

MORAVIAN COLLEGE  
Bethlehem, Pennsylvania

**Education 260Z: Reflective Teaching**  
Fall 2007

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“Teachers need to be one part detective. We sift the clues children leave, follow the leads, and diligently uncover the facts in order to fill out and make credible the story of their growth and development. We need to be one part researcher: collecting data, analyzing information, testing hypotheses. Teachers need to be one part world-class puzzle master, painstakingly fitting together the tiny pieces of some mammoth, intricate jigsaw of childhood”

- William Ayers, *To Teach: The Journey of a Teacher* (1993), p. 33.

“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”

- Paulo Freire, *Pedagogy of the Oppressed* (1970/2003), p. 53.

“The zone of proximal development ... is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”

- Lev Vygotsky, *Mind in Society* (1935/1978), p. 86.

### Essential Questions

1. What is learning? What is teaching?
2. What are the most effective methods for teaching and learning in our nation’s secondary schools? How do we know?

### Objectives

1. To develop teaching approaches and teacher behaviors which promote student engagement and student achievement in diverse learners.
2. To articulate, defend, and enact a personal philosophy of education.
3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement.
4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

### Required Texts

Larson, Bruce E. and Timothy A. Keiper. *Instructional Strategies for Middle and High School*. New York: Routledge, 2007.

Scherer, Marge, ed. *Educational Leadership*. Alexandria: VA: Association for Supervision & Curriculum Development. [Available electronically and in print from Reeves Library.]

Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.

Weinstein, Carol S. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 3<sup>rd</sup> ed. New York: McGraw Hill, 2007.

### **Suggested Resources**

- Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse, 2000.
- . *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse, 1999.
- Cazden, Courtney. *Classroom Discourse: The Language of Teaching and Learning*. 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann, 2001.
- Delpit, Lisa. & Joanne Kilgour Dowdy, eds. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press, 2002.
- Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest*. Albany: State University of New York Press, 1999.
- Hendricks, Cher. *Improving Schools through Action Research: A Comprehensive Guide for Educators*. Boston: Pearson Education, 2006.
- Kauchak, Donald P. and Paul D Eggen. *Learning and Teaching: Research-Based Methods, Fifth Edition*. Boston: Allyn and Bacon, 2006.
- Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2001.
- Silver, Harvey F., et al. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.
- Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading: Literacy and Learning Across the Curriculum*. 8<sup>th</sup> ed. Boston: Allyn & Bacon, 2004.
- Wong, Harry K. and Rosemary T. Wong. *The First Days Of School: How To Be An Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, 2004.
- Wormelli, Rick. *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*. Portland, ME: Stenhouse, 2001.

### **Key Web Links**

American Council on the Teaching of Foreign Languages  
<http://www.actfl.org>

Annenberg Media Teacher Resources  
<http://www.learner.org/>

Association for Supervision and Curriculum Development (ASCD)  
<http://www.ascd.org/portal/site/ascd/index.jsp/>

Moravian College Reeves Library Web Sites for Education  
<http://home.moravian.edu/public/reeves/books/web/edu.htm>

National Council for the Social Studies  
<http://www.ncss.org/>

National Council of Teachers of English  
<http://www.ncte.org/>

National Council of Teachers of Mathematics  
<http://www.nctm.org/>

National Science Teachers Association  
<http://www.nsta.org/>

Pennsylvania Department of Education  
[http://www.pde.state.pa.us/pde\\_internet/site/default.asp](http://www.pde.state.pa.us/pde_internet/site/default.asp)

Pennsylvania Power Library  
<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=11&q=37628>

ReadingQuest  
<http://www.readingquest.org/intro.html>

United Streaming from Discovery Education  
<http://www5.unitedstreaming.com/index.cfm>

### **Assignments and Grading**

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

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|---|------------|
| <b>1. Learning Log</b>  | <b>15%</b> |
| <ul style="list-style-type: none"><li>• Log #1: Graphic Organizer on The Classic View vs. The Official Theory due 9/4</li><li>• Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/11</li><li>• Log #3: Direct Instruction Teaching Tips List &amp; Lesson Plan Draft due 9/17</li><li>• Log #4: Clustering: Traditional &amp; Authentic Assessment in my Content Area due 9/25</li><li>• Log #5: List of Rules and Routines due 10/2</li><li>• Log #6: Constructivism Graphic Organizer due 10/23</li><li>• Log #7: Lesson Plan Draft due 10/30</li><li>• Log #8: Representing to Learn in My Content Area due 11/6</li><li>• Log #9: Questioning Tips due 11/13</li><li>• Log #10: Learning Log Self Evaluation due 11/20</li></ul> |            |
| <b>2. Microteaching I: Direct Instruction (Lecture/Discussion) Lesson</b>   | <b>15%</b> |
| <ul style="list-style-type: none"><li>• Lesson Plan Draft due 9/18; Plans Implemented 9/25 (Group A) &amp; 10/2 (Group B)</li><li>• Analysis I due one week after implementation</li></ul>  |            |
| <b>3. Microteaching II: Guided Discovery Lesson</b>   | <b>15%</b> |
| <ul style="list-style-type: none"><li>• Lesson Plan Draft due 10/30; Plans Implemented 11/6 (Group B) &amp; 11/13 (Group A)</li><li>• Analysis II due one week after implementation</li></ul>   |            |
| <b>4. Microteaching III: Discussion</b>   | <b>15%</b> |
| <ul style="list-style-type: none"><li>• Lesson Plan drafted in class on 11/20</li><li>• Analysis III due 12/4</li></ul>   |            |
| <b>5. Mid-Term Exam: Principal Letter</b> due 10/16   | <b>20%</b> |
| <b>6. Final Exam: Philosophy of Education Statement</b> due 12/11   | <b>20%</b> |

### **Attendance**

Due to the nature and structure of the course, attendance at each meeting is crucial. If you must miss a session, please call me to explain. When an absence is unavoidable, a written response to the assigned readings must be submitted on or before the next regularly scheduled session. The written response will be evaluated as part of the learning log. More than two absences may result in a failing grade for the course.

### **Academic Honesty**

You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult *Writers Inc., The MLA Handbook for Writers of Research Papers*, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

### **Course Schedule**

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

#### **Tues., Aug. 28: Building a Collaborative Learning Community**

In-Class: Ensemble Building Activities  
Autobiographical Inquiry  
Anticipation Guide

#### **Tues., Sept. 4: Learning and Forgetting**

Due: Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.  
Weinstein, Chapter 1: “Characteristics and Contradictions of the Middle and High School Classroom”  
Larson & Keiper, Chapter 1: “Learning, Teaching, & Management”  
Log #1: Graphic Organizer on Behaviorism vs. Constructivism

In-Class: Discussion of Readings  
Literature Circles

**DON'T MISS THE WILLIAM AYERS LECTURE IN PROSSER AUDITORIUM @ 7:30 p.m. on 9/6!**  
[Add an entry to your learning log for extra credit.]

#### **Tues., Sept. 11: Planning Instruction**

Due: Larson & Keiper, Chapter 2: “Constructing Classroom Curriculum”  
Larson & Keiper, Chapter 3: “Preparing Learning Objectives & Assessing Student Learning”  
Larson & Keiper, Chapter 4: “Long- and Short-Range Planning”  
Log #2: Teacher Interview: Planning the Course, Unit, and Lesson

In-Class: Discussion of Readings  
Lesson Planning Workshop

#### **Tues., Sept. 18: Implementing a Direct Instruction Model**

Due: Weinstein, Chapter 2: “Designing the Physical Environment”  
Weinstein, Chapter 6: “Making the Most of Classroom Time”  
Larson & Keiper, Chapter 5: “Lecture & Direct Instruction”  
Log #3: Direct Instruction Teaching Tips & Lesson Plan Draft

In-Class: Discussion of Readings  
Lesson Planning Workshop

#### **Tues., Sept. 25: Assessing and Evaluating Student Learning**

Due: McTighe, Jay and Ken O'Connor. “Seven Practices for Effective Learning.” *Educational Leadership*. November 2005.  
Stiggins, Rick. Assessment Through the Student’s Eyes. *Educational Leadership*. May 2007.  
Weinstein, Chapter 4: “Establishing Norms for Behavior”  
Log #4: Assessment Principles to Guide My Teaching

In-Class: Discussion of Readings  
Microteaching I: Group A

#### **Tues., Oct. 2: Differentiating Instruction in Diverse, Caring Classrooms**

Due: Weinstein, Chapter 3: “Setting the Tone: Creating Safer, More Caring Classrooms”

Harry, Beth and Janette Klinger. "Discarding the Deficit Model." *Educational Leadership*. February. 2007.

Carolan, Jennifer and Abigail Guinn. "Differentiation: Lessons from Master Teachers" *Educational Leadership*. February. 2007.

Log #5: My Own Top Ten List for Successful Instruction in Diverse Classrooms

In-Class: Discussion of Readings  
Microteaching I: Group B

**Tues., Oct. 9: NO CLASS: Fall Break**

**Tues., Oct. 16: Motivating Learners and Involving Families**

Due: Mid-Term Exam: Principal Interview  
Weinstein, Chapter 5, "Working with Families"  
Weinstein, Chapter 7, "Enhancing Students' Motivation"

In-Class: Classroom Management Case Studies

**Tues., Oct. 23: Helping Learners to Construct New Understandings**

Due: Larson & Keiper, Chapter 7: "Concept Formation"  
Perkins, David. "The Many Faces of Constructivism." *Educational Leadership*. November 1999.

Log #6: Constructivism Graphic Organizer  
In-Class: Discussion of Readings  
Lesson Planning Workshop

**Tues., Oct. 30: Promoting Meaningful Social Interaction**

Due: Larson & Keiper, Chapter 8: "Cooperative Learning"  
Larson & Keiper, Chapter 9: "Simulations, Roleplay, & Dramatization"  
Weinstein, Chapter 9: "Managing Groupwork"  
Log #7: Lesson Plan Draft  
Guided Discovery Lesson Plan Draft

In-Class: Discussion of Readings  
Lesson Planning Workshop

**Tues., Nov. 6: Representing/Writing to Learn**

Due: Daniels, Harvey and Bizar, Marilyn. "Representing to Learn." *Methods That Matter: Six Structures for Best Practice Classrooms*. York, ME: Stenhouse, 1998.  
Elbow Peter. "Writing first! Putting Writing Before Reading is an Effective Approach to Teaching and Learning." *Educational Leadership*. October 2004.

Log #8: Representing/Writing to Learn in My Content Area  
In-Class: Discussion of Readings  
Microteaching II: Group B

**Tues., Nov. 13: Asking the Right Questions**

Due: Larson & Keiper, Chapter 6: "Questioning"  
Weinstein, Chapter 10: "Managing Recitations and Discussions"  
Log #9: Questioning Tips

In-Class: Discussion of Readings  
Microteaching II: Group A

**Tues., Nov. 20: Teaching Reading and Writing in the Content Areas**

Due: Log #10: Learning Log Self Evaluation  
Allington, Richard L. "You Can't Learn Much from Books You Can't Read." *Educational Leadership*. November 2002.

McConachie, Stephanie, et al. "Task, Text, and Talk: Literacy for All Subjects." *Educational Leadership*. October 2006.  
In-Class: Discussion of Readings

Lesson Planning Workshop

**Tues., Nov. 27: Leading a Discussion**

Due: Larson & Keiper, Chapter 10: "Classroom Discussion and Debate"  
Self-Assigned Readings for Discussion

In-Class: Microteaching III

**Tues., Dec. 4: Learning and Remembering**

Due: Larson & Keiper, Chapter 11: "Student-Directed Investigation"  
Tomlinson, Carol Ann and Amy Germundson. *Teaching as Jazz. Educational Leadership*. May 2007.

In-Class: Discussion of Readings  
Anticipation Guide Re-examination  
Course Evaluation

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**Education 260: Reflective Teaching**  
**Learning Log**  
**Assignment Sheet Fall 2007**

**Assignment:** As a secondary content area teacher, you will undoubtedly make reading and writing assignments to help your students develop a stronger understanding of key concepts in your discipline. A learning log may help your students make meaning of challenging reading assignments by writing to learn in a variety of ways. In *Reflective Teaching* this semester, you will maintain a learning log of your own designed to serve at least two functions. First, you'll explore for yourself content-based literacy strategies that you may want to incorporate into your own lesson plans. Second, you'll begin to learn important new concepts about teaching and learning through your use of these strategies. Log entries should be maintained in a separate section of your Ed. 260 notebook and will serve as a valuable resource in the development of your lesson plans, reflective critiques, mid-term exam, and philosophy of education statement. Learning log entries are due as follows:

- Log #1: Graphic Organizer on The Classic View vs. The Official Theory due 9/4
- Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/11
- Log #3: Direct Instruction Teaching Tips & Lesson Plan Draft due 9/17
- Log #4: Assessment Principles to Guide My Teaching due 9/25
- Log #5: My Own Top Ten List for Successful Instruction in Diverse Classrooms due 10/2
- Log #6: Constructivism Graphic Organizer due 10/23
- Log #7: Guided Discovery Lesson Plan Draft due 10/30
- Log #8: Representing/Writing to Learn in My Content Area due 11/6
- Log #9: Questioning Tips due 11/13
- Log #10: Learning Log Self Evaluation due 11/20

**Suggested Response Format:** Maintain a learning log with entries added chronologically. While graphic organizers will be provided to guide some learning log entries, feel free to modify the graphic organizer using software such as Inspiration or Kidspiration. Consider word processing narrative-based entries so that you may re-organize, cut, paste, and revise log entries as part of larger assignments. While every attempt should be made to respond with attention to fluency, clarity, and correctness, the learning log should be a venue in which you may play with ideas and think deeply about how your teaching in the years ahead will foster content-area literacy, authentic student inquiry, student engagement, and student achievement.

**Criteria for Evaluation:** Please note that while this assignment is worth 15% of the final course grade, the entries you compose are designed to help you draft other major assignments as indicated on the syllabus. Be certain to review the criteria below prior to adding each entry to your learning log:

1. Log entry responds thoroughly and thoughtfully to assigned prompt.
  2. Log entry makes specific and appropriate reference to the assigned reading.
  3. Log entry exhibits thought at appropriate levels of Bloom's cognitive taxonomy.
  4. Log entry is fluent, clear, and attempts to follow the conventions of so-called standard written English.
  5. Log entry supports the development of curriculum and instruction practices that foster content-area literacy, authentic student inquiry, student engagement, and student achievement.
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Fall 2007

Microteaching Rubric

Key to Rating Scale

- 5 Student work exemplifies this component.
- 4 Student work clearly displays this component.
- 3 Student work displays this component, which could use further clarity or development.
- 2 Student work minimally displays this component, which would benefit from revision.
- 1 Student work does not display this component.

**Part I: The Lesson Plan**

- \_\_\_\_\_ 1. Presents accurate content in support of learning goals/objectives. \*
- \_\_\_\_\_ 2. Includes clear, appropriate objectives that specify what students should know and be able to do.
- \_\_\_\_\_ 3. Engages student learners actively throughout lesson.
- \_\_\_\_\_ 4. Includes ongoing assessment of student learning.
- \_\_\_\_\_ 5. Applies Bloom's cognitive taxonomy.
- \_\_\_\_\_ 6. Makes optimal use of instructional time.

\* Note: Any plan not rated 3 or better in this category must be revised before any credit may be earned.

**Part II: The Reflective Analysis**

- \_\_\_\_\_ 7. Provides a brief summary of the lesson.
- \_\_\_\_\_ 8. Identifies clearly what students should know and be able to do as a result of the lesson.
- \_\_\_\_\_ 9. Analyzes student success in meeting learning objectives.
- \_\_\_\_\_ 10. Identifies teacher practices that enhanced student learning.
- \_\_\_\_\_ 11. Identifies teacher practices that did not enhance student learning.
- \_\_\_\_\_ 12. Articulates how and why the actual lesson followed the intended plan.
- \_\_\_\_\_ 13. Analyzes ways in which lesson deviated from intended plan.
- \_\_\_\_\_ 14. Draws personal conclusions about lesson type, i.e. direct instruction, guided discovery, discussion.
- \_\_\_\_\_ 15. Draws personal conclusions about lesson planning.
- \_\_\_\_\_ 16. Uses and highlights pedagogical language.
- \_\_\_\_\_ 17. Cites specific references to research.
- \_\_\_\_\_ 18. Utilizes primary source material in analysis of teaching, including video clips where appropriate.
- \_\_\_\_\_ 19. Presents analysis in a logical, organized manner.
- \_\_\_\_\_ 20. Adheres to conventions of standard written English.