

EDUCATION 260: REFLECTIVE TEACHING

Fall, 2007, Dr. Robert Mayer

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Office Hours: Monday, 8:00-10:00; Thursday, 1-3

Class: Tuesday and Thursday, 10:20-11:30 Lab: Thursday: 8:00-10:00

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

"The operation of the mind—conscious and unconscious, free and unfree, in perception, action, and thought, in feelings, emotions, reflection, and memory, and in all its other features—is not so much an aspect of our lives, but in a sense, it is our life."

John R. Searle from *Mind, A Brief Introduction*

"If one changes the tools of thinking available to a child, his (her) mind will have a radically different structure."

Lev Vygotsky

"Those who choose themselves as keepers of the academic disciplines may come to realize that the perspectives made possible by the disciplines are meaningful when they illuminate the experience of the learner, when they enable him or her to order the materials of his/her own lived world."

Maxine Greene

INTRODUCTION

Learning to teach, like all significant learning, involves personal transformation. The process is grounded in the essence of who you are and in the essence of your being. This is because your style of teaching should flow from your thoughtfully-honed and personal philosophy of education. Your style of teaching should not flow from whims.

In ED260, you will learn a large number of strategies for teaching and you will develop an artful approach to incorporating those strategies into a lesson. You will also learn how to design, critique, and redesign lesson plans. Ultimately, issues discussed in this course will help you examine and create a philosophy of teaching and a style of teaching that grows from that philosophy. This creation will lie at the core of your transformation. Guided by that change, you should be able to become an educational leader in your school and to work with colleagues in the act of creating a school that is good for the students and in a broader sense, good for the whole planet. Given the nature of such transformative learning and such important work, you cannot approach this course and the task of learning how to teach with half a mind or half a heart. I promise you that I won't.

COURSE GOALS:

For you to start down the road to being an expert teacher in that you will be able to creatively design and redesign lessons from scratch that reflect a knowledge of both content and learner. Specifically, as a result of Education 260 you will be able to:

- Ñ present a coherent theory of learning that grows from educational psychologists, brain researchers, self-reflection, philosophers, reflection on experience, and elsewhere,
- Ñ describe a wide variety of teaching methods from highly student-centered strategies to more teacher-directed strategies so well that you will be able to implement them, with reflective adaptation, in real classrooms,
- Ñ describe a variety of strategies for promoting reading and writing literacy in your classroom,
- Ñ assess your student's learning using multiple indicators in order to shape your instruction,
- Ñ revise your teaching strategies based on a deep understanding of your students,
- Ñ describe how to create a classroom environment that allows for rich learning.

There is one more goal, but this one is more in the background for now. It should move forward as you reenter schools in your pre-student teaching and student teaching experiences. How do I put all of the

¹ For general e-mail correspondence related to the class, please put ED260 in the subject slot.

knowledge above into a coherent performance as a teacher and as a colleague to critically consider and transform schools in a manner that is ethically right for students, for the community, and the world.

TEXTS

Learning & Teaching: Research-Based Methods (Fifth Edition) by Donald P. Kauchak and Paul D. Eggen

ATTENDANCE/ASSIGNMENTS

Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every **class** with a basic understanding of the assigned reading or with questions to be raised about the reading. If you must be absent for some reason, it is best to let me know ahead of time.

For each unexcused absence, a 0 will be calculated for 2% points of your total grade.

There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if you produce a doctor's excuse or have a valid emergency. It is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes. Missing more than three sessions will be a signal to me of a serious problem that we should discuss.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my office and home phone number so that you can call me. It will be your responsibility to talk to class members to find out in detail what you missed.

Grades for assignments that are late without prior agreement will be lowered by 5% of the total value of the assignment on the first day and 5% more for every subsequent two days of lateness.

ACADEMIC HONESTY

The Student Handbook defines plagiarism as: "A major form of academic dishonesty...the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook goes on: "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on papers from your colleagues in the class. Collaboration is great. Cheating is wrong. The work you turn in, ultimately, must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Associate Dean for Academic Affairs will be informed of the violation. In addition, violations of the academic honesty policy would reflect a cynical view of learning itself, one not needed in the educational world. Acts of plagiarism or cheating would make it very difficult for me to support the violators application for student teaching.

ASSIGNMENT, WRITING-TO-LEARN

Just about every week, you will have writing-to-learn assignments. Specific topics are listed throughout the syllabus. Generally, you will be asked to summarize and react to readings. Writing-to-learn assignments will help prepare you for other writing in class (microteaching analyses, final exam). They will also allow an opportunity for you to present your critical understanding of methods we discuss. And as the name implies, the writing will be a tool for your learning.

Here are some specific directives. Unless specified otherwise, each entry should be around two pages. In the spirit of journal writing, get your thoughts down without worrying about organization, grammar, or spelling. Your writing needs to be essentially clear, so reread your entry to assure yourself that it makes sense. If not, revise.

ASSIGNMENT, WRITING-TO-LEARN 3, 4, and 6: A LEARNING JOURNAL

Every time you teach you need to be thinking about how people learn. In working to attain that goal, every time you learn something, you need to reflect on your learning process and consider the implications of that process for how you might teach. Given that you are currently involved with learning lots of stuff, both outside and in the classroom, a good place to start considering those maxims is with current experiences. The learning journal will help you do that.

Pick something you are currently engaged in learning. The learning could come from anywhere including a course you are taking, an extracurricular activity you are involved in, or something at home. The learning could range from the mundane (taking care of my car's engine), to the abstract (how to read literature critically), to the personal (becoming a more caring person). Your task is to keep a record of the learning process in which you are engaged.

As concretely as you can, describe your experience of the learning. That is, talk about what is going on in your mind as you are engaged in this learning experience. In writing, focus less on what you are doing and more on what is going on in your thinking. This is very hard to do. The more you can write about your thinking as it relates to your learning, the more you will understand the learning process. You might talk about two or three specific illustrative learning moments within the experience. In addition, write about the learning on all appropriate levels including the cognitive, the affective, and the kinesthetic. Though you need to say a lot about your thinking, you might also describe the steps you go through in learning. Talk about factors which are helping you to learn and factors which hinder you. As you talk about those factors, try to convey their impact on your thinking. If the learning involves a teacher, discuss the impact of particular approaches and also the nature of the relationship between you and your mentor. Do not take the learning journal as an opportunity to trash a teacher.

In the spirit of journal writing, get your thoughts down without worrying about organization, grammar, or spelling. You need to fulfill the following requirements in keeping this journal:

- Ñ Identify a subject by September 4 and give me a piece of paper with your name and the topic.
- Ñ Write at least 3 entries describing the learning process. (Due dates are listed on the course syllabus as part of your writing-to-learn assignments. They may be delivered as hard copy or via e-mail [merhm02@moravian.edu] by classtime of due date.)
- Ñ In your third entry, probably towards the end, write a final statement of around two paragraphs where you discuss what you have learned about learning over the course of the experience. In those final remarks, you need to also discuss the implications of this experience for how you will teach. Your third entry will be a little longer than the others because you will be both describing your current experience and then summarizing. Before you write these final remarks, go back and read your two previous entries.

An Example of Paragraph One from My Learning Journal

A Smart Guy Learning How to Operate a Digital Camera Feeling Stupid

I just developed my first seventeen pictures taken from my new digital camera. [I have never owned a digital camera before.] I put them in my new picture book called "Good Times," and compared them to ones I had taken from my previous camera. In certain respects, they look better. I feel really good about them, especially the one of my son's friend who was the most gracious when I asked if I could take his picture. My family gets annoyed with me when I ask to take their picture, most reflected in my wife's angered gaze in several of the pictures I took of her. The colors are brighter and figures more crisp in the digital pictures. But I want them to be beautiful. I read over the instruction book both basic and advanced. I mentally check off the things I get. I know that I can turn the dial and there are different settings for pictures including indoors and portraits. I am aware that I don't understand what the camera is doing differently for each setting. I imagine it has something to do with the amount of light let in, how quickly the picture is taken, or perhaps the little pixies inside my camera that laugh at me each time I trust my intuition when I turn the dial and then snap. How much about the mechanics of cameras do I have to understand in order to get beautiful pictures? [The italicized sentences capture my thinking.]

ASSIGNMENTS and GRADING:

1. Peer Microteaching Analyses including all prewrites and drafts (at least 2) and Log (40 % total)

- Analysis 1 (10%) Analysis 2 and 3 (15%)
- 2. Microteaching Lesson Plans (10% Total)
 - Microteaching I Lesson Plan (2%)
 - Microteaching II and III Lesson Plans (4% Each)
- 3. Writing-to-Learn Activities (20%)
- 4. Quizzes (5%) [Note: I hold open the possibility that I will give quizzes if I feel that students are not reading assignments. If quizzes are not given or if few quizzes are given, portions or all of this assigned value will be given to the final exam.]
- 5. Participation in Class Discussion (5%)
- 6. Final Exam (15%)

COURSE SCHEDULE²

HOW DO WE LEARN?

8/28 (Tues.)-How Do We Learn?/Becoming a Learning Community

8/30 (Thurs.)-How Do We Learn?

Lab: What is Reflection in Teaching?

Assignments: 1)"Cognitive Views of Learning" by Paul Eggen and Don Kauchak [On Reserve in Reeves]

2)"Lessons from Teachers" by Lisa Delpit Journal of Teacher Education, 57(3), May/June 220-231.

[Available on-line at the JTE Website: <http://jte.sagepub.com/>]

3)Read over course syllabus and description of microteaching.

Writing-to-Learn 1: As teachers, we reflect our philosophy of learning in every one of our teaching acts. We need to consciously shape that philosophy. Eggen/Kauchak, grounding their thinking in an information processing model, directly posit a view of how people learn. Delpit, though less direct, also conveys her notion of learning. Her view takes culture and class as well as the overall social world as a starting place for her vision. Summarize (1-2 paragraphs) the views on how we learn of Eggen/Kauchak and Delpit, compare and contrast (1-2 paragraphs) them, and then critique (1-2 paragraphs) the two models suggesting whose model is most consistent with your own.

TEACHER-CENTERED MODELS AND LESSON PLANNING

9/4 (Tues.)-Direct Instruction

Assignment: 1)K & E, Ch. 7 (pp. 217-244)

2)from K & E, Ch. 4 (pp. 136-142) Start with "Effective Lesson Beginnings"

DUE: Turn in a sheet of paper that contains your learning journal topic and your name.

Writing to Learn 2: Describe and critique the direct instruction model. In describing the model, talk about the theory behind it or, in other words, the reason the authors would give for why the approach would promote learning. Also talk about what you see to be the core component (introduction) or components of the model. Conclude with a well-argued critique by discussing your personal reaction to the model.

9/6 (Thurs.)-Planning a Lesson Using Direct Forms of Instruction:

Lab: Lesson Plan Workshop

Assignment: 1)Lesson Plan Format [Handout]

2)K & E, Ch. 3 (PP. 74-99; 104-110)

3)Wong Format for Behavioral Objectives [Handout]

4)"Six Common Mistakes in Writing Lesson Plans (and what to do about them)" and "Lesson Planning Ideas, Considerations for Instructional Planning" By Dr. Bob Kizlik [Handout]

DUE: Bring in an idea for something you might like to teach to members of your class. Write a 5-7 sentence description of the topic. [This topic will form the basis of a plan that we create in class.]

William Ayers to speak on campus September 6.

9/11 (Tues.)-(Classtime 8-11:30) Lecture Discussions/Introducing Lessons

Assignment: 1)K & E, Ch. 8(pp. 249-270)

2)from K & E, Ch. 4 (131-135; Read section on "Effective Communication")

3)Review everything in your text about effective introductions.

Writing-to Learn 3: Learning Journal 1

9/13 (Thurs.)-Due to Rosh Hashanah there will be no class

² Unannounced quizzes on some assigned readings will be given throughout the semester.

DUE: (By Noon in the bin outside my door/Returned by Friday, 9/14 at 4 in the bin outside my door): Rough Draft of Lesson Plan for Microteaching 1

CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

9/18 (Tues.)-Introduction to Constructivism

Assignment: "The Courage to be Constructivist" by Martin G. Brooks and Jacqueline Grennon Brooks,

Educational Leadership, 1997, 57 (3)³

View: Brooks interview from thirteen|ed online website.

(http://www.thirteen.org/edonline/concept2class/constructivism/index_sub3.html) View all 12 segments and if desired, print transcripts

Writing-to-Learn 4: Learning journal.2

9/20 (Thurs.)-Concluding Thoughts on Direct Instruction

Lab: Microteaching 1

DUE: Lesson Plan for Microteaching 1

9/25 (Tues.) Guided Discovery: A Constructivist Approach

Assignment: K & E, Ch. 9 (pp. 275-297)

Writing-to-Learn 5: Define constructivism. Use the Brooks article and interview and the K & E chapter on guided discovery as a starting place. If appropriate, talk about contradictory notions of constructivism that you have encountered and identify the sources for those notions, if possible. USE YOUR OWN WORDS IN DESCRIBING CONSTRUCTIVISM. Conclude by contrasting the learning that would take place in a direct lesson with the learning from a constructivist lesson.

9/27 (Thurs.)-Problem-Based Instruction: A Constructivist Approach:

Concept Attainment Model

Lab: Triad Meetings

Assignment: 1)K & E, Ch. 11 (pp.347-378)

*2)"Problem-Based Instruction: As Authentic as it Gets" by William Stepien and Shelagh Gallagher, Educational Leadership, 1993, 50 (7)

Writing-to-Learn 6: Final learning journal with a two-paragraph summary of what you learned about learning from keeping the learning journal. (Entire entry should be around three pages.)

10/2 (Tues.)-Questioning, A Fundamental Skill for Constructivist Pedagogy 1

Assignment: K & E, Ch. 5 (pp. 149-175)

DUE: Draft of Microteaching I Analysis

10/4 (Thurs.)-Questioning, A Fundamental Skill for Constructivist Pedagogy 2

Lab: Writing Workshop

Assignment: 1)"Deciding How to Ask Questions" by Donald Orlich et.al.(Handout)

2)Article on Writing Workshop (TBA)

Writing-to-Learn 7: Imagine yourself sitting at an interview with a principal and she orders, "Tell me about your favorite teaching move." You think quickly and respond, "Questioning!" In this WTL entry, present your response to the principal. Explain why effective questioning is so important to your teaching approach. Explain how you would use questioning. Describe at least three research-based questioning practices succinctly and accurately that you encountered in readings, conveying how these practices fit into your overall teaching approach.

³ Asterisk (*) indicates that you need to download the reading from Reeves Library through Ebscohost.

DUE: October 10 (By 6:00 at Hurd 328 Bin) Analysis for Microteaching I and Log

CONSTRUCTIVIST LEARNING/SOCIAL INTERACTION

10/11 (Thurs.)-Constructivism and Student Discourse: Cooperative Learning

Lab: Planning for microteaching II

Assignment: K & E, Ch. 10 (pp. 302-324)

DUE: Rough Draft of Lesson Plan for Microteaching II

Writing-to Learn 8: Describe a model or two of cooperative learning. Critique the model, making sure to include a discussion of how the interaction in this model(s) promotes learning or why the model(s) would not promote learning.

10/16 (Tues.)-Constructivism, and Group Discussion

Assignment: *"Refuting Misconceptions about Classroom Discussion" by William W. Wilen, Social Studies, 95 (1)

Writing-to-Learn 9: In this brief entry, write down six rules for effective classroom discussion presented by Wilen. Come in ready to discuss and to critique those rules.

10/18 (Thurs.)-Lab: Microteaching II

DUE: Lesson Plan for Microteaching II

10/23 (Tues.)-Constructivism, Social Interaction, and Community

Assignment: 1)Read "Support Materials" for "Session 7, "Learning from Others-Learning in a Social Context" from the Annenberg Media Website.

2)View: Session 7, "Learning from Others-Learning in a Social Context" from the Website

Directions for Accessing Website

1. Go to "The Learning Classroom: Theory into Practice" (<http://www.learner.org/channel/courses/learningclassroom/>) on the Annenberg Professional Development Site
2. On the left side, click on "Support Materials"
3. Go down to "Session 7 Print Guide (PDF)" and click. On the new page click on the "print guide," and when the pdf comes up print the entire guide. (There are other materials you might want to check out, also under session 7)
4. Go back to the Session 7 page and click on "Session Overviews" and then click on "7.Learning from Others." (You might need to "sign up" first.)
5. Scroll down to VoD box by "View this video." When you double click the box, you should see a little TV on the screen that plays the show. If not, call the help desk. Print off and pay attention to "key terms" at the bottom of the page.

Writing-to-Learn 10: Explain the phrase "community of learners." In explaining the phrase, build from both the reading, the video, and your own personal experiences. How can a teacher consciously build a learning community? To what extent is such a goal important to you?

TEACHING LITERACY: READING AND WRITING ACROSS THE CURRICULUM

10/25 (Thurs.)-Writing, Language, and Constructivism

Lab: Writing Workshop/Triad Meeting

Assignment:*1)"The Power of Voice" by Tom Romano, Educational Leadership, 2004, 62 (2)

2) Vacca and Vacca, "Writing to Learn" from Content Area Reading: Literacy and Learning across the

Curriculum [On Reserve in Reeves]

*3)"The Writing Rubric" by Bruce Sadler and Heidi Andrade, Educational Leadership, 62 (2)

DUE: Draft of Microteaching II Analysis

10/30 (Tues.)-Reading in the Content Areas (I)

Assignment: 1)Materials for Reading Problem (Handout)

*2)"What Did Abigail Mean?" By Gwynne Ellen Ash, Educational Leadership, 2005, 63 (2)

*3)"Reading at Risk" By Amy M. Azzam, Educational Leadership, 2005, 63 (2).

*4)"The Power of Purposeful Reading" By Cris Tovani, Educational Leadership, 2005, Vol. 63 (2).

*5)"Seven Literacy Strategies that Work" by Douglas Fisher, Nancy Frey, and Douglas Williams, Educational Leadership, 2002, 60 (3)

Writing-to-Learn 11: Write a description of the problem faced by Mr. Burns in the problem. Identify three strategies you think would help his students. Describe them and explain why they might help.

11/1 (Thurs.)-Reading in the Content Areas (II)

Assignment: *1)"Reading, Writing, and Understanding" by Vicki A. Jacobs, Educational Leadership, 2002, 60 (3).

*2)"Strategies for Teen Readers." By Carolyn Coutant, Natalia Perchemlides, Educational Leadership, 2005, 63 (2).

3)Read the Article Below in Your Content Area

*a)"Questioning the Author: Making Sense of Social Studies" By: Isabel L. Beck and Margaret McKeown, Educational Leadership, 2002, 60 (3).

*b)"Breathing Life Into Foreign Language Reading" By Susan Ferguson, Educational Leadership, 2005, 63 (2).

*c)"Reading Comprehension in Mathematics" By Peter Fuentes, The Clearing House, 1998, 72 (2). [MATH]

*d)"Teaching Reading in Mathematics and Science" By Mary Lee Barton, Clare Heidema, Deborah Jordan, Educational Leadership, 2002, 60 (3).

*e)"The Relevance of Young Adult Literature" By Joyce B. Stallworth, Educational Leadership, 2006, 63 (7).

DUE: Analysis for Microteaching II and Log [Accepted on Friday, 11/2 by noon if you are present in class on 11/1]

11/6 (Tues.)-Reading in the Content Areas (III)/Constructing a Solution to the Problem

Assignment:*1)"Teaching Students to Interact with Text" by Terry Salinger and Steve Fleischman, Educational Leadership, 2005, 63 (2).

*2)"The Third Language of Academic English" by Jeff Zwiers, Educational Leadership, 2004/2005, 62 (4).

3)"Teaching effective comprehension strategies to students with learning and reading disabilities" by Philip N

Swanson and Susan De La Paz, Intervention in School and Clinic; Mar 1998 Find and download at:

<http://www.aea11.k12.ia.us/Schrader/readingcomprehension.html> (Heartland Area Education Agency

11) Under "General Strategies"

4)Other readings TBA

Writing-to-Learn 12: See assignment on materials describing Mr. Burns' problem, previously handed out.

11/8 (Thurs) Understanding by Design/Authentic Assessment

Lab: Preparing for Microteaching III

Assignment: *1)"Creating Tests Worth Taking" by Grant Wiggins Ed Leadership, May, 1992.

*2)"Using Rubrics to Promote Thinking and Learning" by Heidi Goodrich Andrade Educational Leadership, 2000, 54 (4).

*3)"Seven Practices for Effective Learning." By: Jay McTighe, Ken O'Connor Educational Leadership, 2005, 63 (3).

4.)"Understanding by Design" Download from from Texas Education Agency) PDF URL:
<http://www.tea.state.tx.us/ssc/downloads/toolkits/Shared%20Sections/Understanding%20By%20Design/Introduction%20to%20UBD.pdf>

DUE: Lesson plan draft for microteaching III

WHO ARE OUR STUDENTS? INCLUSION AND DIFFERENTIATED INSTRUCTION

11/13 (Tues.)-Differentiated Instruction and ELL

Assignment: *1)"A quartet of success stories: How to make inclusion work" By Leslie Farlow, Educational Leadership, 1996, 53 (5).

*2)"Using Data to Differentiate Instruction". By: Kay Brimijoin, Kay; Ede Marquissee, Carol Ann Tomlinson,, Educational Leadership, 2003, 60 (5)

*3)"Baby Steps: A Beginner's Guide". By: Kari Sue Educational Leadership, 2000, 58 (1).

*4)"Mapping a Route Toward a Differentiated Instruction". By: Carol Ann Tomlinson,, Educational Leadership, 1999, 57 (1).

*5)"Building the Bridge from Research to Classroom". Renate Nummela Caine, Educational Leadership, 2000, 58(3).

6)Other Readings TBA

Writing-to-Learn 13: Describe and critique the idea of differentiated instruction. To what extent is this an effective strategy for meeting the needs of all of your students?

11/15 (Thurs.)-Lab: Microteaching III

DUE: Lesson Plan for Microteaching III

CLASSROOM MANAGEMENT⁴/FINAL THOUGHTS

11/20(Tues.)-Classroom Management, Two Models

Assignment: 1)*"The Key to Classroom Management" by Robert J. Marzano and Jan S. Marzano, Educational Leadership, 2002, 61(7)

2)"Solving Problems Together" from Beyond Discipline by Alfie Kohn [On Reserve in Reeves]

11/27 (Tues.)-Developing a Management Plan, Some Concrete Ideas

Lab: Defining the management problem

Creating a Management Plan

Assignment: 1)K & E, Ch. 6 (pp. 182-213)

2)"Beginning the Year in an Eighth Grade English Class" [Handout]

Writing-to-Learn 14: See classroom management handout

11/29 (Thurs.)-Developing a Management Plan: Creating a Learning Atmosphere

Assignment : K & E, Ch. 4 (pp. 119-131), Stop with section "Effective Communication")

Due: Analysis for Microteaching III and Log [Accepted on Friday 11/30 by noon if you are present in class 11/29]

12/4 (Tues)-Open

Writing to-Learn 15: See classroom management handout

12/6 (Thurs.) Final Thoughts

Assignment :*"The Futility of Trying to Teach Everything of Importance" By: Grant Wiggins, Grant. Educational Leadership, 1989, 47 (3),

Writing-to-Learn 16: A personal philosophy statement. (Directions to be given in class)

Revised: Aug 2, 2007

⁴ As part of the classroom management unit, there will be two or more writing-to-learn activities.

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

3)"Fostering Adult Literacy" by Marlene Darwin and Steve Fleischman,
Educational Leadership, 2005, 62 (7).

Content and Reading

What's News? By: Hobbs, Renee. Educational Leadership, Oct2005, Vol. 63 Issue 2, p58-61, 4p, 3bw;

Reading and Rewriting History. By: Wineburg, Sam; Martin, Daisy. Educational Leadership, Sep2004, Vol. 62 Issue 1, p42-45, 4p, 3c;

Becoming an Engaged Reader. By: Scharer, Patricia L.; Pinnell, Gay Su; Lyons, Carol; Fountas, Irene. Educational Leadership, Oct2005, Vol. 63 Issue 2, p24-29, 6p, 4bw;

1)Connecting With Latino Learners. By: Rubinstein-Ávila, Eliane. Educational Leadership, Feb2006, Vol. 63 Issue 5, p38-43, 6p, 3c;

2)How Do English Language Learners Learn to Read? By: Slavin, Robert E.; Cheung, Alan. Educational Leadership, Mar2004, Vol. 61 Issue 6, p52-57, 6p, 4c;

2)On the Road to Differentiated Practice. By: Pettig, Kim L.. Educational Leadership, Sep2000, Vol. 58 Issue 1, p14, 5p, 3c;

Differentiating Instruction for Disabled Students in Inclusive Classrooms. By: Broderick, Alicia; Mehta-Parekh, Heeral; Reid, D. Kim. Theory Into Practice, Summer2005, Vol. 44 Issue 3, p194-202, 9p

Reading comprehension in mathematics

The Clearing House; Washington; Nov/Dec 1998; Peter Fuentes 11/9 (Thurs.) DIFFERENTIATED INSTRUCTION/INCLUSION/READING

Selecting Instructional Interventions for Students with Mild Disabilities in Inclusive Classrooms. Keel, Marie C.; Dangel, Harry L.; Owens, Sherie H.; Focus on Exceptional Children, v31 n8 p1-16 Apr 1999 (EJ604908)

1)) Eggen and Kauchak, pp. 118-123 (Handout)

2) "Group Investigation" from Models of Teaching, Seventh Edition by Bruce Joyce, Marsha Weil, Emily Calhoun, 2004, Allyn and Bacon

Writing:

Ñ Three analyses; Conclusions need to be reflection. Conclusion about learning and conclusion about way to attain that learning; Consciously building a philosophy

Ñ Second and Third need to be longer and build from the first; What is being learned!!!

Ñ First, second, and third need to have some statement about what they have learned about how to plan.

Ñ Final Paper: Philosophy statement that bulds from microteaching and class; FIRST: How do we learn? building on theory, personal experience as a student, personal experience as a teacher. What have you learned from the microteaching experience? From journaling??? What methods, at least three would be consistent with your teaching philosophy? What did you learn in class? How would you adapt? Show how this view grows from your experience?

Ñ Journaling throughout, critiquing!!!!

Instead of Talks to principals, writing to learn where you have to explain the method, how to do it, why it might promote learning, where you might use it, what type of learning.

Focus on learning: Cognitive, socio-cultural,

In class: Methods-Teaching literacy, teaching discussion, planning (show plans)

Notes: Focus on learning and student acievement, but look at that notion in a broader way. Not in terms of knowledge chunkc, but important learning.

Perhaps do a three item learning journal.

For microteaching, focus on student learning.

Ñ Teachers need to describe what the students learned in a rich manner. Everyone needs two or more ways they are assessing student learning.

Ñ Methods need to be explained, from what you did to what the text tells you.

Ñ Microteaching analysis should be engaging. Tell a story about a lesson, the teacher you hope to be.

Needs to suggest direction. I did this, but now I want to try this.

Do assessments of learnin in class. Talk about the learning.

Overall goal is ability to design and re-design lessons. In the writing, there needs to be conscious statement of how the experience of the teaching is re-shaping the lessons. Imbedded in analyses would be discussions of philosophy.

Perhaps a final exam where students are asked to explain five or six methods they studied. They would be given a list ahead of time and then asked to explain how they would use certain methods in given contexts.

2) K & E, Ch. 3 (PP. 74-99; 104-110) [Combination of things from the internet and things from K & E. Don't use things that you don't discuss. i.e. K & E might be helpful for how to think about planning. Pull out some sections that emphasize that for a discussion. Then look at the practical.]

Invite students to design writing workshop. Talk about what it is and uses even before!!! (It is a type of cooperative group)

Issue: How can we use computers to facilitate this process?