

EDUCATION 260: REFLECTIVE TEACHING

Fall, 2009, Dr. Robert Mayer

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

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



“Citizenship implies freedom -- to work, to eat, to dress, to wear shoes, to sleep in a house, to support oneself and one’s family, to love, to be angry, to cry, to protest, to support, to move, to participate in this or that religion, this or that party, to educate oneself and one’s family, to swim regardless in what ocean of one’s country. Citizenship is not obtained by chance: It is a construction that, never finished, demands we fight for it. It demands commitment, political clarity, coherence, decision. For this reason a democratic education cannot be realized apart from an education of and for citizenship.” Paulo Freire

INTRODUCTION

Life is lived in communities. Communities are shaped by language and language shapes our thinking and our culture. My goal is for the class to become a community that is grounded in a language of teaching, learning, and reflection. Becoming such a community will prepare you to enter the broader culture of teaching with a language that will allow you to participate in the talk of the reflective community you will share with future colleagues. Such talk forms the foundation for dialogue within the community. Further, that community of colleagues should mirror the community in the classroom you guide. In that setting, each individual learner will be nurtured by their colleagues to become the wisest and best people possible. Your classroom will honor the unique nature of each student and the unique path they are on. Returning to the original focus, the same should happen for you within your collegial network as a professional teacher and as a member of the EDUC 260 community.

Beyond the language and beyond the understanding of what makes a learning community, your experience in ED260 will allow you to both develop an expertise and a propensity to examine the daily details of your teaching practice in the service of continuous growth. The most important daily details involve the student learning occurring as a result of your teaching. You need to continuously assess the quality of that learning and adjust your teaching appropriately. Such continuous assessment is the heart of reflective teaching. More broadly, you need to use your reflections to help you hone a personal philosophy of teaching. We have important work to do this semester.

ENDURING UNDERSTANDINGS

The methods a teacher chooses should grow out of their view of what learning is of most value.

Rich learning grows from cohesive learning communities.

Good teachers continuously assess the learning that occurs in their classroom.

Every teacher is unique and that uniqueness grows from the teacher’s personal vision.

ESSENTIAL QUESTIONS

What ways do I need to reflect in order to continuously grow as a teacher?

How can I make myself aware of the learning taking place in my classroom?

What is the nature of the learning that I want my students to gain?

How do I create classrooms that take into consideration all students in my class?

TEXT

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. You are also expected to be on time. If you must be absent for some reason, you must let me know ahead of time, unless there is some emergency. In the case of an emergency, speak to me about the situation as soon as you are able. Absences will be excused for legitimate reasons such as illness. For each unexcused absence, a 0 will be calculated for 2% points of your total grade. Missing more than three sessions will be a signal to me of a serious problem that we should discuss.

There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if your absence is excused. In addition, it is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes.

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 then states, "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 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.

ACCOMMODATIONS

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course MUST first meet with Mr. Joseph Kempfer in the Office of Learning Services.

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.

CELL PHONES

Cell phones need to be put away during class, meaning no texting during class.

ASSIGNMENTS and GRADING:

1. Peer Microteaching Analyses including all prewrites and drafts (at least 2) and Log [40 % total]
 Analysis 1 (10% Each) Analysis 2 & 3 (15%)
2. Microteaching Lesson Plans: LP1 (2%) LP 2 & 3 (4% Each) [10% Total]
3. Writing-to-Learn Activities (15%)
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. Tutoring: Journal (5%) Final Report (10%) [15% Total]
7. Final Exam (10%)

COURSE SCHEDULE

*Available through Ebscohost at Reeves

**Available on-line

***On Reserve in Reeves

ASSESSMENT, LANGUAGE, LEARNING, AND COMMUNITY

9/1 (T)-How Do We Learn?/Becoming a Learning Community

9/3 (Th)-Learning, Language, Community /Universal Design for Learning

Lab: What is Reflection in Teaching?

Assignment: 1)Read the course syllabus

*2)"Providing New Access to the General Curriculum: Universal Design for Learning" by Chuck Hitchcock, Anne Meyer, David Rose, and Richard Jackson, *Teaching Exceptional Children*, Nov-Dec, 2002.

**3)Read "Support Materials" for "Session 7, "Learning from Others-Learning in a Social Context" from the Annenberg Media Website. (<http://www.learner.org/channel/courses/learningclassroom/>)

- On the left side, click on "Support Materials"

- Go down to "Session 7 Print Guide (PDF)" and click and when the pdf comes up print the entire guide [Feel free to view video.]

Writing-to-Learn 1: Based on reading 3 and your experience, explain the phrase "community of learners." What is universal design for learning (UDL)? What is the relationship between UDL and the notion of "community of learners?"

TEACHER-CENTERED MODELS AND LESSON PLANNING

9/8 (T)-Direct Instruction

Assignment: 1) K & E, Ch. 7 (pp. 217-244; skip section entitled "Forms of Content Taught by Direct Instruction" pp. 223-230)

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

Writing to Learn 2: Describe and then 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, guided practice) or components of the model. Conclude with a well-argued critique by discussing your personal reaction to the model.

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

9/10 (Th)-Planning a Lesson Using Direct Forms of Instruction / Assessment

Lab: Lesson Plan Workshop

Assignment: 1) Lesson Plan Format [Handout]

2) K & E, Ch. 3 (PP. 85-94)

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]

*5)"Classroom Assessment: Minute by Minute, Day by Day" by Siobhan Leahy, Christine Lyon, Marnie Thompson, and Dylan William, *Educational Leadership*, November 2005, 63 (3).

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

9/15 (T)-Lecture Discussions /Introducing Lessons

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

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

Writing-to Learn 3: Learning Journal 1

9/17 (Th)-Teaching Concepts Inductively and Deductively

Assignment: K & E, 223-230

9/22 (T)-How Do We Learn?

Assignment: ****"Learning and Cognitive Processes" from *Educational Psychology, Developing Learners* by Jeanne Ellis Ormrod [On Reserve in Reeves]

Writing-to-Learn 4: Learning Journal 2

9/24 (Th)-Concluding Thoughts on Direct Instruction

Lab: Microteaching 1

DUE: Lesson Plan for Microteaching 1

Tutoring Begins 9/28

CONSTRUCTIVIST LEARNING/CONSTRUCTIVIST TEACHING

9/29 (T)-Introduction to Constructivism

Assignment: *1)"The Courage to be Constructivist" by Martin G. Brooks and Jacqueline Grennon Brooks, *Educational Leadership*, 1997, 57 (3)3.

** 2)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 5: Define constructivism. Use the Brooks article and interview as a starting place. If appropriate, talk about contradictory notions of constructivism that you have met with and identify the sources for those notions, if possible. USE YOUR OWN WORDS IN DESCRIBING CONSTRUCTIVISM. Contrasting the learning that would take place in a direct lesson with the learning from a constructivist lesson. What is your position on constructivism as an idea for teachers to use?

10/1 (Th)-Problem-Based Instruction, A Constructivist Approach:

Lab 1: Tutoring!!! Bring in data related to your students for a discussion on identifying the problems faced by the students you will tutor. This will help you write your first journal for the tutoring.

Lab 2: Triad Meeting

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

Due: Fri., 10/2, by noon, Initial Tutoring Journal Entry, via e-mail or 328 bin.

10/6 (T, 8-11:30) Guided Discovery: A Constructivist Approach/Writing as Cognitive Construction

Lab: Tutoring and microteaching as problem-based learning

Assignment: 1) K & E, Ch. 9 (pp. 275-297)

***2) 1) Vacca and Vacca, "Writing to Learn" from *Content Area Reading: Literacy and Learning across the Curriculum* by Richard T. Vacca and JoAnne L. Vacca [On Reserve in Reeves]

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

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.)

10/8 (Th, 10:20-11:30) Writing Workshop for Microteaching I

Due: Draft of Microteaching I Analysis

Due: Thur., 10/8, by noon, Tutoring Journal 1, via e-mail or to Mrs. Kubera.

Due: Wed., Oct. 14, By Noon, Analysis for Microteaching I and Log, Drop off at 328 Bin

10/15 (Thurs.)-Questioning, A Fundamental Skill for Constructivist Pedagogy 1

Lab: Questioning/ Thinking about Microteaching II

Assignment: 1) K & E, Ch. 5 (pp. 149-155; pp. 159-175) On p. 155 stop at "Student Involvement: A Key to Learning and Motivation and on 159 start at "The Role of Teacher Questioning in Student Learning"

2)"Deciding How to Ask Questions" by Donald Orlich et.al. [Handout]

CONSTRUCTIVIST LEARNING/SOCIAL INTERACTION

10/20 (T)-Discussion and Community

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

Writing-to-Learn 7: 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.

10/22 (Th)-**Lab:** Microteaching II **DUE:** Lesson Plan for Microteaching II

10/27 (T)-Constructivism and Student Discourse: Cooperative Learning

Assignment: K & E, Ch. 10 (pp. 302-328, stop at section marked "Discussions")

Writing-to-Learn 8: How would cooperative learning promote learning and a sense of community within a classroom? Be sure to talk about a specific type or specific types of cooperative learning. Also, make sure you fully describe what you mean by cooperative learning, learning, and community.

TEACHING WITH ALL OF OUR STUDENTS IN MIND

10/29 (Th)-Teaching English Language Learners

Lab: Triad Meeting, Working with our students in the field

Assignments: **1) "Chapter 2: The Stages of Second Language Acquisition" from *Classroom Instruction That Works with English Language Learners* by Jane D. Hill and Kathleen M. Flynn (Available on-line ASCD website)

*2)"Teacher Skills to Support English Language Learners" by Deborah Short and Jane Ecevarria, *Educational Leadership*, 62 (4)

*3)"Reading Supports for All" by Jill Fitzgerald and Michael F. Graves, *Educational Leadership*, 62 (4).

Due: Tutoring Journal 2

11/3 (T) Teaching English Language Learners 2

Assignments: *1) "Getting at the Content" by Yu Ren Dong, *Educational Leadership*, 2004/2005, 62 (4).

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

3)TBA

Writing-to-Learn 9: From your experience, what knowledge from 10/29 and 11/3 readings about English language learners and ways to teach English language learners strikes you as most true. Why?

11/5 (Th) Differentiating Instruction

Lab: Building Diversity-Acknowledging Classroom Communities/Microteaching III

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

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

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

*4)"Using Data to Differentiate Instruction" By Kay Brimijoin, Ede Marquisee, Carol Ann Tomlinson, *Educational Leadership*, 2003, 60 (5)

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

Writing-to-Learn 10: What is differentiated instruction and what might it look like in a secondary classroom? What role does such differentiation play in building a classroom community? Feel free to critique the idea of differentiated instruction.

TEACHING LITERACY: READING ACROSS THE CURRICULUM

11/10 (T, 8-11:30) Reading in the Content Areas (I & II)

Assignment: 1)Materials for Reading Problem [Handout]

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

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

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

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

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.

11/12 (Th 10:20-11:30) Writing Workshop

DUE (Friday, 11/13) Analysis for Microteaching II and Log [To Mrs. Kubera by 3:00]

11/17 (T) -Reading in the Content Areas (II)

Assignment: *1)"Seven Literacy Strategies that Work" by Douglas Fisher, Nancy Frey, and Douglas Williams, *Educational Leadership*, 2002, 60 (3)

2) Read the Article Below in Your Content Area[ADD READING]

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

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

*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) [Science]

*e)"The Relevance of Young Adult Literature" By Joyce B. Stallworth, *Ed Lead.*, 2006, 63 (7) [English]

Due: Tutoring Journal 3

11/19 (Th) Reflection on Reflecting

Lab: Microteaching III **DUE:** Lesson Plan for Microteaching III

11/24 (T)-Reading in the Content Areas (III)/Constructing a Solution to the Problem

Assignment: TBA

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

Due: Tutoring Journal 3

CLASSROOM MANAGEMENT

12/1 (T)-Classroom Management: Model 1

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

12/3 (TH)-Classroom Management, Model 2

Lab: Constructing a Management Plan

Assignment: 1)***"Solving Problems Together" from Beyond Discipline by Alfie Kohn [Reserve in Reeves]

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

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

DUE (Friday, 12/4): Analysis for Microteaching II and Log [MUST BE PRESENT IN CLASS 12/3]

12/8 (T)-Creating Rich Learning

Assignment: "Teaching as Jazz" by Carol Ann Tomlinson and Amy Germundson, *Educational Leadership*, 2007, 64 (8).

Writing-to-Learn 12: See classroom management handout

DUE: Final Report on Tutoring

Due: December 11 at noon, Final Exam (If you have two other exams on that day, please contact me so that we can make arrangements for an alternative due date.)

CLASS ASSIGNMENTS

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. Such thinking will prepare you to discuss readings in class. The writing will also allow you to explain the article in your own words and to find personal meaning in what you have read. Writing-to-learn assignments will help prepare you for other writing in class (microteaching analyses, final exam). Overall, and as the name implies, the writing will be a tool for your learning.

Overall, you should respond to the writing prompt. Use the writing as an opportunity to lay down your understanding of the reading. **You should always feel free to go beyond the prompt.**

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 it is not clear to you, revise. Don't forget to spellcheck.

LEARNING JOURNAL (WRITING-TO-LEARN 3, 4, and 6)

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 these ideas 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:

Identify a subject by September 8 and give me a piece of paper with your name and the topic.

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 by classtime of due date.)

In your third learning journal (10/6), probably towards the end of the entry, 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 FOR TUTORING

This tutoring-field experience will help you become more conscious of English language learners (ELLs) and learners with disabilities when planning and teaching. Tutoring affords you an opportunity to focus on one or two students at a time so that you will better understand the particular learning needs of these two groups. While the

focus is on ELLs and learners with disabilities, assessment strategies you learn and employ will be useful for all students. Overall, you will become a more reflective teacher by paying careful attention to your students as learners and then adjusting instruction based on those observations and the judgments you make. Assignments below are set up to help you become more reflective.

Data Gathering (Make sure that all data have a date indicating when they were gathered.)

1. From your first meeting with your cooperating teacher, gather information that helps you to identify worthy goals and appropriate teaching strategies. Specifically, you should:

- Talk to the cooperating teacher before you begin tutoring.
- Ask to see all relevant assessment documentation, including IEPs, standardized tests, and anything else the cooperating teachers deems to be important.
- Ask to see work done by your student.
- Observe the student at work in your first session.

From the data you gather, set learning goals, including language goals for English language learners. Treat the goals established through the goal setting as a problem you need to solve.

2. Gather data during each session to assess student learning and to determine appropriate strategies. Specifically, you should:

- Create anecdotal records for each student. Include specific learning goals and indicators of the extent to which learning goals are being met.
- Gather goal-related student work that is completed during and between sessions,
- Create rough notes for each session that captures student learning.

Writing

1. **Initial Journal Entry:** (Due 10/2) In two-three pages, describe each student, identify learning goals for each student, and identify logical teaching strategies. (Include lesson plans and data gathered with your entry.)
2. **Journal Entries:** (Due 10/8, 10/29, 11/17) In about two pages, assess student progress and the effectiveness of selected teaching strategies. For each session, include anecdotal records (learning goals and indicators of student learning), notes, student work, and anything else that is appropriate with your journal entry.
3. **Summative assessment:** At the end of the experience, employ an assessment device (either from your cooperating teacher or of your own making) that will help you discern the extent to which learning goals were met.
4. **Final Report:** (Due 12/8) In approximately four double-spaced pages, write a report to your cooperating teacher. (Use this paper as a general guide for font and margins.) In it you must:
 - Describe each student as a learner.
 - Describe the extent to which each student reached learning goals.
 - Describe teaching strategies you used with each student and your rationale for selecting those strategies.
 - Explain what you think are the best strategies for working with these particular students and why.
 - Draw an overall conclusion concerning what you have learned about teaching English language learners and learners with disabilities.

The paper must be well written and include key ideas and with supporting details.