



# New York Center for Teacher Development, Inc.

*In affiliation with the University of Massachusetts Global (Extended Education)*

## **COURSE SYLLABUS**

**Course:** EDZU 9105 **Prioritizing Students with Engaging Strategies for the Classroom**

**Credit Hours:** 3.0 credits / 45 hours

**Instructor:** Laura Kazmierski

### **Course Description**

This course will focus on prioritizing your students through strategies you implement in your classroom. Targeted areas for engagement strategies that will be covered in this course include the following: incorporating movement through instructional strategies, incorporating differentiation through choice boards and checklists, incorporating creativity through a makerspace station and student podcasts, incorporating children's books as an anticipatory set. Specific strategies will be modeled for each area covered that will provide an overview of how to modify for both K-5 and 6-12 classrooms. If you are looking for a classroom management refresh, this course will also provide strategies that target classroom pace, grouping, partner strategies, and ways to build classroom routine and effective communication between teacher and student.

### **Course Goals**

#### **Teachers Enrolled in This Class Will...**

##### **Know**

- Adding movement to the classroom. Strategies and how each can be used in your classroom (all grade levels considered). How adding movement can support student's mental health and engagement in your classroom.
- What differentiation can look like in your classroom and where to start differentiation to maximize student learning. Ideas for incorporating creativity and challenging students to a higher-level of learning.
- The importance of good classroom management. Finding a balance between structure, flexibility and choice for you and your students.

##### **Understand**

- How adding simple movement strategies into your classroom can be beneficial for students and your learning environment.
- Viewing choice boards and activity checklists that can be used for differentiation while focusing on engagement from all students.
- Pace and classroom management. Strategies for good classroom management, engagement and enjoyment for your students.

### **and To Be Able To**

- Reflect on the movement strategies present and generate ways in which these could be implemented into your classroom setting.
- Identify areas that you can use in your classroom. Manipulate and design your own learning planners for students in your classes that incorporate areas of focus.
- Reflect on your classroom management. Create tools to utilize for your classroom (partner strategies, group cards, routine and communication examples).

## **Course Outline**

### **Topic 1: Incorporating Movement through Instructional Strategies**

**Value of movement in the classroom: why incorporate movement into your classroom? What are the benefits of adding movement to your classroom? What are specific strategies that can take 10 seconds up to 10 minutes of movement in your lesson/day? How can movement be “hidden” into a lesson? All of these will be covered within this section.**

**Specific strategy examples will be covered and analyzed for strengths, weaknesses, and practical application in their specific setting**

**Quote walk, gallery walk, four corners, QR code scavenger hunt, back to face, hallway hunt and other specific strategies will be introduced – how they can be applied to any grade level and content area will also be shared.**

### **Topic 2: Incorporating Differentiation through Choice Boards and Checklists**

**Differentiation in the classroom: What does differentiation in the classroom look like? What do most teachers think differentiation is? Teachers will reflect on their practice and philosophy of differentiation as well as experience and questions with differentiation.**

**Choice in the classroom: specific strategies for incorporating differentiation for all learners will be shared, examples provided for both elementary and secondary settings across subject areas.**

**Choice boards and how they can benefit the classroom environment, specific examples and how to use them in various settings.**

**Checklists and how they can benefit the classroom environment, specific examples and how to use them in various settings.**

### **Topic 3: Creativity in the Classroom**

**How adding creativity in the classroom can positively impact the classroom**

**Makerspace Stations – what they are, what they look like and how you can transition from teacher to facilitator and let the students take the lead.**

## **Student Podcasts – what they are and how they can be incorporated into the classroom**

### **Topic 4: Children’s books in the classroom**

**Children’s books used as anticipatory sets for a unit or lesson**

**Adolescent classroom – incorporating children’s books examples**

**Elementary classroom – incorporating children’s books examples**

### **Topic 5: Classroom Management**

**Importance of strong classroom management – why it has value add for your classroom**

**Good classroom management: being proactive, putting time in early, leading by example, pace in the classroom, challenging students, personality, relationships and connections with students.**

**Strategies for classroom management: pace, group cards, building routine and procedures**

## **Summary & Reflection**

### **Culminating Task (Graduate students only)**

#### **Methods of Instruction**

Moodle will be used as the learning management system for this course offering. Content will be delivered to students by providing lessons divided into each of the categories in the outline above. There will be a combination of videos, website resources and blogs, as well as written commentary from the instructor to the students for each lesson. Students will be given assignments including submitting their work samples, participating in discussion forums with the instructor and peers, and responding to feedback from the instructor. The instructor will present open forums and ongoing feedback to each participant throughout the duration of the course. There will also be a check for understanding in the form of a quiz at the end of each of the first four weeks and one culminating task that students will have the final week to complete. Instructor will ask for surveys to be completed throughout the course for more immediate feedback and suggestions on the course content and materials being used.

#### **Methods of Assessment**

Students will be assessed based on the completion of the weekly assignments and discussion forums. Additionally, students will be asked to take one quiz, or check for understanding, for each week of new content, totaling four quizzes for the course. These will simply cover the content and main points in the content delivery materials provided. Students will be able to take these multiple times and receive higher scores. Students will have one culminating task the last week of the course that will combine the content they have done and the work they have completed up until that point. Successful completion of all assignments, discussion forums, quizzes, and the culminating task will result in passing credit. In order to receive an A, students need to score at least an average of a 90 or above on all weekly quizzes and participate in every discussion and assignment, as well as successful completion of the culminating project. In order to receive a B, students need to score at least an average of an 80 or above on all

combined weekly quizzes and participate in most discussions and assignments, as well as a successful submission of the culminating project.

The Culminating Task Assignment is only for GRADUATE students.

Directions: Utilizing the strategies presented in this course, you will create a two-day lesson plan that encompasses what you have learned throughout this course. For your culminating task, you will include the following:

Required Criteria:

- Name/content of the lesson(s) to be taught, grade level
- 2 days of lessons outlined using the provided lesson organizer
- 1 movement strategy
- 1 choice board OR checklist
- 1 children's book incorporated as an anticipatory set OR station activity
- 2 considerations for classroom management identified/planned (these may be a part of your specific lesson if it's related to groups or just mentioned in your plans as being considered for the instruction of these lessons)

Suggestions and Tips

Your two-day lesson plan can include items that you created or referenced in other assignments from this course. I would encourage you to use those as a starting point. Please make one submission that includes all of the above when you submit your culminating task. I will be providing you feedback and letting you know what your grade would be. Remember that this is an outline of a lesson for the two days and you do not have to show me every material that you would use, just the overview description of what you are referencing for each part of the lesson. Your lesson should include 2 days, regardless of what time frame you are teaching for. For your reference, I have included what an A and B range would look like below:

**To receive an A on the culminating project,** your two-day lesson plan outline included all of the above requirements when you submitted including 2 full lesson plan days of what you are teaching, 1 movement strategy, 1 choice board or checklist, 1 children's book, and 2 considerations for classroom management identified within your plans.

**To receive a B on the culminating project,** your two-day lesson plan may include most, but not all of the above requirements. For example, you may submit a two-day lesson plan that has the lesson outlined and incorporates 1 choice board or checklist, and strategies for classroom management but does not include a children's book or movement strategy. Another example might be if you included 1 day of a lesson plan with every requirement listed above, but you did not have a second day of content for your overview.

Exemplar lesson plans and choice boards will be provided to you in weekly folders and should be referenced if you need to make any changes to the one you submitted or if you need any support as you create yours. Remember to utilize the resources from each weekly topic and reach out to your instructor if you need any assistance or clarification.

Please reach out with any questions you may have. Please make this work meaningful for you and practice for you to implement into your classroom. Consider your student population and how this will support their learning.

If you would like to submit early, ahead of the deadline, please feel free to do so. Additionally, if you would like to request feedback on a first submission prior to the deadline, please submit and then send me an email requesting that feedback. I will do my best to get back to you within a few days so that you can make any necessary changes and re-submit.

**Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.**

**Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.**

## Time Validation

Topic for assignment	Student Input (LEARNING)	Student Output (TASK)	Total Time (hours)
<b>Topic 1:</b> <b>Incorporating Movement through instructional strategies</b>	<b>Assignment 1:</b> The importance of movement. Read through the article titled, <i>Eight Ways to Use Movement in Teaching &amp; Learning</i> .	<b>Assignment 1:</b> Reflect on what you read: what strategy could you use in your classroom, and which one would you not use?	1.5
	<b>Assignment 2:</b> Movement during instruction – not just as a stand-alone activity. Read the article titled <i>Making Movement a Part of Your Classroom Culture</i> .	<b>Assignment 2:</b> Discuss: how can you incorporate movement into everyday instruction and learning in your classroom?	1.5
	<b>Assignment 3:</b> Access strategies for the classroom that incorporate movement. Read through the modifications for each that target elementary and secondary classrooms more specifically. <ul style="list-style-type: none"> <li>• Quote Walk</li> <li>• Gallery Walk</li> <li>• 4 Corners</li> <li>• QR Code Scavenger Hunt</li> <li>• Back-to-Back, Face to Face</li> <li>• Hallway Hunt Options</li> </ul>	<b>Assignment 3:</b> After viewing each of the resources and reading how each can be modified for an elementary and secondary classroom, select 2 strategies. For each: <ul style="list-style-type: none"> <li>• Identify how that strategy could be used in your classroom (with what content/learning).</li> <li>• How you might modify it to work better for your age group of students – you can include the modification the instructor provided for each age group or your own ideas to modify it.</li> </ul>	3
	<b>Assignment 4:</b> View additional resources and suggestions for adding movement into your classroom.	<b>Assignment 4:</b> Discuss which you can realistically see yourself adding to the classroom from the resources shared.	1.5
<b>Topic 2:</b> <b>Incorporating Differentiation through Choice Boards and Checklists</b>	<b>Assignment 1:</b> Pre-assessment on using choice boards and checklists.	<b>Assignment 1:</b> Complete the pre-assessment regarding choice boards and checklists in the classroom.	1
	<b>Assignment 2:</b> Part 1: View choice board examples Part 2: Access/Read article titled <i>Choice Boards: Benefits, Design Tips &amp; Differentiation</i> .	<b>Assignment 2:</b> Reflect on pros and cons for choice boards and where in your curriculum you may be able to add one.	2.5
	<b>Assignment 3:</b> Part 1: View checklist examples	<b>Assignment 3:</b> Reflect on pros and cons for checklists in comparison with choice boards.	2.5

	<p><b>Part 2: Access/Read article titled <i>How a Simple Checklist Can Improve Learning.</i></b></p> <p><b>Assignment 4:</b> Read the instructor input about this topic and use that to help you complete yours.</p>	<p>Where in your curriculum you may be able to add one.</p> <p><b>Assignment 4:</b> Create and submit one choice board OR checklist that you could use in your classroom.</p>	3
<p><b>Topic 3:</b> <b>Incorporating Creativity through Makerspace station and student podcasts</b></p>	<p><b>Assignment 1:</b> Access and view a variety of resources related to offering a Makerspace station in your classroom.</p>	<p><b>Assignment 1:</b> Answer a series of questions about Makerspace Stations after viewing the videos and resources provided.</p>	2
	<p><b>Assignment 2:</b> Access and view a variety of resources related to offering a Student Podcast opportunity for students in your classroom.</p>	<p><b>Assignment 2:</b> Answer a series of questions about Student podcasts in the classroom after viewing the videos and resources provided.</p>	2
	<p><b>Assignment 3:</b> Reference the list of resources that you accessed for the first two assignments to write your reflection. Additionally, access the instructor's input page about these two topics and suggestions for implementing in both elementary and secondary classrooms.</p>	<p><b>Assignment 3:</b> Write a one-page reflection on how you could implement either Makerspace station OR the opportunity to create a student podcast in your classroom.</p>	2
<p><b>Topic 4:</b> <b>Incorporating Children's Books into the classroom</b></p>	<p><b>Assignment 1:</b> Anticipatory sets – purpose and value of incorporating them into your classroom and examples to use. Part 1: Read the note from your instructor. Part 2: Read the article titled, <i>5 Simple Anticipatory Sets That Make a Big Difference.</i></p>	<p><b>Assignment 1:</b> Respond to a series of questions about anticipatory sets and their purpose and value in a classroom based on the two inputs, while reflecting on your own classroom practices. Submit your responses.</p>	2
	<p><b>Assignment 2:</b> Example anticipatory sets write up from instructor – examples from learning walks, student engagement, etc.</p>	<p><b>Assignment 2:</b> Part 1: Create and submit your own anticipatory set for a specific lesson of your choice. Use the directions and guidelines to help you. Part 2: Post comments in response to the provided prompts about anticipatory sets. Read other posts from peers for a deeper understanding of how they can be used and examples from other grade level/content areas.</p>	2

	<p><b>Assignment 3: Children’s books – not just for elementary classroom. Read through examples from the instructor and how they can be used in elementary and secondary.</b></p>	<p><b>Assignment 3:</b>  <b>Part 1: Post a reflection from the examples presented and what your reaction is.</b>  <b>Part 2: Identify a spot in your curriculum you could implement this strategy and generate the name of at least one children’s book you could use. Respond to a few questions.</b></p>	2
<p><b>Topic 5: Classroom Management</b></p> <p><b>Summary and Reflection</b></p>	<p><b>Assignment 1:</b>  Read the article about classroom management titled <i>Classroom Management</i>.</p>	<p><b>Assignment 1:</b>  Share your thoughts about classroom management and reflect on your own classroom management in the discussion post. Share an area that you would like to improve on or at least have new strategies for within classroom management.</p>	1.5
	<p><b>Assignment 2:</b>  <b>Part 1: Access the article titled <i>Top 10 Group Work Strategies</i>.</b>  <b>Part 2: View the instructor write up for group cards and what those look like in the classroom (and examples) as well as the partner strategies overview from the instructor page.</b></p>	<p><b>Assignment 2:</b>  Answer a series of reflection questions in a one-page reflection and submit based on what you have learned. There will be prompts to help you in your reflection.</p>	2
	<p><b>Assignment 3:</b>  <b>Part 1: Read the instructor’s overview of pacing in the classroom.</b>  <b>Part 2: Access and read the article titled <i>Pacing Lessons for Optimal Learning</i>.</b></p>	<p><b>Assignment 3:</b>  After you have completed Part 1 &amp; Part 2 for Assignment 3, your task is to reflect on your classroom pace and identify two ways you can either reinforce and continue having a good pace for your students or improve it entirely. There are a series of prompting questions to help you complete that reflection.</p>	2
	<p><b>Assignment 4:</b>  Access, view, read all the resources for the topics in Moodle:</p> <ul style="list-style-type: none"> <li>• Building classroom routine</li> <li>• Building classroom communication</li> </ul>	<p><b>Assignment 4:</b>  Create and submit your own activity that you will utilize in the future in your classroom setting specifically to enhance your classroom routine and classroom communication. More specific directions and requirements will be on Moodle on that assignment page.</p>	3
<p><b>Culminating Task (Graduate students only)</b></p>	<p><b>Directions: Utilizing the strategies presented in this course, you will create a two-day lesson plan that encompasses what you have learned throughout this course. For your culminating task, you will include the following:</b></p>		8 hours

	<p><b><u>Required Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• Name/content of the lesson(s) to be taught, grade level</li> <li>• 2 days of lessons outlined using the provided lesson organizer</li> <li>• 1 movement strategy</li> <li>• 1 choice board OR checklist</li> <li>• 1 children’s book incorporated as an anticipatory set OR station activity</li> <li>• 2 considerations for classroom management identified/planned (these may be a part of your specific lesson if it’s related to groups or just mentioned in your plans as being considered for the instruction of these lessons)</li> </ul> <p><b><u>Suggestions and Tips</u></b></p> <p>Your two-day lesson plan can include items that you created or referenced in other assignments from this course. I would encourage you to use those as a starting point. Please make one submission that includes all of the above when you submit your culminating task. I will be providing you feedback and letting you know what your grade would be. Remember that this is an outline of a lesson for the two days and you do not have to show me every material that you would use, just the overview description of what you are referencing for each part of the lesson. Your lesson should include 2 days, regardless of what time frame you are teaching for. For your reference, I have included what an A and B range would look like below:</p> <p><b>To receive an A on the culminating project,</b> your two-day lesson plan outline included all of the above requirements when you submitted including 2 full lesson plan days of what you are teaching, 1 movement strategy, 1 choice board or checklist, 1 children’s book, and 2 considerations for classroom management identified within your plans.</p> <p><b>To receive a B on the culminating project,</b> your two-day lesson plan may include most, but not all of the above requirements. For example, you may submit a two-day lesson plan that has the lesson outlined and incorporates 1 choice board or checklist, and strategies for classroom management but does not include a children’s book or movement strategy. Another example might be if you included 1 day of a lesson plan with every requirement listed above, but you did not have a second day of content for your overview.</p> <p>Exemplar lesson plans and choice boards will be provided to you in weekly folders and should be referenced if you need to make any changes to the one you submitted or if you need any support as you create yours. Remember to utilize the resources from each weekly topic and reach out to your instructor if you need any assistance or clarification. Please reach out with any questions you may have. Please make this work meaningful for you and practice for you to implement into your classroom. Consider your student population and how this will support their learning.</p> <p>If you would like to submit early, ahead of the deadline, please feel free to do so. Additionally, if you would like to request feedback on a first submission prior to the deadline, please submit and then send me an email requesting that feedback. I will do my best to get back to you within a few days so that you can make any necessary changes and re-submit.</p>	
<b>Total Hours</b>		<b>45</b>