MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 260Z: Reflective Teaching
Fall 2008

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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
   Hinchman, Kathleen and Heather Sheridan-Thomas, eds. *Best Practices in Adolescent Literacy Instruction.*
        New York: Guilford Press, 2008.

   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.* 3rd 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.* 2nd ed. Portsmouth, NH: Heinemann, 2001.

Delpit, Lisa. & Joannne 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.

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

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.* 8th 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

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. Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first MUST meet with either Mr. Joseph Kempfer in the Office of Learning Services or Dr. Ronald Kline in the Counseling Center. Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

1. Learning Log   **15%**
- Log #1: Graphic Organizer on Behaviorism vs. Constructivism due 9/2
- Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/9
- Log #3: Direct Instruction Teaching Tips List & Lesson Plan Draft due 9/16
- Log #4: Clustering: Traditional & Authentic Assessment in my Content Area due 9/23
- Log #5: List of Rules and Routines due 9/30
- Log #6: Constructivist Learning Theory Graphic Organizer due 10/21
- Log #7: Lesson Plan Draft due 10/28
- Log #8: Representing to Learn in My Content Area due 11/4
- Log #9: Questioning Tips due 11/11
- Log #10: Learning Log Self Evaluation due 11/16

2. Microteaching I: Direct Instruction   **(Lecture/Discussion) Lesson**   **15%**
- Lesson Plan Draft due 9/18; Plans Implemented 9/23 (Group A) & 9/30 (Group B)
- Analysis I due one week after implementation

3. Microteaching II: Guided Discovery Lesson   **15%**
- Lesson Plan Draft due 10/28; Plans Implemented 11/4 (Group B) & 11/11 (Group A)
- Analysis II due one week after implementation

4. Microteaching III: Discussion   **15%**
- Lesson Plan drafted in class on 11/18
- Analysis III due 12/2

5. Mid-Term Exam: Principal Letter   due 10/16   **20%**

6. Final Exam: Philosophy of Education Statement due 12/11   **20%**

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. 26: Building a Collaborative Learning Community
        In-Class: Autobiographical Inquiry
                    Anticipation Guide
                    Horatio Alger Association *State of Our Nation's Youth* 2008 Report

Tues., Sept. 2: 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"
                    Wise, Bob. "High Schools at the Tipping Point." *Educational Leadership*. May 2008.
                    Log #1: Graphic Organizer on Behaviorism vs. Constructivism
        In-Class: Discussion of Readings
                    Literature Circles
        Key Terms: behaviorism (ala "official theory), constructivism (ala classic view), learning curve, forgetting curve, zone of proximal development, characteristics of the classroom environment, classroom management, "withitness" (Kounin)

Tues., Sept. 9: Planning Instruction
        Due: Wiggins, Grant and Jay McTighe. "Put Understanding First." *Educational Leadership*. May 2008.
                    Volger, Kenneth E. "Asking Good Questions." *Educational Leadership*. Summer 2008.
                    Weinstein, Chapter 2: "Designing the Physical Environment
                    Log #2: Teacher Interview: Planning the Course, Unit, and Lesson
        In-Class: Discussion of Readings
                    Lesson Planning Workshop
        Key Terms: direct instruction, facilitation, coaching, instructional sequence, hook problem, essential question, application task, whole-class discussion, small group application, final performance task, Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation), convergent thinking, divergent thinking, task instrumentality

Tues., Sept. 16: Implementing a Direct Instruction Model
        Due: Costa, Arthur L. "The Thought-Filled Curriculum." *Educational Leadership*.

February 2008.
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

Key Terms: metacognition, reflection, time (mandated, available, instructional, engaged, academic learning), activity flow, transition, accountability, block scheduling, lecture, lecture/discussion cycle, direct instruction, objectives, hook, check of student understanding, exit cards, think/pair/share,

Tues., Sept. 23: 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

Key Terms: assessment for learning, diagnostic assessment, differentiated instruction, formative assessment, summative assessment, authentic assessment, criteria for evaluation, models, self assessment, goal setting, classroom rules and routines

Tues., Sept. 30: 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

Key Terms: relationships of care, deficit model, disability labels, variation vs. pathology, personalized scaffolding,

Tues., Oct. 7: NO CLASS: Fall Break

Tues., Oct. 14 Motivating Learners and Involving Families
Due: Mid-Term Exam: Principal Interview
Weinstein, Chapter 5, "Working with Families"
Weinstein, Chapter 7, "Enhancing Students' Motivation"
San Antonio, Donna Marie. "Understanding Students' Strengths and Struggles." *Educational Leadership*. April 2008.

In-Class: Classroom Management Case Studies

Key Terms: inequities, home-based values, class lines, community dialogue, family-teacher cooperation, expectancy-times-value framework, expectations of success

Tues., Oct. 21: Helping Learners to Construct New Understandings
Due: Perkins, David. "The Many Faces of Constructivism." *Educational Leadership.* November 1999.
Kauchak & Eggen, Chapter 7: "Constructivist Approaches to Instruction"
Xu, Shelley Hong. "Rethinking Literacy Learning & Teaching: Intersections of Adolescents' In-School And Out-of-School Literacy Practices" (*Best Practices* Chapter 3)
Log #6: Constructivist Learning Theory Graphic Organizer

In-Class: Discussion of Readings
Lesson Planning Workshop

Key Terms: constructivist learning theory, ritual knowledge, conceptually difficult knowledge, social

interaction, multiple representations of content, new literacy studies, negotiation, discourse community,

Tues., Oct. 28:   Promoting Meaningful Social Interaction
      Due: Weinstein, Chapter 9: "Managing Groupwork"
                     Rubinstein-Avila, Eliane and Janelle Johnson. "Meaningful Context for Middle School Students for Whom English is an Additional Language" (*Best Practices* Chapter 2)
                     Log #7: Lesson Plan Draft
                     Guided Discovery Lesson Plan Draft
      In-Class: Discussion of Readings
                     Lesson Planning Workshop
      Key Terms: task interdependence, jigsaw, ELL vs. EAL, sheltered instruction, SIOP model, writing to learn, manipulatives, graphic organizers, comprehensible input, learning logs, pedagogical content knowledge

Tues., Nov. 4:   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
      Key Terms: warm-up, free writing, list storming, K-W-L, graphic writes, dialogue journals, admit slips, Stop-n-write, predictions, double entries, class minutes

Tues., Nov. 11:   Asking the Right Questions
      Due: Weinstein, Chapter 10: "Managing Recitations and Discussions"
                     Shanahan, Cynthia. "Reading and Writing Across Multiple Texts" (*Best Practices* Chapter 8)
                     Log #9: Questioning Tips
      In-Class: Discussion of Readings
                     Microteaching II: Group A
      Key Terms: recitation, I-R-E discourse pattern, discussion, I-R-R-R discourse pattern, teacher vs. student-

led

                     discussion

Tues., Nov. 18:   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.
                     Bromley, Karen. "Actively Engaging Middle School Students with Words" (*Best Practices* Chapter 6)
      In-Class: Discussion of Readings
                     Lesson Planning Workshop
      Key Terms: reading level, mismatched textbooks, multiple levels of instructional resources, student choice, individualized instruction, learning as apprenticeship, teaching as mentorship, disciplinary literacy, vocabulary acquisition, community of learners

Tues., Nov. 25:   Supporting Struggling Learners
      Due: Sheridan-Tomas, Heather. "Assisting Struggling Readers with Textbook Comprehension" (*Best Practices* Chapter 10)
                     Self-Assigned Readings for Discussion from *Best Practices* Section III
      In-Class: Microteaching III
      Key Terms: at-risk learners, modeling, text structure, purpose setting, embedded comprehension instruction, Explicit strategy instruction, teacher guided comprehension, gradual release of responsibility

Tues., Dec. 2:   **Teaching and Learning with Student-Centered Technology**
          Due: Wilber, Dana. "iLife: Understanding and Connecting to the Digital Literacies of
                               Adolescents" (*Best Practices* Chapter 4)
          In-Class: Technology Workshop
          Key Terms: digital literacy, social networking, wikis, multimodal text, graphic novels, blogging, pod-casting

Tues., Dec. 9:   **Learning and Remembering**
          Due: Tomlinson, Carol Ann and Amy Germundson. Teaching as Jazz. *Educational
                               Leadership.* May 2007.

          In-Class: Discussion of Reading
                            Anticipation Guide Re-examination
                            Final Examination Preparation
                            Course Evaluation

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Education 260: Reflective Teaching
Learning Log
Assignment Sheet Fall 2008

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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ED 260Z: Reflective Teaching
Fall 2008

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 key pedagogical terminology.

_____ 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.