



EDU 55307 Guidelines for Organized Classroom

Oct. 24 & 25, 2020 – Saturday and Sunday from 8am to 4pm

Ending date on Nov. 14, 2020

2 Credit Hours

Nancy Smith

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Course Description: This course will delve into the many factors that can cause teachers stress both professionally and personally in the area of organization. When working with students we know that being organized diminishes distractions, helps students remain more focused on the task at hand and allows us to retrieve information in a more efficient manner. We will be looking into classroom organization, assignment grading and paperwork, and brain organizational techniques.

Course Role in the Program/Major: This course is being offered as a Professional Development course for all grade levels K-12+

Course Prerequisite: No prerequisites for this course.

Course Objectives: Upon successful completion of this course, students will be able to:

- Explore the internet for valid websites that can assist in classroom organization
- Compile a list of resources and materials that can be used to help organize your classroom
- Explore ideas about communicating with parents and students about organizational techniques that they can use
- Develop a strategic plan for implementing organizational techniques and ideas in a classroom

Course Materials:

Handouts provided by instructor for additional fee.

Instructor Bio:

Nancy Smith is a first-grade teacher with the Olathe District Schools and she has worked with teacher candidates and teacher professional development at OUKC for 25 years. Her prior experiences include providing home daycare for 17 years and 3 years as an Instructional Resource Teacher with the Olathe Schools. She has a BA in Elementary Education and Special Education and a MS in Curriculum Development with an emphasis on Reading and Language Arts. She received her National Board Certification in 2014. Outside of the classroom, she and her husband, Cliff, are busy raising five boys.

Overview of the Course

Participation and Course Format

During the 2 days of in-class meetings, students will be expected to fully participate in class discussions, group work, individual work, and all activities.

Students will also be expected to complete a course project after the 2 days of instruction. This project will be completed on own time and turned in following the class schedule.

Competency Assessment

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|-----------|--|----------|-----------------|
| In Class: | 1. Attendance/Participation | 40 pts | 20 pts. per day |
| | 2. Post Papers | 10 pts | |
| Projects: | 1. Website Bibliography | 20pts | |
| | 2. Parent Newsletter | 20 pts | |
| | 3. List of materials/resources | 20 pts | |
| | 4. Student Techniques Resource | 20 pts | |
| | 5. Specific plan for classroom changes | 50 pts | |
| | TOTAL POINTS | 180 pts. | |

Course Schedule At-A-Glance

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|------------------------|------------------------|--------------------|
| <u>Day One Topics:</u> | Introduction | Computer Research |
| | Digital Learning | Parent Information |
| | Student Techniques | |
| <u>Day Two Topics:</u> | Multiple Intelligences | Brain Research |
| | Cooperative Learning | Computer Research |
| <u>On Own Time:</u> | Classroom Plan Paper | Post Paper |

Grading Scale:

| Percentage | Grade |
|------------|-------|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| Below 60% | F |

IMPORTANT POLICIES

University Policies and Procedures: Students are to review the Student Handbook for all policies and procedures. Student Handbooks can be found on the Ottawa University website (www.ottwa.edu) and on the flash drive you received at orientation.

Late Assignments: Due to the timeline of this course, late assignments ARE NOT accepted.

Academic Dishonesty and Plagiarism: Academic Dishonesty will result in failure on a particular assignment or possible failure in the course. Dishonesty includes such actions as cheating on examinations or assignments, turning someone else's work in as if it were your own, and plagiarism. Plagiarism includes failing to adequately cite sources of information, using someone's ideas, information, and/or words as if they were your own, etc.

The Ottawa University Student Handbook states, "The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred."

Instructional Variance: Course content and schedule may vary from outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.

Homework requirement information: Homework for accelerated courses requires 4-8 hours of independent work each week (outside of class). Some students may conclude homework study in fewer hours and some students may require additional hours beyond this estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

Information Literacy: Ottawa University supports the information literacy of its faculty and students. Faculty and students will receive ongoing training in the use of academic resources through its library personnel. Faculty members are advised to utilize the Myers' Library online databases for class preparation and student assignments. Students are encouraged to incorporate research materials from the Myers' Library online databases in fulfilling course assignments. Each database in the Myers' Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research for all academic disciplines will be available.

Special Accommodations: If you are a student with a disability that may affect your learning, please contact the campus ADA Coordinator, Denise Haushahn, denise.haushahn@ottawa.edu or 913/266-8805, immediately

to evaluate your request and implement any special accommodations required. The following is the procedure for requesting accommodation:

1. Students must declare their disabilities and request related classroom accommodations by: (a) completing an Accommodations Request Form, and (b) submitting recent documentation of a disability.
2. Requests for accommodation, along with documentation, must be received for evaluation at least one to two weeks prior to implementation of accommodations (that is, 1-2 weeks prior to the term start).
3. Additional information is available in the "General Policies" section of the Student Handbook at www.ottawa.edu under "General Policies".

Kansas Education Systems Accreditation Framework:

The Five R's

Classification for this course is Rigor.

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners, and organizations through undergraduate and graduate programs.

ASSIGNMENTS

Post Papers (10 pts)

The Post-Paper is due by the ending of the course. It should be submitted on Blackboard and should be 1-2 paragraphs (double-spaced) in length. It should highlight new ideas that you learned and how these can be put into practice. It should also highlight and reference at least one website, one video, and one article that the student found that relates to teacher organization.

Organizational Websites Bibliography (20 pts)

This list should be submitted on Blackboard by the ending of the course. The bibliography should include 10 organizational information website addresses, what is found at each website and a couple of sentences about how this information can be used in your professional career.

Parent Newsletter (20 pts)

The Parent Newsletter should be submitted on Blackboard by the end of the course. This newsletter should serve as a 1-2 page reference for parents to use when helping their student get organized or for helping themselves organize their families. The format should be newsletter (not paragraphs with lots of print on the page) with sections that parents can quickly skim. Examples include: "Setting up the homework table", "Getting ready for each day of school", "Prioritizing your assignments", "Use of a planner", "Setting up for remote learning area", etc.) You might also include information about how parents can go online through your district and see their student's grades (ie: Olathe has Parent Access). Include clipart or borders and make it appealing. Provide some websites that parents can use for reference. Include a You Tube video link if you find something helpful.



List of Materials/Resources (20 pts)

The List of Materials/Resources should be submitted on Blackboard by the end of the course. It should be a 1-page spreadsheet that serves as a “wish list” of materials and resources that you would be interested in getting for your classroom. Include the website (if applicable) or the store name where the items can be purchased. Include the cost also and under each resource, tell how you would use this or why you need it. There is no specific number of items to include. You can think about your physical classroom or a remote learning classroom. Ideas could include: tubs, home document camera, tripod, home dry erase easel, labels, chair pockets, color coding resources, Cricut, etc.

Student Techniques Resource (20 pts)

This 1-2 page resource (think newsletter format) should be submitted on Blackboard by the end of the course. This document should be divided into sections for easy reference by a student. It should include little “tips” for studying, note taking, test taking, keeping track of assignments, prioritizing, using digital resources, etc. It should be easy to read and include clipart/boarder on the paper.

Plan for Specific Classroom Changes (50 pts)

This paper should be submitted on Blackboard by the end of the course. It should highlight a major area that you would like to focus on for implementing new organizational techniques. Examples include: paperwork and assignment grading, learning centers, classroom set up, filing system, long range lesson plans, weekly lesson plans, parent communication, classroom management, remote learning, etc.) There is no specific format, so make it useful to you. Include photos (cut/paste from internet) when possible. You might include:

- Why is there a need to change?
- What materials/resources are needed? Costs?
- Timeframe for completion or implementation
- Specific steps for implementation
- How will you know you’ve reached your goal?
- What things are standing in your way and how will you deal with those issues?



