

SASE 543 – TEACHING FOR LEARNING II

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Syllabus for Spring Semester, 2016

East Side High School

Tuesdays, 2:45-5:15 pm

Office hours – by appointment on Tuesdays

Course Description (SASE 543):

General Aims of the Course

This is the second course in a two-semester sequence that coincides with student teaching and the beginning of the students' professional careers in teaching. The course is held on site in a partner secondary school that acts as a laboratory for learning. Students investigate democratic classroom practice by focusing on curriculum development; creating a positive, well-structured climate for learning in their classrooms; learning and practicing techniques for effective classroom management; and choosing appropriate teaching strategies and assessments to create successful learning experiences for their students.

Course Description (SASE 526):

This is the second course in a two-semester sequence (SASE 526, SASE 543). This course focuses on putting into practice all the knowledge and skills students have developed throughout their professional sequence in their full-time, supervised student teaching experience. A primary focus is on planning and implementing curriculum. In addition to curriculum planning and using appropriate instructional and assessment strategies, students learn about the impact of the school and classroom culture and climate on student learning and on relationships between and among students, teachers, and other professionals in school. May be repeated once for a maximum of 6.0 credits. Previous course CURR 543 effective through Spring 2014. 3 hours lecture.

Course Objectives:

Teaching for Learning:

1. Apply democratic classroom practices in math and science.
2. Observe, record, and analyze classroom behavior.
3. Investigate the impact of the school climate and culture on student learning and teachers' instructional choices.
4. Reflect on and develop strategies for serving as agents of change in their classrooms and schools.
5. Reflect on their own practices and make adjustments based on those reflections.
6. Identify and use assessments that support and document successful learning for students with disabilities and English language learners.
7. Engage in professional relationships with all members of the school community.
8. Negotiate with mentor teacher and other faculty, administrators, parents, school staff and the teacher's union representatives about their roles and responsibilities.
9. Analyze classroom climates to identify the conditions under which students engage in successful learning, and institute such a climate in their own teaching.
10. Plan, adapt, and implement your content area curriculum, instruction, and assessment for democratic practice.
11. Incorporate appropriate technology to enhance student engagement in learning your content area.
12. Engage in an action research cycle in your classroom.

Academic Dishonesty Policy

Please know that I follow the university's academic dishonesty policy which can be found here:

<http://www.montclair.edu/policies/academic/policies/academic-dishonesty-policy/>

Text Materials

Discussion in the class will often be centered on a set of common weekly readings and occasionally, video clips. Given that much of the content of this course emerges with the needs of the residents, text materials will be distributed via email or handouts. Other materials will be available in advance of the day they will be discussed in class.

REQUIRED TEXTS

1. Hubbard, R. & Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.
2. Cushman, F. *Fires in the Bathroom*.
3. Marzano, R.J., Pickering, D. J., & Pollock J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Association for Supervision and Curriculum Development: Alexandria, VA.

Readings:

1. Cazden, C. B. (2001). Chapter 4: "Variations in Lesson Structure" in *Classroom discourse: The language of teaching and learning* (2nd ed.). Portsmouth, NH: Heinemann. pp. 53-77.

EVALUATION OVERVIEW: TFL II ATLAS SPRING ASSIGNMENTS

The following is a brief outline of the primary assignments of the semester. We are providing this outline with the hopes of alleviating stress and providing everyone with a roadmap of the course requirements. However, like in any curriculum, there are likely to be some changes and tweaks over the course of the semester.

1. **Share Critical Incidents and Issues on Canvas:** The purpose of sharing Critical Incidents and Issues is to help you refine and develop one of the important skills of a teacher: the making of professional judgments. At the close of every day you spend at the school you should note incidents that occurred. You may want to do this in a journal. These incidents may be events that surprised you, made you think, made you consider what you would have done in that situation, or prompted you to reevaluate your own thinking. You may choose any aspect of your experiences as the subject of an incident. The major criterion for your choice of incident should be an event or episode that stopped and made you think. An incident could involve an initial encounter with a class, an individual student, or a teacher. It could focus on a teacher's response to a student, or vice versa. There are a multitude of large and small incidents every day in a teacher's life. We would like you to share at least one critical incident every two weeks on Canvas beginning at the end of February and respond to your colleagues on the alternate week about their critical incidents. Here are some things to think about:
 - a. Describe the incident and any relevant background information.
 - b. What professional judgments were made? Do you think these were appropriate? Give reasons.
 - c. How was the incident resolved? Identify any repercussions, including classroom behaviors (group and individual, student, teacher, parent, etc.).
 - d. Reflections: Why do you think that the incident occurred? Could anything else have been done? Describe any appropriate alternative courses of action.
 - e. Reflections: What were your personal reactions to the incident? Why do you think you and/or others who were involved reacted the way that they did?
 - f. Place the incident in a wider context. You might consider one or more of the following: what were the pedagogical, social, or psychological factors that led to the incident and/or its resolution? What beliefs about the nature of education, the child, the role of the teacher and the school play in the incident?

Remember that the purpose of this exercise is to help develop your professional judgments. You should therefore include further reflections as appropriate. No incidents should be considered complete: you should revisit and revise earlier incidents as further events occur and as your thinking develops. You will be placed in small group of 5-6 other students to whom you will post your critical incident. You will be responsible for responding to those posts of your peers as well as posting. Respond to 2-3 posts every other week.

2. **Micro Teaching/Strategies/:** Pairs of students will facilitate a number of micro-teaching experiences. Each student teacher will choose **one** strategy to use for micro-teaching experience to present for feedback. Skim the Marzano book and identify one or more strategy that would be particularly appropriate for your classroom. Use this strategy to either 1. Prepare a microteaching experience that uses this strategy or 2. A way of teaching us how to use this strategy (in workshop form). Some possibilities include: Do Now's/opening, transition, Summation, instructions, cooperative learning activity. Prepare a brief handout that explains the strategy and how you have used it. I will hand out a sheet and ask each student to identify which strategy they will be using so ideally we will not overlap.

3. Reflections on Teaching and Learning

This task was designed to support and deepen your capacity to reflect on your practices as a teacher. Reflection involves both recognizing what you do well and why it is effective, so that you may do it again. It also entails recognizing when your instructional choices do not have the impact you would like and why they were not effective. In such cases, your job is to figure out how to approach things differently.

In 5-7 pages, report on the following (**Due March 17th**)

1. Pick three students from one class

One who is meeting expectations:

- May be quiet and compliant but you are not sure what she/he is learning.
- Student fulfills responsibilities and completes assignments but could be doing more.

One who is not meeting expectations:

- Student exhibits behavior problems, from disrupting class to being resistant
- Student is completely disengaged
- Student is struggling academically but works hard
- Student who is an English language learner and is struggling with linguistic challenges.
- Student with learning disabilities (could have an IEP)

One who is exceeding expectations:

- Student is attentive and doing well
- Student is doing well but bored

- Student who could benefit from more challenging work

Describe each student. Supply a rationale for your selection of these students, based on formal and informal assessments you have conducted.

2. Observe, gather data, and reflect on each of them for 3 weeks. While you gather data pay attention to the following:

- Subject Matter
- Behavior/Attitudes of Students
- Instructional Strategies

3. Reflection:

Write a reflection on the following using your data about subject matter, behavior, and instructional strategies:

- What accommodations/adaptations did you make to improve their learning? Note the successes and failures of what you and students do.
- Reflect on alternatives to what you actually did. What might you have done differently?
- What did you learn from close observation of these students that you will take with you into your life as a professional educator?

3. **Mini-Action Research Project:** You will conduct an action research project this winter. Action research involves an ongoing series of cycles of planning actions, acting, observing the effects, and reflecting on one's observations. We will have three action research workshops that will be facilitated by the mentors.

February 16th: We will provide you with an overview of the action research framework and invite you to brainstorm your inquiry question and discuss your rationale for that question. What experiences led you to the question? Why is this question important to your team? **A draft of your narrative that explains your question and background to the question will be due on March 3rd**

February 23rd/March 1st: You will share your questions and begin to develop your action plan. From March 1st until March 29th, you will explore your question by taking an action or making a change in, for example, your teaching, curriculum, assessments, interactions with students, parents, or the community. We want you to take this action and then collect data to report what happened. Data could include student work, your own reflections, or student feedback.

March 29th/April 5th: We will begin to share data and analyze findings. We will also discuss how to write up the research report.

April 19th: Your research report is due.

4. **Online portfolio:** You will be piloting an online portfolio that will eventually replace the comps. We will spend two full class days working on this. The portfolio that you create will contain entries that examine issues central to your development as a professional. The portfolio is both a workbench for your ideas as well as a showcase. Each artifact included in your portfolio

will be accompanied by an entry slip. An entry slip must include three sections: context, reflection, and justification. You must include at least one artifact for each MSU standard. At the end of the semester you will each do a 15-minute presentation of 1-2 standards you address in your portfolio and walk us through what they tell us about your growth and learning in the program. The portfolio will be presented to a small panel of faculty/mentor teachers.

Spring 2016 TFLII Weekly Schedule
SASE 543: Teaching for Learning II
Tuesdays 2:30 p.m. – 5:00 p.m.

<i>Date/Week</i>	<i>Topics/(Possible topics)</i>	<i>Assignments Due</i>	<i>Other activities during week</i>
<i>Tuesday, January 19th</i>	<i>Introductions and review of norms, syllabus, review of goals for the semester, meeting with education mentors</i>		
<i>Tuesday, January 26th</i>	<i>Check in Fires in the Bathroom activity</i>	<i>Readings:</i> <i>Fires in the Bathroom</i> <i>Bring to share: one way you are getting to know your students</i>	<i>Post Critical Incident</i>

<p>Tuesday, February 2nd</p>	<p>Portfolio workshop on campus with Doug Larkin. Please be there by 3:00 and let your cooperating teacher know you need to leave early for this.</p> <p>UN 1121</p>	<p>Teaching philosophy info: http://ucat.osu.edu/professional-development/teaching-portfolio/philosophy/</p> <p>Rubric for philosophy: http://www.crlt.umi.ch.edu/sites/default/files/resource_files/TeachingPhilosophyRubric.pdf</p>	<p>Respond to critical incident</p> <p>Draft an autobiography for your portfolio (1-2 paragraphs).</p> <p>Draft your teaching philosophy</p>
<p>Tuesday, February 9th</p>	<p>“Reflections on Teaching and Learning” – Thinking about reflection: Bring a lesson you have taught, plus reflections on teaching it:</p> <ul style="list-style-type: none"> • What went well? How do you know? What is your evidence? • What could you do differently? Why? • Who benefited from your lesson? Why? How do you know? • Who did not benefit from your lesson? Why? How do you know? <p>4. Brainstorm ideas for re-write and share</p>	<p>Writing Due:</p>	

Tuesday, February 16th	<p>Introduction to Action Research</p> <p>Reflections on Teaching and Learning:</p>	<p>Readings: The Art of Classroom Inquiry – Introduction and Chapter One</p>	<p>Post critical incident on Canvas: In this incident please post about the students you have chosen for Reflections on Teaching/Learning</p>
Tuesday, February 23rd	<p>Workshopping your questions And Discourse Activity</p>	<p>Readings: Cazden</p> <p>Writing: You need to tape record a 1-2 minute segment of your teaching (probably some talk time) and then transcribe it.</p>	<p>Respond to critical incidents on canvas</p>
Tuesday, March 1st	<p>Developing the Action Plan</p> <p>REGISTER FOR MOCK INTERVIEW WEEK AT MSU</p>	<p>Readings: The Art of Classroom Inquiry – Chapters 2&3</p> <p>Writing: Make sure I have approved your question</p>	<p>Post critical incident on Canvas – you might choose to post about your ongoing sense making about Reflections on Teaching and Learning</p>
Tuesday, March 8th	<p>RESUME WORKSHOP WITH LINDA FLYNN</p> <p>MOCK INTERVIEW WEEK AT MSU</p> <p>UN 1120</p>	<p>Readings:</p> <p>Writing: Make sure I read a draft of your action plan and get you feedback.</p>	<p>Respond to critical incident</p>

Tuesday, March 15 th	Working on your portfolio in class. UN 1120	Reflections on Teaching and Learning due: Part II	
Tuesday, March 22 th	(Newark Spring Break)		
Tuesday, March 29 th	Making meaning of your data	Reading Due: Classroom Inquiry – Chapter 4	Respond to critical incidents
Tuesday, April 5 th	Sharing Data ANNUAL EDUCATOR EXCHANGE AT MSU (you are excused from student teaching for this day – we will discuss timing for class)		Post critical incident on Canvas
Tuesday, April 12 th	Micro Teaching: 3 pairs of students		Respond to critical incident
Tuesday, April 19 th	Micro Teaching: 4 pairs of students	Writing due: Final report due for AR	Post critical incident on Canvas
Tuesday, April 26 th	Portfolio presentations		Respond to critical incident
Tuesday, May 3 rd	Final Session- Portfolio presentations		

Assessment: A final breakdown of assignment percentages and values will be co-negotiated and discussed during the semester between the professor and the students although I reserve the right to make the final decision about the value of any given assessment. A rough breakdown from past courses is as follows:

Classroom Participation including Canvas discussions: 15%

Action Research: 30%

Reflections on Teaching and Learning: 25%

Portfolio and presentation: 20%

Micro Teaching: 10%

All work may be revised for an “A” – however, if work is not revised then the student cannot receive an “A” for a final grade – the highest grade possible will be an A-