

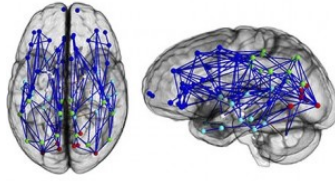
**EDUCATION 260: REFLECTIVE TEACHING**

Fall, 2015, Dr. Robert Mayer

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Office Hours: Tuesday and Thursday, 1:15-3:15 or By Appointment

Class: Tuesday and Thursday, 8:55-10:05; Lab: Thursday: 7:50-10:05



*"Part of teaching is helping people create themselves."*

Maxine Greene

*"As long as you know what you are doing, nothing much of interest is going to happen."*

Philip Glass

*"Our lives begin to end the day we become silent about things that matter."*

Martin Luther King Jr.

**ESSENTIAL QUESTIONS**

- How does language and the variety of ways it is used shape the learning in a community of learners?
- 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?
- What practices do I need to learn in order to be the sort of teacher I want to be?
- What is the vision that will drive my teaching?

**ENDURING UNDERSTANDINGS**

- Learning to teach takes a lifetime of inquiry.
- Classrooms need to be places of inquiry driven by curiosity.

**TEXTS**

*Learning & Teaching: Research-Based Methods (Fifth Edition)* by Donald P. Kauchak and Paul D. Eggen

*So What Do They Really Know: Assessment that Informs Teaching and Learning* by Cris Tovani

*Teaching Reading in the Content Areas, If Not Me, Then Who?* by Vicki Urquhart and Dana Frazee

**ASSIGNMENTS and GRADING:**

1. Peer Microteaching Reflections including all prewrites and drafts (at least 1) [28 % Total]  
Reflection 1 (14%) Reflection 2 (14%)
2. Microteaching Lesson Plans: LP1 (2%) LP 2 (2%) [4% Total]
3. Microteaching Practices Assessment: MT Lesson 1 (2%) Mt Lesson 2 (2%) [4% Total]
4. Homework and Quizzes (20%)
5. Attendance and Participation in Class Discussion (5%)
6. Tutoring:  
Journals and Daily Notes (5%) Final Report (14%) Lesson Plans (2%) Lesson Analysis (4%) [25% Total]
7. Teacher Portfolio/ Webpage (14%)

**PARTICIPATION (Thanks to Dr. Nicole Tabor for permission to use the statement below.)**

Our classroom comprises a discourse community, in which we gain knowledge and insight through mutual inquiry as a result of both verbal and written interaction with others in the class. This interaction will take the form of co-operation as well as respectful disagreement. As a member of this discourse community, you will be expected to contribute intelligently and frequently to the discussion. Along with speaking, effective participation requires active and open-minded listening to others. Respond to and interact with your peers, not just with me. The more you participate, the more interesting, exciting, and rewarding this class will be. Always bring your textbook, homework, and notes to class. Expect to closely investigate details of the texts we are studying. I highly encourage you to visit me during office hours (or make an appointment) to discuss your paper ideas or any other questions or concerns related to the course

### **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, for any reason, 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 phone number and e-mail so that you can contact 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 Dean of Curriculum & Academic Programs 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 violator's application for student teaching. Acts of academic dishonesty are routinely reported to the Teacher Education Committee who accepts and rejects candidates into student teaching.

### **ACCOMMODATIONS**

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **CELL PHONES AND OTHER DEVICES**

There are times we will use electronic devices in class including laptops, tablets, and occasionally phones. All should be used only for the defined class purpose and put away when not in use. In support of building a classroom community, cell phones need to be put away during class unless used for class purposes.

### **TUTORING FIELD EXPERIENCE MEETING**

Mandatory field experience meeting on Wednesday, September 2, at 6:30 PM in PPHAC 102.

### **GOOGLEDOCS**

Beyond textbooks, readings and other materials will be distributed through GoogleDocs folders. This will also be your main mechanism for turning in assignments.

## COURSE SCHEDULE

\*Readings marked with asterisk (\*) can be found in the GoogleDocs folders marked "EDUC260 Readings" sent to you at the start of the semester. Please bring digital copies or hard copies to class.

A note about reading and preparing for class: I teach class with the assumption that you have read or viewed all assignments thoroughly and carefully. One purpose of class is to help lay out key ideas related to strategies so that you hold them in your memory so that you can use them later. Another purpose is to explore and then critique strategies. Sometimes I will give assignments with readings that directly prepare you for class. Other times, I will leave it to you to devise your own system of note taking, annotation, or rehearsal that allows you to develop your own approach to learning.

### TEACHER-CENTERED MODELS AND LESSON PLANNING

9/1 (T)-Becoming a Learning Community and Chanting for a Vision

**Reminder:** Mandatory field experience meeting on Wednesday, September 2, at 6:30 PM in PPHAC 102.

9/3 (Th)- Talk, Discussion and Learning Communities

**Lab:** Writing Clear Learning Goals

**Assignment:** 1) The course syllabus

\*2) "Speaking Volumes" by Douglas Fisher and Nancy Frey, *Educational Leadership*, November, 2014.

\*3) "What are objectives?" by Harry Wong

\*4) "Objectives that Students Understand," by Robert J. Marzano, *Educational Leadership*, May, 2011

**Homework:** [Note: All daily homework should be brought to class as hard copy, unless otherwise instructed.]

For your portfolio bring in the following: a picture of yourself (placed on your laptop), a(nother) quote that captures who you are as a teacher, a brief definition of discussion, and seven suggestions in your own words from the Fisher/Frey article for how to lead an effective discussion.

9/8 (T)-Direct Instruction, The Theory and the Practice

**Assignment:** 1) Kauchak & Eggen, Ch. 8 (pp. 245-268; 271-274)

2) Peer Microteaching Assignment

**Homework:** Create an organizer that identifies and makes meaningful the (at least 7) core concepts and teaching behaviors making up direct instruction. Be ready to explain the organizer to the class.

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

**Lab:** Lesson Plan Workshop

**Assignment:** 1) Strategies for Effective Lesson Planning, Stiliana Milkova, Center for Research on Learning and Teaching (University of Michigan) [http://www.crlt.umich.edu/gsis/p2\\_5](http://www.crlt.umich.edu/gsis/p2_5)

2) K & E, Ch. 4 (PP. 117-122)

3) View: New Teacher Survival Guide: Planning on *Teaching Channel*

4) Lesson Plan Format [See Microteaching Handout]

**Homework:** a) Send a topic you might like to teach to members of your class for microteaching I. Write a brief 3-4 sentence description of the topic. This topic will form the basis of a plan that we create in class.

b) Create three objectives using the Wong model you might like to reach in your microteaching lesson.

c) Describe one activity you might use to reach each or all objectives.

d) Describe ways you will assess if objectives are being met.

e) For your portfolio, identify 5 essential elements for a strong lesson plan.

9/15 (T)-Lecture-Discussion

**Assignment:** K & E, Ch. 9 (pp. 279-300); 1) K & E, Ch. 5 (pp. 153-155)

### TUTORING MOVES: FORMATIVE ASSESSMENT AND THE TEACHING OF LITERACY

9/17 (Th)-What is Formative Assessment?

**Lab:** Lesson Plan Workshop, Microteaching I

**Assignment:** Tovani, Chapter 1, pp. 1-15

**Homework:** For your reading of chapter 1 in Tovani, create an inner-voice sheet with at least 6 entries. (See model on p.5 of text. After reading and completing the inner-voice sheet, assess how adequately you understand formative assessment, both what it is and how to do it.)

➔**Due** (Friday, 9/18 by noon) Lesson Plan Draft for Microteaching I, In GoogleDocs Folder

9/22 (T) How do we formatively assess?

**Assignment:** Tovani, Ch. 2 (17-33)

**Homework:** Create a button for your portfolio that presents conversation calendars.

9/24 (Th, 7:30-10:05)-Microteaching I and Lesson Discussion

→ **DUE:** Lesson Plans for Microteaching I

**Fall Convocation (Thursday 9/24):** Karen Armstrong, Theme Poverty and Inequality, Processional occurs at 10:00 and the formal program begins at 10:30.

**Reminder:** Tutoring begins: Monday, September 28

9/29-(T)- Formative Assessment, Annotation and Lesson Discussion

**Assignment:** Tovani, Chapter 5 (73—103)

**Homework:** For your portfolio, create a page for reading strategies. On this page, you will identify and describe reading strategies that you intend to use. In choosing, think of the students you are currently tutoring and ones you have worked with in the past. Describe the strategy making sure to explain how you would teach it to your students, why you think it is appropriate for students, and more. Include at least one on-line link that might help a colleague use annotation in their classroom.

### Reading: Language, Learning and Community

10/1 (Th)- Reading, A Theoretical Look and A Practical Look (1)

**Lab:** Reflecting on Microteaching

**Assignment:** 1) Urquhart/Fraze, Ch. 1 (1-9) "The Knowledge Gear"

2) Urquhart/Fraze, #1 (71-74) "Academic Conversation," #2 (pp.75-77) "Anticipation Guide" and #23 (pp.155-157) "QAR"

**Homework:** Create a graphic organizer that lays out the key ideas and concepts for chapter 1. Of the three strategies you read for today, add a button for your favorite strategy, making sure to explain the strategy.

→ **Due:** (Monday, October 5 by Noon in GoogleDocs Folder): Tutoring Initial Impression Entry and First Sets of Daily Notes

10/6 (T) Reading, A Theoretical Look and A Practical Look (2)

**Assignment:** 1) Urquhart/Fraze, Ch. 2, (10-31), "The Strategies Gear"

2) Urquhart/Fraze #12 (107-118) "Graphic Organizers" and #11 (103-106) "Frayer Model"

**Homework:** Create two Frayer models for essential vocabulary in chapter 2.

10/8 (Th)- Reading, A Theoretical Look and A Practical Look (3)

**Assignment:** 1) Urquhart/Fraze, #29 (178-182), "SQ3R," #36 (205-207) "Three-Level Guide," #28 (172-177) "Socratic Seminar"

2) Urquhart/Fraze, Choose 7 other strategies to read.

**Homework:** Choose three additional reading strategies for your reading strategies page. Explain them.

→ **Due** (Friday, October 9 by Noon): Draft of Microteaching I reflection via GoogleDocs folder

10/15 (Th)-Reading, Theory and Practice

**Assignment:** Read and critique 10 More Reading Strategies from Urquhart and Fraze

**Homework:** -Write a brief (1-3 sentences) descriptive summary of 10 strategies you chose.

-Of those strategies, choose 3 that you feel would be helpful for your students and in a brief paragraph, explain why you think they would be helpful.

-With your partner, decide on a strategy the two of you would like to study deeply. Prepare a presentation for class where you thoroughly describe the strategy to your colleagues, explaining both how to carry the strategy out and why you think it would be effective with students.

→ **Due** (Monday, October 19 by noon in GoogleDocs Folder): Microteaching Reflection 1 with journal entry

### UNUNDERSTANDING BY DESIGN/TEACHING INQUIRY THROUGH ESSENTIAL QUESTIONS

10/20 (T) Inquiry Guided Discovery and Inquiry

**Assignment:** K & E, Ch. 10 (306-316; 324-326) and Ch. 11 (355-363)

10/22 (Th) Inquiry /UBD Teaching, Essential Skill 1: Discussion

**Lab:** Discussion Models

**Assignment:** \*Chapter 4, "Guiding Discussions" from *The Art of Discussion-Based Teaching* by John E. Henning

**Homework:** Create a double-entry journal. The left side should contain at least seven ideas from the reading for generating discussions in a classroom. The right side should contain your reactions and interpretations to the right side especially as it concerns how you will use these ideas in your teaching.

→ **Due** (Monday, October 26 by noon in GoogleDocs Folder): Tutoring Journals/Progress Reports with Daily Notes and student work

Pastor Greg Edwards on Poverty and Inequality October 22, at 7:30 in the UBC Room

10/27 (T) Understanding by Design, A Broad Curricular Vision

**Assignment:** \*1) "Understanding by Design Framework" By Jay Mctighe and Grant Wiggins

2) "What makes a question essential?" by Jay McTighe and Grant Wiggins

<http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%20A2.aspx>

Homework: In your portfolio, present three essential questions that will guide your classroom. Also, bring them as hard copy.

10/29 (Th) Inquiry/UBD, Essential Skill 2: Questioning

Lab: Questioning/Thinking about Microteaching II

**Assignment:** 1) K & E, Ch. 6 (pp. 176-181; pp. 184-198)

\*2) "Deciding How to Ask Questions" by Donald Orlich et.al.

11/3 (T) (7:30-10:05) Microteaching II and Lesson Discussion

→ **DUE:** Lesson Plans for Microteaching II

11/5 (Th) Microteaching II and Lesson Discussion

→ **DUE:** (Monday, November 9 by noon) Tutoring Journals/Progress Reports with Daily Notes and Student Work

11/10 (T) Inquiry/UBD, Essential Skill 2: Questioning

Reading and Homework: TBA

11/12 (Th) Inquiry/UBD, Essential Skill 3: Small Groups & Cooperative Learning Microteaching II and Lesson Discussion

**Assignment:** **Assignment:** K & E, Ch. 7 (pp. 207-229)

**Homework:** Create a cooperative learning worksheet that lays out all of the steps your students need to follow to successfully engage in a cooperative learning activity.

→ **DUE** A draft of your microteaching II reflection. (Sent to writing partner by Monday, Noon, 11/16. Bring hard copy to class on Tuesday, 11/19.)

11/17 (T) Inquiry/UBD, Essential Skills, Bringing it all together

Reading and Homework: TBA

11/19 (Th) Writing Workshop/Introduction to Cooperative Learning

Writing Across the Curriculum, A Constructivist Strategy

**Lab: Reflection on Microteaching**

**Assignment:** 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

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

→ **Due** (Monday, November 23 by noon in GoogleDocs Folder): Microteaching Reflection II

## SETTING UP AND MANAGING THE LEARNING ENVIRONMENT IN A CLASSROOM

11/24 (T) Classroom Management

**Assignment:** \*1) "The Key to Classroom Management" by Robert J & Jan S. Marzano, *Ed Leadership*, 2002, 61(7)

\*2) Case: "And if they all don't want to learn"

**Homework:** Create a two-sided journal. On the left side, identify five management problems experienced by Sue Adams. On the right side lay out how the Marzanos would suggest Ms. Adams deal with those issues.

12/1 (Th) Classroom Management

**Assignment:** K & E, Ch. 3 (pp. 72-100)

**Homework:** Create a page in your portfolio for classroom management. Present at least three planks or core beliefs that will guide your classroom management plan. ("The core of an effective management plans is engaging learning activities.") Lay out three areas you will address as part of your management plan. ("Classroom routines.") Present some of the specifics for each area.

12/3 (Th) Classroom Management

**Lab:** Developing a Management Plan

**Assignment:** \* "Solving Problems Together" from Beyond Discipline by Alfie Kohn

→ **Due:** Classroom Management Plan in your portfolio

→ **Due (Friday, December 4): Tutoring Report**

**BUILDING A PHILOSOPHY OF TEACHING**

12/8 (T) Teaching the Common Core

**Assignment: \*1)** "Making the Shifts" by Sandra Alberti, *Educational Leadership*, December, 2012-January, 2013\*2) "The Dangers & Opportunities of the Common Core" by Jacqueline Grennon Brooks and Mary E. Dietz, *Educational Leadership*, December, 2012-January, 2013

\*3) PA Common Core English Language Arts (Don't print out. Examine reading and writing standards)

Homework: TBA

→ **Due (Wed., 12/9 at Noon in GoogleDocs): Lesson Plans and Lesson Analysis**

12/10 (Th) Lab: Building a philosophy of teaching and learning

→ **Due:** Tuesday, December 15 8:30AM, Digital portfolio webpage turned in via Google Community**ASSIGNMENTS****A) EDUC260 DIGITAL PORTFOLIO-WEBPAGE****Introduction**

For your final project, create the first pieces of a digital portfolio you will shape through the rest of your time in the teacher education program. This portfolio will do three things. First, you will layout elements that convey your personal vision of teaching. Secondly, you will delineate at least eight strategies that capture your essence as a teacher, five reading strategies that capture the reading program in your classroom, and your management plan. Third, you will convey what you learned about teaching from the experience of tutoring and/or reflective teaching.

**The Technical**

You may use any digital format you choose. I'm going to suggest that you use Wix, <https://www.wix.com/my-account/sites/79e508b5-bc2b-44dc-a58f-5c2b32cc382d>. It allows you to easily construct a website/portfolio. I have been playing around with it and have started to create a shell that I kind of like: <http://mayer7.wix.com/my-portfolio>. (I do not present this as a model. It is not professional. Rather, I share my playing around with you.)

Here is a model from Megan Troutman who graduated last year. She made this with Google: <https://sites.google.com/site/misstroutmanseportfolio/>

**The Four Parts/Pages of your Portfolio**

1. Your personal vision of teaching-This will likely be on page one of the portfolio. Go back to earlier philosophy statements, autobiographical statements and more. Don't just look at work you have done in your education classes. Let your liberal arts flag wave. Present ideas simply, but clearly. Include a quote or two that reflects your philosophy. Include images.

**Assessment:** I want to be able to look at your vision page and obtain your unique teaching view. If I were to supervise you, I would use that statement to work with you in helping you to shape a practice consistent with your vision.

2. Eight General Teaching Strategies that will form the foundation of your teaching practice:

- a. Identify eight practices. Choose them carefully.
- b. Describe them laying out how you will carry them out in the classroom.
- c. Include at least one link to something on the Internet that would help you and the portfolio reader study this strategy.
- d. Make clear how these strategies flow from part 1, your vision.

**Assessment:** This section should be both practical and visionary. You should clearly explain the strategies and how to carry them out. I should also obtain an understanding of how the strategies flow from your vision. How do the strategies add up to your classroom?

3. Five Reading Strategies

- a. Identify five strategies. Choose them carefully.
- b. Describe them laying out how you will carry them out in the classroom. You might even include a handout you would use to implement the strategy.
- c. Include at least one link to something on the Internet that would help you and the portfolio reader study this strategy.
- d. Make clear how these strategies flow your broader literacy vision.

**Assessment:** This section should be both practical and visionary. You should clearly explain the strategies and how to carry them out. I should also obtain an understanding of how the strategies flow from your literacy vision.

4. Learning Environment Roadmap (Classroom Management)

Present the key philosophical planks in your strategy for creating a rich, productive learning environment. This is crucial. So for instance, management plans grow from our fundamental view of human nature. Can young people change? Are we drawing out something in them that is fundamentally good or are we repressing evil tendencies.

Present the practical aspects of your plan. Lay out all of the things you will do to make sure you have a rich, productive learning atmosphere. There is much you could address including: routines, plan for "misbehavior," lesson planning. These are just three examples of areas. Describe what you will do in each area.

**Assessment:** The philosophical and practical aspects of your management plan are clear and cover all essential areas.

In creating the portfolio, think of all the people who you will want to know about you as a teacher: people interviewing you, your principal, the parents of your students, a person who supervises you. Create the portfolio for one or all of these people and/or others. Make the portfolio attractive. Draw the reader into your portfolio. Add anything else you feel would add to your presentation. Don't limit your self to the above.

**Assessment:** The portfolio is attractive and draws the reader in.

## B) ASSIGNMENTS FOR TUTORING

### Develop your system for formatively assessing your students.

Tutoring allows you to carry out your most important work in EDUC260: to consciously develop teaching practices in relation to student learning. You will study how to choose appropriate instructional strategies and then, while carrying those strategies out, to assess your students to determine the extent to which you are reaching important goals. That assessment of student learning will allow you to assess your teaching. Though your work will focus on English language learners and learners with disabilities, you will be studying skills for the reflective teaching of all students. Here are the ways you will document and assess your own work:

**A. Daily Notes:** On a piece of paper record 1) the date for the session and write down: 2) the names of the students with whom you are working, 3) the goals for the day, 4) your pre-chosen and in-flight chosen methods, 5) specific student behavior related to the goals that help you assess the extent to which you reached goals, 6) other important student behavior, and 7) an assessment of your methods in light of information about the students. That assessment should point to how you will approach teaching in your next session. The most important part of your notes is #5, student behaviors.

When you are able, ask for examples of student work to copy. Notes may be rough including the use of incomplete sentences. **Notes may be brief**, but they must be meaningful and useful to you. Record your notes digitally.

### B. Journal Entries:

1. **Initial Impression Entry and First Sets of Daily Notes:** Turn in a one-to-two page discussion where you share initial impressions of the tutoring experience. Your discussion should include rich descriptions of students, descriptions of initial tutoring sessions, plans for how you want to proceed, concerns, and more. Also turn in your daily notes for the first two sessions as well as any student work you have gathered. *(Due Monday, 10/5 by Noon in the GoogleDocs folder)*

2. **Tutoring Journals: Progress Reports (Include appropriate daily notes and student work):** In two pages, describe your teaching, the student response to your teaching, and what you are learning about how to teach the students. Use your daily notes, student work, and data you have gathered to write the journal entry, clipping all of this supportive material to your journal entry. The words in your journal needs to capture student learning in a rich, descriptive manner. Assessment of student learning drives the analysis.

So, like the microteaching analysis, this journal entry is a reflection on and analysis of your teaching based on data and your own observations. In the spirit of a journal entry, your writing does not need to be polished, but you should re-read the entry for fluency and you should spell-check. *(Due 10/26 and 11/9 by Noon in the GoogleDocs folder)*

### C. Final Tutoring Report

In approximately five double-spaced pages, write a formal report to your cooperating teacher. **Attach an appendix with data you have gathered, including daily notes and student work.** The paper must be well written in that it asserts big ideas with supporting details. Use this paper as a general guide for font and margins. In the report you must:

- describe each student(s) you have tutored as a learner.
- discuss the formative assessment strategies you used and the data you attained from those strategies.
- 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. You must write about your experiences with at least three reading strategies you encountered in either the Urquhart/Frazee or Tovani text.
- explain what you think are the best strategies for working with these particular students and why. Support the why by referring to data gathered.

- draw an overall conclusion concerning what you have learned about teaching English language learners and/or learners with disabilities. (Due 12/4, Friday) at Noon in your GoogleDocs folder)

#### **D. Lesson Plans and Lesson Analysis:**

After you get to know your students and towards the end of the tutoring experience, you will take the knowledge you are gaining about the students and you will teach two lessons to an entire group. Ideally these lessons will be in your content area or will concern literacy skills. You will turn in two lesson plans using the format in the back of the handbook.

As with the microteaching, you will write an analysis of the two (or more) lessons that you teach. Again, you answer this question **Given the learning taking place in my lesson, how should I teach?** With the lesson analysis, you will have a special focus on diversity. That is, **given the learning experience of English language learners and learners with disabilities taking place in my lesson, how should I teach to the diversity of students in my class?** As with the microteaching analysis, you must describe student learning and teaching methods. You also need to draw conclusions from these descriptions and then you must reflect on and critique your practice. Given the analysis of these lessons, how will you teach in the future, making sure to address how you teach to the diversity in your class.

The lesson analysis should be around three double-spaced pages and will be more informal than the microteaching analysis, since it is a journal. Plan to include data from the lessons. That might include student work, coop notes, and more.

Suggestion: After each lesson, start to write your lesson analysis so you have less to do at the very end of the semester. (Due 12/9, Wednesday at Noon in your GoogleDocs folder)

#### Rubric for Final Tutoring Report

##### Key to Rating Scale

- |   |   |
|---|---|
| 5 | Student work exemplifies this component well                                      |
| 4 | Student work clearly displays this component                                      |
| 3 | Student work displays this component but could use further clarity or development |
| 2 | Student work minimally displays this component.                                   |
| 1 | Student work does not display this component                                      |

\_\_\_\_ 1. The learning of each student is described in a rich and nuanced manner. The description is based on data.

\_\_\_\_ 2. Teaching is described in a rich and nuanced.

\_\_\_\_ 3. Formative assessment was employed and is described.

\_\_\_\_ 4. Teaching is thoroughly critiqued. Critique is grounded in data. (Relationships between teaching methods employed and student learning are discussed, especially as it relates to the issue of whether or not stated objectives were reached.

\_\_\_\_ 5. Conclusions about how to teach English language learners and learners with disabilities are presented and follow logically from the critique.

\_\_\_\_ 6. An appendix with hard data is included.

##### **The Writing**

\_\_\_\_ 7. Core ideas are presented and developed throughout the paper.

\_\_\_\_ 8. Clarity is established through well-crafted paragraphs and sentences, and well-chosen words.

\_\_\_\_ 9. The critique has a clear, logical organization.

\_\_\_\_ 10. Adheres to conventions of standard written English. The critique includes less than three mechanical errors.



**Daily Notes for Tutoring**

Date:

Students:

Goals for the Lesson:

Methods Used (be brief, use phrases):

**Specific student behavior related to the goals that help you assess the extent to which you reached goals (record during and right after session in note form):**

Other important student behavior:

Brief Assessment of Lesson:

## STANDARDS

## STUDENTS ARE EXPECTED TO:

- demonstrate understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed. (ACC I. A2) [FE]
- demonstrate an understanding of the meaningful roles that parents and students play in the development of the student’s education (ACC I. E5) [FE]
- work collaboratively with all members of the student’s instructional team including parents and agency personnel (ACC I. E8) [FE]
- demonstrate knowledge of language systems, structures, functions, and variation (EII I. A1) [FE, CD, FR, WTL, Q]
- identify socio-cultural characteristics of ELLs including educational background and demographics. (EII I. B1) [CD, DR, TJ, FR]
- describe how ELLs’ cultural communication styles and learning styles affect the learning process (EII I. B2) [CD, DR, TJ, FR]
- describe how ELLs’ cultural values affect their academic achievement and language development (EII I. B3) [CD, DR, TJ, FR]
- identify bias in instruction, materials and assessments (EII I. B4) [DR, TJ, FR]
- demonstrate cross-cultural competence in interactions with colleagues: administrators, school and community specialists, students and their families (EII I. B5) [FE]
- observe culturally and/or linguistically diverse instructional settings (EII I. B6) [FE]
- IIA) 1. Apply research, concepts and theories of language acquisition to instruction. [FE]
- 2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs. [FE, LP, CD, DR, TJ, FR]
- 3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) [LP]
- IIB) 1. Use PA ELPS to design content assessment. [LP]
- 2. Identify issues related to standards-based formative and summative assessment for all ELLs. [CD, DR, TJ, FR]
- 3. Use assessment data to differentiate and modify instruction for optimal student learning. [CD, DR, TJ, FR]
- 2. Demonstrate collaborative, co-teaching models for serving ELLs. [FE, TJ]
- I) 3. Define common terms associated with English Language Learners. [CD, Q, SF]

## SPECIAL EDUCATION STANDARDS

- IA) 1. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidenced-based instructional practices and adaptations. [FE, LP, FR]
- IB) 2. Physical: Recognize patterns of normal physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. [FE, LP, FR]
- 3. Social: Initiate, maintain and manage positive social relationships with a range of people in a range of contexts. [FE, CE]
  - a. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiving, peer, friend, sibling), and attachment models and their effects on learning. [FE, LP, DR, TJ, FR]
- IC) 1. Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility decisions based on the type of assessment, level of the students being assessed, and the point and quality of instruction. [FE, LP, DR, TJ, FR]
- 3. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines. [FE]
- 4. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel. [FE, LP, DR, TJ, FR]
- Create an instructional plan using assessment information related to individual student achievement. [FE, LP, DR, TJ, FR]
- 7. Analyze and interpret formative assessment (e.g., curriculum based assessment, CBA). [FE, LP, DR, TJ, FR]
- 8. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of multiple indicators used in overall student evaluation. [FE]
- 9. Systematically monitor student performance to best identify areas of need. [FE, LP, DR, TJ, FR]
- 10. Use evaluative data on an individual, class and district level to implement instructional and/or programmatic revisions for quality improvement. [FE, LP, LA]
- ID) 3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. [FE, LP, FR]
- IE) 1. Identify effective co-planning and co-teaching strategies. (FE, UP, UPC)
- 3. Identify instructional level of students through collaboration with members of the IEP team. [FE]

4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes). [FE, FR]
- II. 1. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs. [FE, LP, DR, TJ, FR]
4. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels. [FE, LP, DR, TJ, FR]
5. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with disabilities). [FE, LP, DR, TJ, FR]
6. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities. [FE, LP, DR, TJ, FR]
8. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy. [FE, LP, DR, TJ, FR]
9. Demonstrate instructional strategies to enhance comprehension of material. [FE, LP, DR, TJ, FR]
11. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy. [FE, LP, DR, TJ, FR]
12. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities. [FE, LP, DR, TJ, FR]
13. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities. [FE, LP, DR, TJ, FR]
15. Demonstrate the ability to adapt content area material to the student's instructional level. [FE, LP, DR, TJ, FR]
- III. 1. Identify effective instructional strategies to address areas of need. [FE, LP, DR, TJ, FR]
2. Scaffold instruction to maximize instructional access to all students. [FE, LP, DR, TJ, FR]
3. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate. [FE, LP, DR, TJ, FR]
4. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern. [FE, LP, DR, TJ, FR]
5. Strategically align standard based curriculum with effective instructional practices. [FE, LP, DR, TJ, FR]
6. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent. [FE, LP, DR, TJ, FR]
7. Analyze performance of all learners and make appropriate modifications. [FE, LP, DR, TJ, FR]
8. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities. [FE, LP, DR, TJ, FR]
9. Use research supported methods for academic and non-academic instruction for students with disabilities. [FE, LP, DR, TJ, FR, SF]
10. Develop and implement universally designed instruction. [FE, LP, DR, TJ, FR]
12. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings. [FE, LP, DR, TJ, FR]