

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 260A: Reflective Teaching in Secondary Schools
Fall 2010

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Class on T, Th 10:20 – 11:30 a.m.
Microteaching Lab as needed on
Th 7:50 – 10:05 a.m.
Hurd Academic Complex 335
Public School Tutoring Lab
as scheduled 9/27 – 12/8

“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 learning and teaching in our nation's secondary schools?
How do we know?
3. How do we ensure that all secondary students, including English language learners and students with disabilities, meet high academic standards?

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

Bennett, Alan. *The History Boys*. New York: Farber & Farber, 2006.

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*. 4th ed. New York: McGraw Hill, 2010.

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. & 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*. 2nd ed. Albany: State University of New York Press, 2009.

Hendricks, Cher. *Improving Schools through Action Research: A Comprehensive Guide for Educators*. 2nd ed. Boston: Pearson Education, 2009.

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.

Lemov, Doug. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco: Jossey-Bass, 2010.

Ravitch, Diane. *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*. New York: Basic Books, 2010.

Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2006.

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.

Willingham, Daniel T. *Why Kids Don't Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*. San Francisco: Jossey-Bass, 2010.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2005.

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.

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 Department of Education Standards Aligned System

<http://www.pdesas.org/>

Pennsylvania Power Library

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

Reading Quest

<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: Elbow's Believing Game and Doubting Game due 9/2
- Log #2: Graphic Organizer on Behaviorism vs. Constructivism due 9/7
- Log #3: Planning Tips due 9/9
- Log #4: Direct Instruction Teaching Principles due 9/14
- Log #5: Direct Instruction Lesson Plan Draft due 9/16
- Log #6: Clustering: Traditional & Authentic Assessment in my Content Area due 9/21
- Log #7: Cooperating Teacher Interview: Planning for Differentiation due 9/28
- Log #8: Content Area Literacy in My Field Placement due 9/30
- Log #9: How My Tutoring Helps to Close Achievement Gaps due 10/5

- Log #10: Motivating Learners in My Field Experience Placement due 10/19
- Log #11: Constructivist Learning Theory Graphic Organizer due 10/21
- Log #12: Guided Discovery Lesson Plan Draft due 10/28
- Log #13: Guiding A Learner to a New Understanding When Tutoring due 11/2
- Log #14: Questioning as a Teaching Strategy in My Field Experience Placement due 11/11
- Log #15: Learning Log Self Evaluation due 12/2

- 2. Microteaching I: Direct Instruction (Lecture/Discussion) Lesson** **15%**
 - Lesson Plan Draft (Log #5) due 9/16; Plans Implemented 9/23 (Group A) & 9/30 (Group B)
 - Analysis I due 10/7
- 3. Microteaching II: Guided Discovery Lesson** **15%**
 - Lesson Plan Draft due 10/28 (Log #12); Plans Implemented 11/4 (Group B) & 11/11 (Group A)
 - Analysis II due 11/18
- 4. Microteaching III: Professional Discussion** **15%**
 - Lesson Plan drafted in class on 11/18
 - Analysis III due date to be negotiated
- 5. Mid-Term Exam: Principal Letter** due 10/14 **20%**
- 6. Final Exam: Philosophy of Education Statement** due 12/16 **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. Two or more unexcused absences may result in a failing grade for the course.

Field Experience Component

Field placements provide pre-service teachers with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course in which they are embedded. Moravian College students are required to follow all the procedures and guidelines as outlined in the field experience handbooks and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the *Moravian College Student Handbook*. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate “no record exists.” Students are also required to have a negative result on a current tuberculosis test.

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. 31: Building a Collaborative Learning Community**
 In-Class: Course Overview
 Autobiographical Inquiry
 Elbow’s Believing Game & Doubting Game

Anticipation Guide Pre-Reading

Thurs., Sept. 2: **The Classic View of Learning and Forgetting [Constructivist Learning Theory]**
Due: Smith, Frank. *The Book of Learning and Forgetting*. Chapters 1-5
Weinstein, Chapter 1: "Characteristics and Contradictions of the Middle and High School Classroom"
Log #1: Elbow's Believing Game and Doubting Game
In-Class: Discussion of Readings
Tutoring Field Experience Overview
Accessing *Educational Leadership* online

Week #1 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. 7: **The Official Theory of Learning and Forgetting [Behaviorist Learning Theory]**
Due: Smith, Frank. *The Book of Learning and Forgetting*. Chapters 6-12
Wise, Bob. "High Schools at the Tipping Point." *Educational Leadership*. May 2008.
Log #2: Graphic Organizer on Behaviorism vs. Constructivism
In-Class: Anticipation Guide Post Reading
Competing Learning Theories: Constructivism vs. Behaviorism

Thurs., 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 #3: Planning Tips
In-Class: Discussion of Readings
Introduction to the Pennsylvania Department of Education's Standards Aligned System

Week #2 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. 14: **Designing a Direct Instruction Lesson**
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 #4: Direct Instruction Teaching Principles
In-Class: Discussion of Readings
Direct Instruction Lesson Planning Workshop

Thurs., Sept. 16: **Revising the Direct Instruction Lesson Plan**
Due: Rubinstein-Avila, Eliane and Janelle Johnson. "Meaningful Context for Middle School Students for Whom English is an Additional Language" (*Best Practices* Chapter 2)
Log #5: Direct Instruction Lesson Plan Draft
In-Class: Guidelines for the First Day of Tutoring
Direct Instruction Lesson Plan Revision

Week #3 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, ELL vs. EAL, sheltered instruction, SIOP model, writing to learn, manipulatives, graphic organizers, comprehensible input, learning logs, pedagogical content knowledge*

Tues., Sept. 21: **Assessing and Evaluating Student Learning**
Due: McTighe, Jay and Ken O'Connor. "Seven Practices for Effective Learning." *Educational Leadership*

Leadership. November 2005.
 Stiggins, Rick. Assessment Through the Student's Eyes. *Educational Leadership*. May 2007.
 Weinstein, Chapter 4: "Establishing Norms for Behavior"
 Log #6: Clustering: Traditional & Authentic Assessment in my Content Area
 In-Class: Discussion of Readings
 Direct Instruction Microteaching Guidelines
 Week #4 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*

Thurs., Sept. 23 7:50 – 10:05	Microteaching Lab I: Direct Instruction, Part 1 Group A presents lessons; Group B serves as students and offers critique
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Thurs., Sept. 23: **College Convocation, Johnston Hall**

Mon., Sept. 27	Tutoring Field Experience Begins This Week!
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Tues., Sept. 28: **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 #7: Cooperating Teacher Interview: Planning for Differentiation
 In-Class: Reflections on first round of Microteaching I
 Discussion of Readings
 Informal Presentation of Cooperating Teacher Interviews

Thurs., Sept. 30 7:50 – 10:05	Microteaching Lab I: Direct Instruction, Part 2 Group B presents lessons; Group A serves as students and offers critique
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Thurs., Sept. 30: **Supporting Content Area Literacy**
 Due: Bromley, Karen. "Actively Engaging Middle School Students with Words." (*Best Practices* Chapter 6)
 Brown, Rachel. "Strategy Matters: Comprehension Instruction for Older Youth." (*Best Practices* Chapter 7)
 Log #8: Content Area Literacy in My Field Placement
 In-Class: Reflections on Microteaching I experience
 Microteaching Critique I Criteria for Evaluation Discussion
 Exploration of Content Literacy Strategies for Tutoring

Week #5 Key Terms: *relationships of care, deficit model, disability labels, variation vs. pathology, personalized scaffolding, fluency, community of learners, metacognition, scaffold, think-alouds, prior knowledge, reading apprenticeship, culturally responsive pedagogy*

Tues., Oct. 5: **Closing Achievement Gaps: Amistad Academy Profile**
 Due: Amistad Academy Documentary
 Frahm, Robert A, "Urban Schools Begin to Close the Achievement Gap." *Connecticut Mirror*, 16 July 2010.
 Available: <http://www.ctmirror.org/story/6834/city-schools-begin-close-achievement-gap-71610>
 Log #9: How My Tutoring Helps to Close Achievement Gaps
 In-Class: Amistad Academy Discussion
 Examination of Lehigh Valley Achievement Gap Data

Thurs., Oct. 7: **Overcoming Oppositional Identity**

Due: Finn, Chapter 20: "Important Concepts and a Few Lines from *Les Miserables*"
Microteaching I Critique

Week #6 Key Terms: *progressive vs. traditional methods, oppositional identity, border crossers, levels of literacy, social justice*

Tues., Oct. 12: No Class: Fall Break

Thurs., Oct. 14 Making Textbook Reading Accessible to All Students

Due: Sheridan-Thomas, Heather K. "Assisting Struggling Readers with Textbook Comprehension."
(*Best Practices* Chapter 10)

for Science and Social Studies/Historical Studies certification candidates only:

Moje, Elizabeth Birr and Jennifer Speyer. "The Reality of Challenging Texts in High School Science and Social Studies." (*Best Practices* chapter 11)

for English and World Language certification candidates only:

Chandler-Olcott, Kelly. "Humaities Instruction for Adolescent Literacy Learners."
(*Best Practices* chapter 12)

for Mathematics certification candidates only:

Temple, Codruta and Hathleen A. Hinchman. "Fostering Acquisition of Official Mathematics Language" (Best Practices chapter 13)

Mid-Term Exam: Principal Interview

In-Class: Certification Area Non-Fiction Literature Circles
Discussion of Readings

Week #7 Key Terms: *at-risk learners, modeling, text structure, purpose setting, embedded comprehension instruction, explicit strategy instruction, teacher guided comprehension, gradual release of responsibility*

Tues., Oct. 19: Motivating Learners

Due: Weinstein, Chapter 7, "Enhancing Students' Motivation"
San Antonio, Donna Marie. "Understanding Students' Strengths and Struggles."
Educational Leadership. April 2008.
O'Brien, David G. and Deborah R. Dillon. "The Role of Motivation in Engaged Reading of Adolescents." (*Best Practices* chapter 5)
Log #10: Motivating Learners in My Field Experience Placement

In-Class: Classroom Management You Tube Case Study Preparation

Thurs., Oct. 21: Involving Families

Due: Weinstein, Chapter 5, "Working with Families"
In-Class: Classroom Management You Tube Case Study Presentations

Week #8 Key Terms: *inequities, home-based values, class lines, community dialogue, family-teacher cooperation, expectancy-times-value framework, expectations of success*

Tues., Oct. 26: Guiding Learners to Construct Their Own 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 #11: Constructivist Learning Theory Graphic Organizer
In-Class: Discussion of Readings
Guided Discovery Lesson Planning Workshop

Thurs. Oct. 28: Promoting Meaningful Social Interaction

Due: Weinstein, Chapter 9: "Managing Groupwork"
Log #12: Guided Discovery Lesson Plan Draft
In-Class: Discussion of Readings
Guided Discovery Lesson Plan Revision

Week #9 Key Terms: *constructivist learning theory, ritual knowledge, conceptually difficult knowledge, social interaction, multiple representations of content, new literacy studies, negotiation, discourse community, task interdependence, jigsaw*

Tues., Nov. 2: Representing to Learn
 Due: Daniels, Harvey and Bizar, Marilyn. "Representing to Learn." *Methods That Matter: Six Structures for Best Practice Classrooms*. 1998.
 Log #13: Guiding A Learner to a New Understanding When Tutoring
 In-Class: Discussion of Readings
 Guided Discovery Microteaching Guidelines

Thurs., Nov. 4 Microteaching Lab II: Guided Discovery, Part 1
 7:50 – 10:05 Group B presents lessons; Group A serves as students and offers critique

Thurs: Nov. 4: Writing to Learn
 Due: Elbow Peter. "Writing first! Putting Writing Before Reading is an Effective Approach to Teaching and Learning." *Educational Leadership*. October 2004.
 In-Class: Reflections on first round of Microteaching II
 Discussion of Readings

Week #10 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. 9: Exploring Digital Literacies
 Due: Wilber, Dana J. "iLife: Understanding and Connecting to the Digital Literacies of Adolescents." (*Best Practices* chapter 4)
 Ohler, Jason. "Orchestrating the Media Collage." *Educational Leadership* March 2009.

Thurs., Nov. 11 Microteaching Lab II: Guided Discovery, Part 2
 7:50 – 10:05 Group A presents lessons; Group B serves as students and offers critique

Thurs., 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 #14: Questioning as a Teaching Strategy in My Field Experience Placement
 In-Class: Discussion of Readings
 Examination of Questioning Strategies in Field Experience Placements

Week #11 Key Terms: *recitation, I-R-E discourse pattern, discussion, I-R-R-R discourse pattern, teacher vs. student-led discussion, digital literacy, social networking, wikis, multimodal text, graphic novels, blogging, pod-casting*

Tues., Nov. 16: Brainstorming What We Still Want to Learn about Secondary Teaching & Learning
 In-Class: *Educational Leadership* Journal Pass
 Selection of Discussion Leader Partners
 Professional Discussion Lesson Planning

Thurs., Nov. 18: Microteaching Lab III: Leading a Professional Discussion, Part 1
 Due: Peer-assigned *Educational Leadership* Articles A & B
Microteaching II Critique
 In-Class: *Educational Leadership* Peer-Led Professional Discussions A & B

Tues., Nov. 23: Microteaching Lab III: Leading a Professional Discussion, Part 2
 Due: Peer-assigned *Educational Leadership* Articles C & D
 In-Class: *Educational Leadership* Peer-Led Professional Discussions C & D

Thurs., Nov. 25: No Class: Thanksgiving

Tues., Nov. 30: Microteaching Lab III: Leading a Professional Discussion, Part 3

Due: Peer-assigned *Educational Leadership* Articles E & F

In-Class:*Educational Leadership* Peer-Led Professional Discussions E & F

Thurs., Dec. 2 Screening of Alan Bennett's *The History Boys*
7:50 – 10:05

Thurs., Dec. 2: Preparing the Philosophy of Education Statement

Due: Bennett's *The History Boys*

Learning Log

In-Class:Examination of educational philosophies presented in *The History Boys*

Identifying an Audience and Purpose for the Philosophy of Education Statement

Brainstorming Content and Organizational Structure for Philosophy Statement

Tues., Dec. 7: Learning and Remembering

Due: Ravitch, Diane. "What I Learned About School Reform." *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*, 2010.

In-Class:Discussion of Reading

Anticipation Guide Re-examination

Final Examination Preparation

Course Evaluation

Final examination (Philosophy of Education Statement) is due no later than 1:30 p.m. on Thursday, December 16.

Education 260: Reflective Teaching
Learning Log Assignment Sheet Fall 2010

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: Elbow's Believing Game and Doubting Game due 9/2
- Log #2: Graphic Organizer on Behaviorism vs. Constructivism due 9/7
- Log #3: Planning Tips due 9/9
- Log #4: Direct Instruction Teaching Principles due 9/14
- Log #5: Direct Instruction Lesson Plan Draft due 9/16
- Log #6: Clustering: Traditional & Authentic Assessment in my Content Area due 9/21
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- Log #8: Content Area Literacy in My Field Placement due 9/30
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- Log #14: Questioning as a Teaching Strategy in My Field Experience Placement due 11/11
- Log #15: Learning Log Self Evaluation due 12/2

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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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.