

**Viterbo University**  
**Book Study: Teacher Effectiveness**  
**CESA 3 or Alternate Location**  
**Fennimore, Wisconsin**  
**Spring 2013**

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**Course Description:** An interactive course designed for educators who are interested in learning qualities and practices of effective teachers they can use in their classrooms. The course involves reading and discussing James H. Stronge's book, *Qualities of Effective Teachers*, attending 4-5 evening discussions and writing reflections on selected questions throughout the course. This class will address what it means to be an effective teacher both in theory and practice.

**Days/Times:** 1/31/12, 2/14/12, 3/7/12, 4/4/12, 4/25/12 5:30 - 8:00 p.m.

**Texts:** Stronge, James H. (2007). Qualities of Effective Teachers. Alexandria, VA: ASCD  
ISBN: 978-1-4166-0461-7

Stronge, James H., Tucker, Pamela D., & Hindman, Jennifer L. (2004) Handbook for Qualities of Effective Teachers. Alexandria, VA: ASCD  
ISBN: 1-4166-0010-8

**Standards:** Standard 3: Teachers understand that children learn differently.

Standard 4: Teachers know how to teach.

Standard 5: Teachers know how to manage a classroom.

Standard 7: Teachers are able to plan different kinds of lessons.

Standard 9: Teachers are able to evaluate themselves.

**Thursday January 31, 2013**

- A. Overview of the course syllabus
- B. Define effective practice
- C. Background and Effectiveness
- D. Teachers of diverse students
- E. Qualities of Effective Teachers Chapters 1-2

*Assignment:*

*Write a one-page reflection describing your background and how it affects your teaching.  
Reflection on current performance.*

**Thursday February 14, 2013**

- A. Qualities of Effective Teachers Chapters 3-4
- B. Classroom management styles
- C. Physical arrangement of classrooms
- D. Organization of materials and/or lesson plans.

*Assignment:*

Write a one page reflection regarding how you organize your personal life compared to how you organize your classroom.

**Thursday March 7, 2013**

- A. Qualities of Effective Teachers Chapters 5-6
- B. High Expectations
- C. Homework ?
- D. Feedback vs. Assessment

*Assignment:*

Write a one page reflection on how effective teachers meet the needs of every student in their Classrooms.

**Thursday April 4, 2013**

- A. Qualities of Effective Teachers Chapter 7
- B. Qualities of Effective Teachers Teacher Responsibilities
- C. Reflection on Current Performance
- D. Class Wrap-up

*Assignment:*

Compare and contrast your first reflection on current performance to your second.

**Thursday April 25, 2013**

- A. Handbook for Qualities of Effective Teachers.
- B. Teacher annual goal for Improving Student Learning.

*Assignment:*

Annual Goal.

***All assignments are due by May 2, 2013.***

**Grading:** The grading system used is A, AB, B, BC, C, D, F. The instructor will consider the quality of writing, evidence of reflection, examples of discussion of theory, discussion of “real world” experiences and participation in class/group activities.

## Class Reflections

This rubric will be utilized for the class sessions reflections (one each session) to be submitted.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Unit # \_\_\_\_\_

Descriptors	Proficiency Levels	Your Score
Summary of the topics covered by the text and class discussion.	5-thorough and complete 3-minimal information 0-incomplete	
Identification of the key strategies addressed in this session and how they relate to teacher effectiveness.	5-thorough and complete 3-minimal information 0-incomplete	
Application of the strategies covered in this session as to how they will relate to the style and personality of the teacher.	5-thorough and complete 3-minimal information 0-incomplete	
Application of the strategies covered in this session back to the classroom or school building.	5-thorough and complete 3-minimal information 0-incomplete	
Graduate quality of written work: Spelling, Grammar, Punctuation, Action plan is clear and direct, and Submitted on-time.	5-well written 3-few errors 0-many errors	
<b>TOTAL SCORE</b> .....	<b>Possible score:</b> <b>25 points</b>	

**Comments:**

**Grading Scales:** 25-23.... A  
22-21.... B  
20-19.... C  
18-15.... D  
14-..... F

## Teacher Annual Goal for Person Improvement

This rubric will be utilized for the annual goal/actions completed at the end of the course.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Descriptors	Proficiency Levels	Your Score
Student Teacher Interactive Chart: a. Indirect b. Direct c. Student talk	<b>10</b> -thorough and complete <b>6</b> -minimal information <b>0</b> -incomplete	
Profile Analysis: 1. Assets 2. Needs 3. Possible Actions	<b>10</b> -thorough and complete <b>6</b> -minimal information <b>0</b> -incomplete	
Reflection on my Current Practice: a. Understanding b. Next Steps c. Resources	<b>10</b> -thorough and complete <b>6</b> -minimal information <b>0</b> -incomplete	
Goals/Objectives of each part of the plan include collaboration and/or reflection.	<b>10</b> -thorough and complete <b>6</b> -minimal information <b>0</b> -incomplete	
Graduate quality of written work: Spelling, Grammar, Punctuation, Action plan is clear and direct, and Submitted on-time.	<b>10</b> -well written <b>6</b> -few errors <b>0</b> -many errors	
<b>TOTAL SCORE</b> .....	<b>Possible score:</b> <b>50 points</b>	

**Comments:**

**Grading Scales:** 50-47..... A  
 46-42..... B  
 41-38..... C  
 37-30..... D  
 29-..... F

## Class Discussion/Participation Self-Evaluation Rubric

Participant: \_\_\_\_\_ Session #: \_\_\_\_\_ Date: \_\_\_\_\_

Submit one form following each day to assess “active participation in all class sessions”.

Proficiency Levels	Description	Your Score
<b>Advanced Proficient (5 points)</b>	<ul style="list-style-type: none"> <li>• Very attentive to classroom activities.</li> <li>• Highly engaged in the learning process.</li> <li>• Numerous efforts to answer questions posed by the instructor and others.</li> <li>• Consistent high participation in group discussion activities.</li> <li>• Demonstrates excellent quality in discussion activities.</li> <li>• Demonstrates excellent knowledge and application of the text</li> </ul>	
<b>Proficient (4 points)</b>	<ul style="list-style-type: none"> <li>• Attentive to classroom activities.</li> <li>• Engaged in the learning process.</li> <li>• Makes several efforts to answer questions posed by the instructor and others.</li> <li>• Strong participation in group discussion activities.</li> <li>• Demonstrates very good quality in discussion activities.</li> <li>• Demonstrates very good knowledge and appl. of the text</li> </ul>	
<b>Basic (3 points)</b>	<ul style="list-style-type: none"> <li>• Somewhat attentive to classroom activities.</li> <li>• Minimally engaged in the learning process.</li> <li>• Makes a few efforts to answer questions posed by the instructor and others.</li> <li>• Minimal participation in group discussion activities.</li> <li>• Demonstrates adequate quality in discussion activities.</li> <li>• Demonstrates adequate knowledge and appl. of the text.</li> </ul>	
<b>Minimal (2 points)</b>	<ul style="list-style-type: none"> <li>• Little attention to classroom activities.</li> <li>• Reluctant engagement in the learning process.</li> <li>• Efforts to answer questions posed by the instructor and others are rare.</li> <li>• Reluctant participation in group discussion activities.</li> <li>• Demonstrates poor quality in discussion activities.</li> <li>• Demonstrates poor quality knowledge and appl. of the text.</li> </ul>	
<b>Uninvolved (0 points)</b>	<ul style="list-style-type: none"> <li>• Indicates no interest in being involved in classroom activities.</li> <li>• Demonstrates no engagement in the learning process.</li> <li>• Makes no effort to answer questions posed by the instructor and others.</li> <li>• Demonstrates no quality in discussion activities.</li> <li>• Consistent absenteeism.</li> <li>• Demonstrates no knowledge and application of the text.</li> </ul>	

**Comments:**

- Bibliography: The Highly Qualified Teacher: What Is Teacher Quality and How Do we Measure It? By Michael Strong (June 10, 2011)
- Teacher Effectiveness Training: The Program Proven to Help Teachers Bring Out the Best in Students of All Ages by Thomas Gordon (Aug. 26, 2003)
- The New Teacher's Companion: Practical Wisdom for Succeeding in the Classroom by Gini Cunningham (Nov. 30, 2009)
- The First Days of School: How to Be an Effective Teacher by Harry K. Wong and Rosemary T. Wong (2009)
- Assessing Teacher Quality: Understanding Teacher Effects on Instruction and Achievement by Sean Kelly (Dec 2, 2011)
- What Great Teachers Do Differently: 14 Things That Matter Most by Todd Whitaker (Oct. 10, 2003)
- Developing Teacher Leaders: How Teacher Leadership Enhances School Success by Francis A Crowther, Margaret Ferguson and Leonne Hann (July 22, 2008)
- What Great Teachers Do Differently: 17 Things That Matter Most by Todd Whitaker (Nov 1, 2011)
- Linking Teacher Evaluation and Student Learning by Pamela D. Tucker and James H. Stronge (April 1, 2005)
- Extraordinary Teachers: Teaching for Success by Michael White, Amy Crouse, Cara Bafile and Harry Barnes (April 16, 2010)
- Teacher Evaluation to Enhance Professional Practice by Charlotte Danielson and Thomas L. McGreal (July 4, 2000)
- Examining Effective Teacher Leadership: A Case Study Approach by Sara Ray Stoelinga and Melinda M. Mangin (Jan 1, 2010)
- Teacher Quality: Understanding the Effectiveness of Teacher Attributes by Jennifer King Rice (Aug 25, 2003)