

COURSE SYLLABUS

Course: Survival Strategies for New Teachers, Grades 9-12

Author: Julia G. Thompson

Hours: 45

Course Overview

This course provides new teachers with strategies and tools that enable them to develop confidence and skills as they improve their classroom practice. You will learn to identify your professional responsibilities and develop strategies to help you navigate the school environment. You will explore the importance of relationships with your students, as well as with colleagues, supervisors, and parents/guardians. You will explore ways to motivate students, build relationships among the students in your class, and establish a cul-ture of high achievement in which all students can succeed. You will explore effective strategies for design-ing and delivering instruction and proactively managing your classroom. As a final focus, you will identify ways to continue to grow throughout your career as an educator.

In order to engage you deeper into the content, you will complete Apply It Activities throughout the course. These activities will collectively serve as a mini "Survival Guide" to provide you with ongoing support beyond this course.

Author Biography

Julia G. Thompson has been a public school teacher for more than 35 years. Thompson has taught a variety of courses, including freshman composition at Virginia Tech, English in all of the secondary grades, mining, geography, reading, home economics, math, civics, Arizona history, physical education, special education, graduation equivalency preparation, and employment skills. Her students have been diverse in ethnicity as well as in age, ranging from seventh graders to adults. Thompson currently teaches in Fairfax County, Virginia, where she is an active speaker and consultant. The bestselling author of *The First-Year Teacher's Survival Guide*, *Discipline Survival Guide for the Secondary Teacher*, and *The First-Year Teacher's Checklist*, Thompson also provides advice on a variety of subjects through her website, www.juliagthompson.com; on her blog, juliagthompson.blogspot.com; and on Twitter (@TeacherAdvice).

As you take this course, you will:

- listen to experts.
- watch real classroom learning.
- read research and best practice.
- access resources to support implementation.

COURSE SYLLABUS *(cont'd)*

Course Objectives

In this course, you will learn to:

1. identify your professional responsibilities and establish priorities that will enable you to develop as a collaborative, adaptive, reflective, and innovative twenty-first-century educator.
2. develop the practical workplace skills you need in order to navigate the school environment and collaborate within the school community.
3. explore the significance and interconnectedness of student relationships with teachers and with other students.
4. develop the foundational principles and best practices for managing your time and classroom as well as intentionally building the motivation of students to succeed.
5. explore effective and appropriate instructional strategies and practices to engage and assess students and meet diverse learning needs.
6. explore strategies to prevent and manage discipline problems using a problem-solving approach.
7. apply your overall learnings on how to meet the challenges a new teacher can encounter.

Course Outcomes

By the end of this course, you will be able to:

1. develop a plan for taking charge of your professional growth and your career.
2. create a productive work and learning space in your classroom; establish positive collaborative relationships with colleagues and parents; and define your expectations for beginning the school year.
3. develop strategies to cultivate a learning community of positive teacher-student relationships and supportive and collaborative student-student relationships.
4. establish a culture of high achievement through effective time management procedures, classroom management practices, and techniques that motivate students.
5. design and plan effective and engaging instruction utilizing varied instructional strategies and resources to foster meaningful student engagement, meet differentiated learning needs, and provide for the ongoing assessment of student progress.
6. implement problem-solving and solution-oriented practices to proactively prevent problems in the classroom and to appropriately and efficiently manage discipline problems when they arise.
7. identify areas for your ongoing professional growth.

Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the "Resources" tab to the right of the screen. At the end of each unit, you will find a KDS Application Toolkit that includes resources that can be used for implementation the next day; e.g., graphic organizers, project ideas, suggested texts and all onscreen graphics that are available to print or download.

COURSE SYLLABUS *(cont'd)*

Methods of Instruction and Evaluation

- Pre and post surveys
- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection Questions (open-ended questions at intervals throughout the course that ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Apply It Activities (activities that apply new learning to one's own classroom)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion Forums (prompts that engage participants in online dialogue with their cohorts)

Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant.

Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)		Percentage of Course Credit	
Total grade for the course is a culmination of performance grades.		Course grade is determined by the following:	
A:	3.4 – 4.0	Reflections	40%
B:	2.7 – 3.3	Checks for Understanding	60%
C:	2.0 – 2.6		
F:	<2.0		

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

COURSE SYLLABUS *(cont'd)*

Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for Understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included appropriate content from the course content and made connections to practice.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.</p> <p>OR</p> <p>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.</p>

COURSE SYLLABUS *(cont'd)*

Course Overview

Unit 1
<p>Objective: In this unit, you will identify your professional responsibilities and establish priorities that will enable you to develop as a collaborative, adaptive, reflective, and innovative twenty-first-century educator.</p>
<p>Outcome: By the end of this unit, you will be able to develop a plan for taking charge of your professional growth and your career.</p>
<p>Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.</p>
<p>Readings:</p> <ul style="list-style-type: none"> Thompson, J. (2013). Excerpts from <i>The First-Year Teacher's Survival Guide</i> on Life as a First-Year Teacher (pp. 1-10, 17-19, 24.) <i>The First-Year Teacher's Survival Guide</i> (3rd ed.). San Francisco, CA: Jossey-Bass.
<p>Assessment: Checks for Understanding, Reflection Questions</p>

Unit 2
<p>Objective: In this unit, you will develop the practical workplace skills you need in order to navigate the school environment and collaborate within the school community.</p>
<p>Outcome: By the end of this unit, you will be able to create a productive work and learning space in your classroom; establish positive collaborative relationships with colleagues and parents; and define your expectations for beginning the school year.</p>
<p>Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.</p>
<p>Readings:</p> <ul style="list-style-type: none"> Thompson, J. (2013). Excerpts from <i>The First-Year Teacher's Survival Guide</i> on Practical Skills (pp. 35-43, 50-55, 56-57, 80-81, 67-70.) and Collaborate with Others (pp. 75, 82-84, 84-93.) <i>The First-Year Teacher's Survival Guide</i> (3rd ed.). San Francisco, CA: Jossey-Bass.
<p>Assessment: Checks for Understanding, Reflection Questions</p>

COURSE SYLLABUS *(cont'd)*

Unit 3

Objective: In this unit, you will explore the significance and interconnectedness of student relationships with teachers and with other students.

Outcome: By the end of this unit, you will be able to develop strategies to cultivate a learning community of positive teacher-student relationships and supportive and collaborative student-student relationships.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.

Readings:

- Thompson, J. (2013). Excerpts from *The First-Year Teacher's Survival Guide* on Begin a Successful School Term (pp. 107-111, 135-137.) and Positive Classroom Relationships (pp. 139-142, 157-173.) *The First-Year Teacher's Survival Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

Assessment: Checks for Understanding, Reflection Questions

Unit 4

Objective: In this unit, you will develop the foundational principles and best practices for managing your time and classroom and intentionally building the motivation of students to succeed.

Outcome: By the end of this unit, you will be able to establish a culture of high achievement through effective time management procedures, classroom management practices, and techniques that motivate students.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.

Readings:

- Thompson, J. (2013). Excerpts from *The First-Year Teacher's Survival Guide* on Controlling Time and Managing the Classroom (pp. 179, 182, 183-185, 196-197, 191-195, 201-203.) and Motivating Students (pp. 221-222, 231-235, 241.) *The First-Year Teacher's Survival Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

Assessment: Checks for Understanding, Reflection Questions

COURSE SYLLABUS *(cont'd)*

Unit 5

Objective: In this unit, you will explore effective and appropriate instructional strategies and practices to engage and assess students and meet diverse learning needs.

Outcome: By the end of this unit, you will be able to design and plan effective and engaging instruction utilizing varied instructional strategies and resources to foster meaningful student engagement, meet differentiated learning needs, and provide for the ongoing assessment of student progress.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.

Readings:

- Thompson, J. (2013). Excerpts from *The First-Year Teacher's Survival Guide* on Instructional Practices (pp. 260-267, 267-273, 280, 281, 291-294, 296-298, 305-310, 404, 407-408.) and Meeting Student Needs (pp. 333-334, 336-337, 365-366, 366-376.) *The First-Year Teacher's Survival Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

Assessment: Checks for Understanding, Reflection Questions

Unit 6

Objective: In this unit, you will explore strategies to prevent and manage discipline problems using a problem-solving approach.

Outcome: By the end of this unit, you will be able to implement problem-solving and solution-oriented practices to proactively prevent problems in the classroom and to appropriately and efficiently manage discipline problems when they arise.

Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.

Readings:

- Thompson, J. (2013). Excerpts from *The First-Year Teacher's Survival Guide* on Maintaining an Orderly Environment (pp. 427-428, 429, 429-430, 434-435, 436-437) and Managing Discipline Problems (pp. 449-450, 451, 451-454, 462, 463.) *The First-Year Teacher's Survival Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

Assessment: Checks for Understanding, Reflection Questions

COURSE SYLLABUS *(cont'd)*

Unit 7
Objective: In this unit, you will review your overall learnings on how to meet the challenges first-year teachers face.
Outcome: By the end of this unit, you will be able to identify areas for your ongoing professional growth.
Resource: KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions, and templates to support classroom planning and instruction.
Readings: <ul style="list-style-type: none">• n/a
Assessment: n/a