



## MORAVIAN COLLEGE

### Education 260Z: Reflective Teaching

Fall 2012

Dr. Joseph M. Shosh, Moravian College, Hurd Academic Complex 327

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T 4:00 – 7:00 p.m.

Hurd Academic Complex 301

40-Hour Stage 3 Lab Options:

A: M, W 8:00-10:00 a.m.

B: M, W 9:15-11:15 a.m.

C: M, W 1:00-3:00 p.m.

D: T, R 8:00-10:00 a.m.

E: T, R 9:15-11:15 a.m.

F: T, R 1:00-3:00 p.m.

“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?
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 for all learners.

### **Required Texts**

- Larson, Bruce E. and Timothy A. Keiper. *Instructional Strategies for Middle and High School*. New York: Routledge, 2007. Print.
- Parris, Sheri R., Douglas Fisher, and Kathy A. Headley. *Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom*. Newark, DE: International reading Association, 2009. Print.
- Scherer, Marge, ed. *Educational Leadership*. Alexandria: VA: Association for Supervision & Curriculum Development. Print. [Available electronically and in print from Reeves Library.]
- Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998. Print.

### **Suggested Resources**

- Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse, 2000. Print.
- Antonacci, Patricia A. and Catherine M. O'Callaghan. *Developing Content Area Literacy: 40 Strategies for Middle & Secondary Classrooms*. Los Angeles: Sage, 2011. Print.
- Cazden, Courtney. *Classroom Discourse: The Language of Teaching and Learning*. 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann, 2001. Print.
- 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. Print.
- Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest*. 2<sup>nd</sup> ed. Albany: State University of New York Press, 2009. Print.
- Fisher, Douglas and Nancy Frey. *Improving Adolescent Literacy: Content Area Strategies That Work*. 3<sup>rd</sup> ed. Boston, Pearson. Print.
- Hendricks, Cher. *Improving Schools through Action Research: A Comprehensive Guide for Educators*. 2<sup>nd</sup> ed. Boston: Pearson Education, 2009. Print.
- Kauchak, Donald P. and Paul D Eggen. *Learning and Teaching: Research-Based Methods, Fifth Edition*. Boston: Allyn and Bacon, 2006. Print.
- Larson, Bruce E. and Timothy A. Keiper. *Instructional Strategies for Middle and High School*. 2<sup>nd</sup> ed. New York: Routledge, 2012. Print.
- Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2006. Print.
- Silver, Harvey F., et al. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. Print.
- 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. Print.
- Weinstein, Carol S. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 3<sup>rd</sup> ed. New York: McGraw Hill, 2007. Print.
- 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. Print.

- Wiggins, Grant and Jay McTighe. *Understanding by Design*. 2<sup>nd</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2005. Print.
- 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. Print.
- Wormelli, Rick. *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*. Portland, ME: Stenhouse, 2001. Print.

### **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 Department of Education Standards Aligned System

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

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. Moravian College students who wish to request accommodations in this class for a disability must contact Elaine Mara, assistant director of learning services, for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support 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.

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| <b>1. E-Journal</b>  | <b>15%</b> |
| <ul style="list-style-type: none"> <li>• Weekly entries must be emailed to <a href="mailto:jshosh@moravian.edu">jshosh@moravian.edu</a> no later than 4:00 p.m. on assigned due date</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. Mid-Term Exam: Principal Letter</b> due 10/18  | <b>20%</b> |
| <b>4. Microteaching III: Field Experience Lesson</b>   | <b>15%</b> |
| <ul style="list-style-type: none"> <li>• Lesson Plan revised in class on 11/20</li> <li>• Analysis III due 12/4</li> </ul>   |            |
| <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 the instructor to explain. More than two class absences or a pattern of late arrivals to class may, at the discretion of the instructor, result in a failing grade for the seminar. See *Education Department Field Experience Handbook* for field experience attendance guidelines.

### 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 *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 Teaching & Learning Community**

- In-Class: Course Overview  
Autobiographical Inquiry  
Anticipation Guide  
Data Analysis: Freedom & Liberty High Schools’ 2011 AYP  
E-Journal Assignment

**August 29th 6:30 p.m. in PPHAC 102: Mandatory Pre-Student Teacher Meeting with Mrs. Modjadidi**

#### **Tues., Sept. 4: Learning, Forgetting, and Widening Achievement Gaps**

- Due: Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.  
Wise, Bob. “High Schools at the Tipping Point.” *Educational Leadership*. May 2008.  
E-Journal #1: Based upon your experience as a former secondary school student, with which

of Bob Wise's points do you most agree and disagree? What does Frank Smith suggest that might help teachers close the achievement gaps you identified at Bethlehem's Freedom and Liberty High Schools?

In-Class: Discussion of Readings  
Literature Circles  
Comparing & Contrasting Behaviorist Learning Theory & Constructivist Learning Theory  
Defining Zone of Proximal Development

**Tues., Sept. 11: Planning Effective Instruction for ALL Learners**

Due: Larson & Keiper, Chapter 1: "Learning, Teaching, and Management"  
Wiggins, Grant and Jay McTighe. "Put Understanding First." *Educational Leadership*. May 2008.  
Garcia, Jensen, & Scribner: "The Demographic Imperative." *Educational Leadership*. April 2009,  
E-Journal #2: What's the most valuable advice that Wiggins, Volger, Larson, & Keiper provide that will help you as a teacher ensure that ALL of your students (including English language learners and students with disabilities) meet high academic standards?

In-Class: Discussion of Readings  
Lesson Planning Workshop  
Direct instruction  
Instructional sequence  
Hook problem  
Bloom's Taxonomy  
Ethnically and Culturally Diverse Learners  
English Language Learners  
Students with Disabilities

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

Due: Costa, Arthur L. "The Thought-Filled Curriculum." *Educational Leadership*. February 2008.  
Larson & Keiper, Chapter 2: "Constructing Classroom Curriculum"  
Larson & Keiper, Chapter 5: "Lecture & Direct Instruction"  
Bromley, Chapter 5: "Vocabulary Instruction in the Secondary Classroom"  
E-Journal #3: What are the five most important things you learned about implementing a direct instruction model that will ensure all of your learners meet your instructional objectives? Make a list of your top 5 tips and draft your direct instruction lesson plan.

In-Class: Discussion of Readings  
Lesson Planning Revision and Adaptations/Accommodations Workshop

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**ED 260 Stage 3 Field Experience Placement Begins Week of 9/24!**

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**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.  
Larson & Keiper, Chapter 3: "Preparing Learning Objectives and Assessing Student Learning"  
E-Journal #4: What do you want your learners to know and be able to do in your first microteaching lesson? What evidence will you gather during your lesson to know whether or not students have been successful in meeting your objectives?

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

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

Due: 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.

Hock & Brasseur-Hock, Chapter 11: "Literacy Interventions for Adolescent Struggling Readers"

E-Journal #5: Using pseudonyms to ensure the anonymity of individual students in your field experience placement, explain the needs of those students who have an IEP, section 504 plan or are identified as an English Language Learner. What do this week's readings suggest about what specifically you might do to help these students meet high academic standards?

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

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

**Tues., Oct. 16 Teaching Reading & Writing in the Content Areas**

Due: Mid-Term Exam: Principal Interview

Ogle, Chapter 3: "Reading Comprehension Across the Disciplines: Commonalities and Content Challenges"

Brownlie, Chapter 10: "Adolescent Literacy Assessment: Finding Out What You Need to Know" San Antonio, Donna Marie. "Understanding Students' Strengths and Struggles."

*Educational Leadership*. April 2008.

for English, History, and World Language certification candidates, add:

Carroll, DeLuise, & Howard, Chapter 8: "Best Practices for Secondary ELA Classrooms"

for Math and Science certification candidates, add:

Draper & Siebert, Chapter 9: "Content Area Literacy in Mathematics & Science Classrooms"

In-Class: Content Area Literacy Workshop

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

Due: Kauchak & Eggen, Chapter 7: "Constructivist Approaches to Instruction" [Handout]

Larson & Keiper, Chapter 8: "Cooperative Learning"

E-Journal #6: Define "constructivist learning theory." What specific activities do this week's authors suggest that teachers consider using when helping students to construct their own new understandings?

In-Class: Discussion of Readings  
Lesson Planning Workshop

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

Due: Frey, Fisher, & Allen, Chapter 6: "Productive Group Work in Middle and High School Classrooms"

Taliaferro & Parris, Chapter 13: "Successful Teachers Share Advice for Motivating Reluctant Adolescents"

Taliaferro & Parris, Chapter 18: "Successful Secondary Teachers Share Their Most Effective Teaching Practices"

E-Journal #7: What are the five most important things you have learned over the last two weeks about implementing a "constructivist" lesson that will ensure all of your learners meet your instructional objectives? Make a list of your top 5 tips and draft your second microteaching lesson plan.

Guided Discovery Lesson Plan Draft

In-Class: Discussion of Readings  
Lesson Planning Revising Workshop

**Tues., Nov. 6: Asking the Best Questions to Support Active Learning**

Due: Larson & Keiper, Chapter 6: "Questioning"

Volger, Kenneth E. "Asking Good Questions." *Educational Leadership*. Summer 2008.

Zmuda, Allison. "Springing into Active Learning." *Educational Leadership*. November 2008.

E-Journal #8: "How will the questions you plan to ask in your second microteaching lesson help learners to construct their own new understandings? What does Zmuda mean by "bad

karaoke?” How do you plan to ensure engagement (as opposed to compliance) in your second microteaching lesson? ...in your field experience teaching?  
In-Class: Discussion of Readings  
Microteaching II: Group B

**Tues., Nov. 13: 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. [Handout]  
Simmons, Chapter 2: “Writing Instruction in the Secondary Classroom”  
E-Journal #9: How do representing and writing to learn help students construct new understandings in your field experience classroom? Why are these approaches crucial to the success of all students, including English language learners and students with disabilities?  
In-Class: Discussion of Readings  
Microteaching II: Group A

**Tues., Nov. 20: Continuing to Make Adaptations & Accommodations for Diverse Learners**

Due: Kintsch & Hampton, Chapter 4: “Supporting Cumulative Knowledge Building Through Reading”  
Rothenberg, Chapter 14: “English Language Learners in the Secondary Classroom”  
Thompson, Chapter 15: “Improving the Reading Skills of African American Secondary Students: What Teachers Can Do”  
E-Journal #10: What’s your greatest success story in your field experience placement to date of helping an ELL or a student with a disability meet PA Common core academic standards in your content area? What do you find most difficult about making adaptations and accommodations for diverse learners?  
In-Class: Adaptations & Accommodations Workshop

**Tues., Nov. 27: Utilizing Digital Literacies to Support the Student Inquiry Process**

Due: Larson & Keiper, Chapter 11: “Student-Directed Investigation”  
Chandler-Olcott, Chapter 7: “New Literacies in the Secondary Classroom”  
E-Journal #11: What’s the difference between Web 1.0 and web 2.0? In what ways have students utilized digital literacies in your field experience placement? What else might you consider in the future?

**Tues., Dec. 4: Learning, Remembering, and Closing Achievement Gaps**

Due: Tomlinson, Carol Ann and Amy Germundson. “Teaching as Jazz.” *Educational Leadership*. May 2007.  
Microteaching III  
In-Class: Discussion of Reading  
Anticipation Guide Re-examination  
Final Examination Preparation  
Course Evaluation

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**ED 260 Stage 3 Field Experience Placements End December 7th!**

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**Education 260: Reflective Teaching  
Learning E-Journal  
Assignment Sheet Fall 2012**

**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 E-Journal 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. E-Journal are intended to serve as a valuable resource in the development of your lesson plans, reflective critiques, mid-term exam, and philosophy of education statement. They are also designed to link what we do together in our weekly seminar with what you do during your ED 260 field experience placement. Respond to each prompt as assigned on the syllabus in a word processed and e-mailed response of approximately 500 words. Think about how the reading you are assigned relates to the question posed. Where appropriate, use specific examples from both the reading and your personal experience (especially in your field experience placement) to respond to the prompt. Bring a copy of your response to class on the day the assignment is due. In most instances, the E-Journal is intended to help you begin to think deeply about topics that will be discussed in more detail in class. Note that late entries will not be accepted. Entries are due as follows:

- #1: September 4
- #2: September 11
- #3: September 18
- #4: September 25
- #5: October 2
- #6: October 23
- #7: October 30
- #8: November 6
- #9: November 13
- #10: November 20
- #11: November 27

**Suggested Response Format:** Because you may want to incorporate portions of some of your responses into drafts of formal papers as the course progresses, it is required that you compose your log entries in a word processor and save them for future access. The default font is Times or Times New Roman, 12 point. Entries should be composed in Microsoft Word format and titled "NAMEE-JOURNAL#.docx." Each entry should be e-mailed to [jshosh@moravian.edu](mailto:jshosh@moravian.edu) prior to the class in which it will be discussed. If you do not have access to Microsoft Word, you may embed the text in the body of an e-mail. While every attempt should be made to respond with attention to fluency, clarity, and correctness, the e-journal should be a venue in which you may play with ideas and think deeply about how you might apply research-based strategies to your teaching. Do remember to indicate specifically how the readings will support ELLs and students with disabilities in an inclusive setting.

**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 E-Journal:

1. Entry responds thoroughly and thoughtfully to the assigned prompt.
2. Entry makes specific and appropriate reference to assigned readings.
3. Entry makes specific and appropriate reference to personal experience, especially in the field experience placement.
4. Entry explores specific and appropriate adaptations and accommodations for students with disabilities in an inclusive setting.
5. Entry supports the development of a clear and thoughtful philosophy of English education.





MORAVIAN COLLEGE  
Bethlehem, Pennsylvania

ED 260Z: Reflective Teaching  
Fall 2012

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. Includes clear, appropriate objectives that specify what students should know and be able to do.
- \_\_\_\_\_ 2. Engages student learners in meaningful activities that build appropriate content knowledge.
- \_\_\_\_\_ 3. Includes formative assessment of student learning.
- \_\_\_\_\_ 4. Applies Bloom's cognitive taxonomy.
- \_\_\_\_\_ 5. Includes appropriate adaptations and accommodations for ELLs and students with disabilities.

**Part II: The Reflective Analysis**

- \_\_\_\_\_ 6. Provides a brief summary of the lesson.
- \_\_\_\_\_ 7. Identifies clearly what students should know and be able to do as a result of the lesson.
- \_\_\_\_\_ 8. Analyzes student success in meeting learning objectives.
- \_\_\_\_\_ 9. Identifies teacher practices that enhanced student learning.
- \_\_\_\_\_ 10. Identifies teacher practices that did not enhance student learning.
- \_\_\_\_\_ 11. Articulates how and why the actual lesson followed and deviated from the intended plan.
- \_\_\_\_\_ 12. Explains how instruction was differentiated to ensure that all learners meet objectives.
- \_\_\_\_\_ 13. Analyzes one or more digital video clips of microteaching lesson.
- \_\_\_\_\_ 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.