Other Course Materials.**

The student is expected to read selected text material and/or other supplemental materials to complete course assignments. Topics are listed on the course calendar. See professionalism scoring guide for further guidelines.

4. **Chapter Activities**

The student will complete activities on selected chapters from the course textbook.

5. **Online Discussion Boards**

Students are expected to actively participate in the online learning community via Discussion Boards, exhibiting the highest level of professionalism. Discussion Board prompts are posted on Blackboard in the Discussion Board section.

6. **IRIS Center**

In preparation for Part 3 of the course Critical Performance: The Behavioral Management Plan, complete the “Defining Behavior” online learning modules from Vanderbilt IRIS Center.

7. **Professionalism**

The amount of professionalism points earned will depend upon the standards being met. See scoring guide for further information.

8. **Course Critical Performance**

Title: *Instructional Design and Effectiveness Analysis*

Purpose and Use Statement:

This critical performance is an evaluation of Kentucky Teacher Standards 2, 3, and 8 and Framework for Teaching Components 1B, 1E, 2B, 2D, and 4C. Successful completion of this is required for a passing grade for TCHL 545.

QEP Student Learning Outcomes Addressed

1. WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue. (Evidence-Gathering)
2. WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (Sense-Making)
3. WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (Argumentation)

Product:

Using the curriculum standards, design a standards-based unit that incorporates Models of Teaching from the course text. Concurrently design a behavioral management plan. Finally, define and evaluate current practices to involve parent/family and other stakeholders in the educational process in order to increase P-12 learning.

Rationale:

Studies indicate that family engagement in education increases student success. Additionally, it is essential for Teacher Leaders to have command of effective classroom instruction and behavior management and to improve P-12 student learning. This course requires graduate students (i.e., teacher leaders) to define and evaluate current practices and develop a plan to increase effective involvement of parent/families and other stakeholders. Graduate students must also critically evaluate instructional strategies and classroom management techniques to design effective instruction and behavioral management plan for a specific group of learners. These skills are critical elements of instructional improvement.

TCHL 545 Cybercafe`

The Cybercafe` is a forum in which conversations between the instructor and student or among students can occur. Any course participant may initiate a thread in the forum. Threads can focus on questions related to course content or to post creative/interesting news. There are no points associated with the Cybercafe`; however, professionalism is expected on all posts. If you wish the instructor to respond to a question, please send an email requesting the instructor check the Cybercafe`, including the name of the thread.

Tentative Point Values (May be adapted by instructor, as needed)

Assignment	Point value
Scavenger Hunt	10 points
Getting to Know You Blog	10 points
Chapter Assignments	90 points
Defining Behavior Case Study (IRIS Center)	10 points
Discussion Boards <ul style="list-style-type: none"> <i>Increasing Stakeholders' Involvement in Schools</i> <i>Behavior Management</i> 	40 points
Course Critical Performance: <i>Instructional Design and Effectiveness Analysis</i> <ul style="list-style-type: none"> Part I: Five Day Unit of Instruction Overview – 90 points Part II: Behavior Management Action Plan – 40 points Part III: Family Engagement: Planned Activities – 30 points 	160 points
Professionalism	20 points
Total Points	340 points

TCHL 545 Tentative Grading Scale and Tentative Point Values

Grading in TCHL 545 is based on a point system. It is possible to earn a maximum of 340 points. The final grade is determined by the total point accumulation.

<i>Grade</i>	<i>Points</i>
A	316 - 340
B	289 - 315
C	261 - 288
D	238 - 260
F	Below 238

Course Policies

Technology

Students in a web-delivered class accept the responsibility for making certain their computer and internet technology is compatible with WKU's online instructional delivery. Further, students take responsibility their technology is working correctly (and with the WKU technology) at the time of exams and assignments. Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the [WKU Help Desk](#) (phone number 270-745-7000) to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard. Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary. Note: these actions do NOT shift responsibility away from the student. Students are expected to *not* work together on tests or assignments.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are

“Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from the Student Accessibility Resource Center.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. Student work will be checked using plagiarism detection software, Turnitin.com.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, report, assignment or other project which is submitted for purposes of grade determination. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Working with other students enrolled in the course or other individual on any course requirement is strictly prohibited and is considered academic dishonest unless the instructor has authorized group work.

Academic Dishonesty

Web-based delivery brings concerns of ethics. Students in these classes should exercise a high degree of academic honesty in completing assignments and participating in evaluations. Each student should make certain that all work submitted is their own and give credit to authors when their words are used. The student should complete assignments individually and not with other class members unless the assignment provides directions for group work. The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone

committing such acts risks punishment of a serious nature. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure. You will find more information about policies for graduate students on the CEBS webpage. Open the following link and scroll down and find the links for Graduate Students. Open and read [Academic Policies and the Code of Conduct](http://www.wku.edu/cebs/programs/graduate/policies/index.php):
<http://www.wku.edu/cebs/programs/graduate/policies/index.php>

Due Dates

Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Working with other students enrolled in the course or other individuals on any course requirement is strictly prohibited and is considered Academic Dishonest (see Cheating and Academic Dishonesty sections) unless the instructor has authorized group work. Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course. The student will make every effort to be a contributing member of the online learning community to experience optimal educational and professional growth.

Assignment Submission

- All assignments must be completed using a word processor. APA guidelines will be used for all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors. You will submit your assignments by uploading them to the Blackboard site. The upload link for each assignment can be found underneath each assignment guideline link. Please view the [video](#) for more information about how to upload an assignment to Blackboard.
- The student should keep a copy of all assignments. In the event that an assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student.
- All assignments will be submitted online via Blackboard and NOT via email unless prior approval by the instructor is obtained..

Electronic Portfolio and Critical Performances

One assignment is designated as Critical Performance for this course. As per College of Education and Behavioral Sciences policy, all students must upload the completed

Critical Performance before a final grade will be assigned for the course. Students must register with the [CEBS electronic portfolio system](#) to upload the Critical Performance.

The course Critical Performance must be uploaded to the CEBS Electronic Portfolio. It must be typed in Microsoft Word or Word Perfect to be uploaded Microsoft Works will **not** upload to the university's electronic portfolio. An X will be assigned as a final grade until the upload is completed. Once the assignment upload is completed by students receiving the X, an official Change of Grade form must be completed. The instructor will complete the Change of Grade form and forward it to the Director of the School of Teacher Education for final approval. At that point the form will be sent to the Office of Registrar. To avoid this complicated and time consuming process, take care of your Critical Performance upload promptly and efficiently!

Grading

Grading in TCHL 545 is based on a point system. The total point accumulation determines the final grade. See the Tentative Grading Scale below for a breakdown of the points and correlating letter grade. Assignments are graded based upon the scoring criteria specified in the assignment scoring guides.

Grade Reporting

Students will be required to check Blackboard for posting of grades throughout the term. Open Blackboard, open Tools (button located on the left side of the Home page), then find the My Grades link and open it to find your grades.

Instructor Feedback

The instructor will leave feedback for any point deductions on all assignment submissions throughout the term. Check the page where the assignment was submitted to find this feedback OR check the Grade Center where the grade is posted for a "view" option. The instructor rarely leaves feedback when the student earns a perfect score. The score itself indicates that the standard was met or exceeded. Way to go!

Late Assignment Submission

Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than time listed on the course schedule on the due date. After two days, late assignments will not be accepted without great extenuating circumstances and prior approval from the instructor. Problems with due dates and exams must be discussed with the instructor prior to the due date.

Grade Appeal

If you do not agree with a grade on an assignment, you may schedule an appointment

(phone conference or face-to-face meeting) to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for assignments returned to students will not be changed after two days. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately. No discussion of point deductions (i.e., grades) will take place via email (due to privacy concerns).

Incomplete (X)

As per University policy, “A grade of X (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of X received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer term excluded). An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A Student should work with the instructor who assigned the incomplete on an independent basis to complete the necessary assignments. A grade of incomplete is not used under any circumstances as a substitute for F or W.” (p. 29 WKU Graduate Catalog, 2011).

Alignment of Course Objectives with Standards

Course Objective	Course Assignment	Framework for Teaching Component(s)	Kentucky Teacher Performance Standard(s)/InTASC Standard(s)	Teacher Leader Standards
Objective 1 Evaluate the role of classroom management principles as a foundation for improving P-12 student achievement.	<i>Defining Behavior</i> Case Study Behavior Management Discussion Board	2A - Creating an Environment of Respect and Rapport 2B - Establishing a Culture for Learning 2C - Managing Classroom Procedures	Standard 3: Learning Environments	Standard 2: Access and Use Research to Improve Practice and Student Learning
Objective 2 Examine effective classroom management principles to prescribe appropriate intervention for student behavior	Course Critical Performance, Part II: Behavior Management	2D - Managing Student Behavior 3A - Communicating with Students	Standard 3: Learning Environments	Standard 2: Access and Use Research to Improve Practice and Student

Course Objective	Course Assignment	Framework for Teaching Component(s)	Kentucky Teacher Performance Standard(s)/InTASC Standard(s)	Teacher Leader Standards
problems.	Action Plan			Learning Standard 4: Facilitate Improvements in Instruction and Student Learning
Objective 3 Explore, analyze, apply and evaluate research-based best instructional strategies for diverse P-12 classrooms.	Chapter Assignments	1A – Knowledge of Content and Pedagogy 1C – Setting Instructional Outcomes 3E - Demonstrating Flexibility and Responsiveness 4A - Reflecting on Teaching	Standard 1: Learner Development Standard 2: Learning Differences Standard 4: Content Knowledge Standard 5: Application of Content Standard 7: Planning for Instruction Standard 8: Instructional Strategies	Standard 2: Access and Use Research to Improve Practice and Student Learning Standard 4: Facilitate Improvements in Instruction and Student Learning
Objective 4 Evaluate the influence of individual difference on the teaching and learning process in the P-12 classroom.	Chapter Assignments Critical Performance Part I: Five Day Unit of Instruction Overview	1B - Demonstrating Knowledge of Students 4A - Reflecting on Teaching	Standard 2: Learning Differences Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practice	Standard 4: Facilitate Improvements in Instruction and Student Learning
Objective 5 Explore ways in which	Chapter Assignments	1D - Demonstrating	Standard 6: Assessment Standard	Standard 2: Access and

Course Objective	Course Assignment	Framework for Teaching Component(s)	Kentucky Teacher Performance Standard(s)/InTASC Standard(s)	Teacher Leader Standards
best practices – including use of technology – can enhance the learning of diverse populations in P-12 classrooms.	Critical Performance Part I: Five Day Unit of Instruction Overview	Knowledge of Resources 1E - Designing Coherent Instruction	Standard 7: Planning for Instruction	Use Research to Improve Practice and Student Learning Standard 4: Facilitate Improvements in Instruction and Student Learning
Objective 6 Examine the role of school and stakeholder partnerships (both at school and district levels) in P-12 student achievement.	Discussion Board: Increasing Stakeholder' Involvement in Schools	4C - Communicating with Families	Standard 9: Professional Learning and Ethical Practice Standard 10: Leadership and Collaboration	Standard 3: Promote Professional Learning for Continuous Improvement
Objective 7 Determine strategies to foster school and stakeholder partnerships to enhance P-12 student learning.	Critical Performance Part III: Family Engagement: Planned Activities	4C - Communicating with Families	Standard 9: Professional Learning and Ethical Practice Standard 10: Leadership and Collaboration	Standard 3: Promote Professional Learning for Continuous Improvement