

HTH 102: Teaching Methods of Instruction and Assessment
High Tech High Teacher Intern Program
Course Syllabus, Fall 2013

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Student faculty: TBD

Learning Management System: <http://hightechhigh.edmodo.com>

Course goals

- Help students develop teaching skills necessary to be successful in the first weeks of the year.
- Help students develop skills and knowledge in classroom management, norms and routines, and student voice.

Philosophy

Teaching a course in teaching methods can be a daunting challenge. We feel pressure not only to teach helpful and meaningful content but also to model excellent teaching strategies, i.e. to practice what we preach. Still, we do not claim to have figured it all out. We are all on the path of improving our practice.

In this course, a few ideas guide our thinking:

- Each activity is an opportunity both to think about an aspect of teaching methods and to model a teaching strategy.
- We will attempt to make explicit the choices we are making in the moment to moment interactions of the classroom. We will attempt to have a “meta-debrief” after many activities where we explicitly discuss the teaching moves that the teacher made.
- It is important both to think about the “how” of practice every day but also the “why.”
- We will aim to have teachers “put it to practice” each week so that you are trying out what we are discussing in your own context.
- We believe that school aged students should be involved in the process of helping teachers improve their practice. We will be experimenting with some ways to include young peoples' voices in our class.
- Make the class work for you. We believe that students in this class are inherently motivated to improve their practice. If an assignment doesn't work for you, change it!

Course Requirements:

- Students will videotape 1 lesson and discuss with their mentor. We will discuss excerpts of this videotape in class in small groups.
- Students will complete a “put it to practice” each week in which teachers will try out things that we are discussing in their own classroom.
- Students will read a number of readings. The quality of conversations in class are directly correlated to whether students do the readings. We know you are busy. Please do the reading.

- Final product. You will be designing a project for some time in the future. You will be creating a prototype of this final product so that you can experience “doing the project yourself first.” We will have some class time to work on this product.

Course Meetings:

This course will have its first session all day on Monday, August 12 and then meet for 9 consecutive Tuesdays beginning on August 20 from 4:30 – 7:30 pm until October 15.

Readings:

You will receive a packet of readings on the first day. Readings are also posted on our edmodo site.

Berger, R. (2003) *An Ethic of Excellence: Building a Culture of Craftsmanship in Schools*

Childe, A., Sands, J., & Pope, S. (2009) *Backwards Design: Teaching Exceptional Children*.

Cohen, E. (1994) *Designing Groupwork: Strategies for the Heterogenous Classroom*.

Kagan, S. (2000) *Group Grades are Pointless*.

Kohn, A. (1999) *Punish By Rewards*.

Rubenstein, G. (1999). *The Reluctant Disciplinarian: Advice on Classroom Management*.

Wiggins, G., & McTighe, J. (2006). *Understanding by Design (2nd Edition)*.

Videotaped lesson:

It can be intimidating to watch yourself on video, let alone to share your video with a colleague. Still, previous interns have told us that videotaping themselves teaching has been one of the most powerful activities they have engaged in that improved their teaching practice.

The assignment: Videotape yourself teaching a lesson. Watch the lesson and discuss with your mentor. Bring a short (3 minute) clip of your teaching to class to discuss in a small group. The clip should have some parts focused on you teaching and some parts focused on what the students are doing. Pick a clip that you find particularly striking, troubling, or otherwise interesting. Within your small group, each week one group member will bring a video clip to show and discuss. Ideally, this video clip is related to the put it to practice, but this is not a requirement.

One of your instructors is bravely publishing a [short clip](#) of his/her teaching as one example of this practice.

Assessment:

This course is graded on a pass/fail basis. Your full participation is encouraged and expected. As the course is designed around the conversations we are having in class, please make every effort to attend class. It is difficult to “make up what you missed.” If you are going to miss a class, please email us ahead of time to let us know. You may not miss more than one class session and still get credit for the course.

Agenda:

Week 1: Building community. Looking at structures. Explicit norms and expectations.

Week 2: The first day. The first week.

Week 3: Lesson planning. Gallery walk of project ideas (preparation for final project for this class)

Week 4: Designing group work. Modeling video consultancy.

Week 5: Checking for understanding. Backwards planning.

Week 6: Grading and Assessment. Video groups #1.

Week 7: Differentiation. Video groups #2.

Week 8: Critique. Video groups #3.

Week 9: Rapid prototyping of final projects. Video groups #4.

Week 10: Final project presentations.

Put It To Practice Assignments

Put it to practice #0: read, talk, summarize

** we want both a summary of the main points + personal reflection and connection -- easier for the instructor to respond as a reader -- adjust this assignment.

DUE:

Aug 21, 2012

Read: “How to create discipline problems” and “Teach like a champion excerpt.”

Talk: to your mentor about the first week of school, classroom management, and/or norms and routines.

Write: bullet points on the reading and reflection on conversation.

Please print out your one pager and bring to class.

Please also turn in your one pager by clicking on "submit" below and cutting and pasting your response there. Please do not turn in homework by replying to this post. Please do not attach your response to the homework -- please cut and paste. This makes it much easier for your instructors to read your response.

Put it to practice #1: The first day of school

GOAL: Use the first day of class to begin developing a strong classroom community and positive relationships with students.

NOTE: Do this assignment after your first day of school. That will vary depending on where you teach. Don't worry about the due date on this assignment, just do it after your first day of school.

CHALLENGE: This is the first opportunity for you to connect with your students and begin to develop a positive classroom culture. Think about all of the emotions that you are feeling about the first week of school. How might your students be feeling about coming to a new school or returning after the summer? How can you use the first day to get to know your students better and help them learn more about other students in their class? How can they begin to get to know you and understand your goals for the class? How can you find out what they are excited or nervous about in regards to your class? How can you engage them in the work of your discipline in a way that gets them excited to come back for more? These are questions that cannot all be answered in just the first day of school, as it takes time to create a supportive and collaborative environment in the classroom. However, the first day sets the tone for the rest of the year and is an awesome opportunity to start connecting with your students.

Education Specialists, think about these same questions in regards to your role in supporting students. Since you are not in the classroom with them, how are you going to get to know them? How can you find a way in the first day to connect with your students? What information do you have about a student? What classrooms are you going in the first day and why? Did you talk to the student? Did you talk to their parents? Did you read their records? How are students receiving support and where do they go if they need help? What special needs do they have and how are students with special needs made to feel a part of the school/classroom and overall culture of the community?

REFLECTION: Write a 1 page reflection after implementing the lesson in your class that addresses some of the following questions:

What did you do the first day of class? What were your goals for the lesson?

What went well? What would you improve if you had the chance to do it over again?

How did you get to know your students and provide opportunities for them to get to know each other?

How did students learn about supports and services? What are the expectations of the classroom teacher and the student who has special needs?

What did students learn about classroom expectations and norms? Were students able to contribute? Why or why not?

Did you have the opportunity to begin developing any routines that students can expect to How does this lesson fit into the larger context of what you hope to accomplish during the first week (or first few weeks) of school?

What do you think will be your greatest struggle in fostering a supportive learning environment for students? What are your fears?

What support can we help provide through this course?

Anything else?

Please bring your reflection with you to class next week, as we will be debriefing the experience during class.

Put it to practice #2: Lesson planning

Using one of the lesson plan templates introduced in class this week, design a lesson plan for a unit you are developing or for an individual lesson using one of the formats discussed in class. Tie the lesson to specific learning targets and include focus on an essential question (or enduring understanding?) in the lesson plan. Implement the lesson before next week's class. Focus on *what the students are doing* as well as what you, as the instructor, will be doing.

Education Specialists

Co-plan a lesson with a general education teacher. Use one of the lesson templates introduced. Be sure to tie in the specific learning targets. Make sure that the lesson focuses on how the specific goals for a student with an IEP are addressed and monitored.

If you cannot co-plan a lesson then plan a lesson for a small group. Focus on the specific goals that the student has on their IEP. For example, if conducting a social group, how are you teaching perspective taking? Submit a reflection and a copy of the lesson plan.

Write a one to two page reflection describing how the lesson went and the process of using the lesson plan format in planning your activity. What were the benefits? What were the limitations? How did the actual process/procedure/activity compare to what you had described in the lesson plan? What about your lesson plan format would you change for next time?

Put it to practice #3: Designing groupwork

GOAL: Design a group work activity that ensures "equal participation" by all group members

CHALLENGE: Think about a group work activity that you plan on doing with your class in the next week. Make sure that it is truly a group work activity, and not something that one student could easily do alone. Effective group work activities require critical thinking and problem solving skills and generally do not have one "right" answer. Using strategies we discussed in class, design the activity with the goal of ensuring "equal participation" by all group members.

REFLECTION: Write a 1 page reflection after implementing the lesson in your class that addresses some of the following questions: What was the nature of the group work task? What were your goals for how students would work together? How were these goals made clear to the students? How did you structure the group work activity to ensure "equal participation" (i.e. by establishing norms, making expectations clear, debriefing the activity, designing a clear protocol and roles for different group members, involving students in assessment of the cooperative group work process, etc.)? Was the lesson successful in accomplishing your goals? How do you know? How can kids with 504's or

IEP's be ensured of having equal participation or at least partial participation depending on their individualized goals?

Please bring your reflection with you to class next week, as we will be debriefing the experience during class.

Education Specialists:

Please write your reflection about the following: observe a general education classroom.

Watch a group of students working together. How are students with IEP's participating in the group? Is there any evidence of "status" within the groups? How are groups and roles determined? If there is an Academic Coach in the classroom what is their role during the group activity? How can your role as an Education Specialist foster more participation for students with disabilities? What are ways to foster the "thinking" process with general educators about how students with disabilities participate in group work? Describe strategies that you could promote to develop more active involvement of **all** students in group work activities?

Put it to practice #4: Assessment

Checking for Understanding:

GOAL: Use a strategy to check for understanding during the course of a lesson or classroom activity.

CHALLENGE: Explore the toolbox of checking for understanding strategies. What are your students doing this week that could benefit from a purposeful check-in? Choose one that would work with any activity you are doing in the coming week. Remember that checking for understanding can be either passive or active, so choose the strategy that best fits with the day you have designed.

EDUCATION SPECIALIST:

Think about a specific students on your caseload.

- How do you know that a student understands the material?
- What are some ways (using some of the strategies in the toolbox) to ensure that students understand what has been taught?
- How are you checking in with them to ensure that what they have learned in the general education classroom is understood?
- Try a specific strategy with a student on your caseload.
- Reflect on how the particular strategy works (or doesn't). Use the questions below to guide your reflection.

REFLECTION: If possible, please cut and paste your reflection directly into the text box (as opposed to uploading an attachment). Your instructors greatly appreciate this.

Write a 1 page reflection that addresses some of the following questions:

- Which strategy did you choose?
- What did you find out about what your students know about the topic/concept you assessed?
- Why was that particular one the best fit for the classroom activity you had in mind?
- How did it go? Describe the interaction with the students.
- Did it have the desired effect? In other words, did you gain an understanding of where your students are in either their understanding or their process?
- Think about different students and how they learn why would this strategy work for some and not for others?
- How is this process different or the same for students with different learning needs (IEP's, 504's)?

Put it to practice #5: What counts as evidence?

GOAL: Determine what counts as evidence of student learning and assess that evidence.

CHALLENGE: In class we discussed how to find evidence of learning goals and ways to assess this evidence. We also discussed formative and summative assessments. In class, you created a KWLP chart, which included what you already know about assessment, what you wanted to know, and then after we discussed this, you wrote down what you had learned and what you planned to put to practice. Now, put that to practice and let us know how it went!

Another way to say this is: as you assess student work over the next week, pick one assignment and focus on determining what constitutes meaningful evidence of student learning for that project/unit/lesson/assignment.

Education Specialists:

Look at an assignment for a particular student with a disability under the category of either Specific Learning Disability or Attention Deficit Hyperactivity Disorder (ADHD). Look at a specific assignment for that student and how feedback is delivered for that particular student. Is it done verbally? Written? What is the focus of the feedback? Does it relate to the student's IEP goal(s)? Was the assignment modified or accommodated for a student? If so how are the essential elements evaluated?

REFLECTION: Write a 1 page reflection about what you did. Your reflection could address some of the following questions:

- What did you do?
- How did it go?
- What questions about assessment, grading, and feedback do you still have?

**Put it to Practice #6:
Teaching a Wide Range of Learners**

The theme this week is differentiating work to reach the wide range of students in the class, including students with Individualized Education Plans(IEP), English Language Learners (ELL), Students with 504 plans and advanced students. (Remember students who are advanced intellectually could also have any of the listed “labels”.)

For the PITP#6, develop a lesson plan to consider the needs of the wide spectrum of learners in your class. Think about the different rotations and how it felt as a learner, especially if you did not understand or could not access content. Remember to consider the strengths and needs of each individual learner. Think about the needs of students who fall into the gifted range. How can you better address their needs without assigning them additional work? (Think about the article What Does the “Special” Mean...)

If you are an Education Specialist, work with a classroom teacher to provide access within a lesson or project to meet the needs of several different students(ADHD, Autism). Develop a list of accommodations that allow for a student to access the same content. What is the "learning profile" of the student who you adapted the lesson for? (i.e. What strengths and challenges does a particular student have (no names please)?

Please write a one page reflection on what you did and how it went.

Some questions to consider:

- Develop a lesson plan for your classroom providing multiple access points for all learners.
- Were there ways you could build on that students' strengths?
- How could you make accommodations considering the strengths and challenges that student’s experience?

Put it to practice #7: Design a project

GOALS: Design a project that you will implement 2nd semester that can be “tuned” during class by both students and your peers. Create a prototype of the project product to share with your tuning group and your students. Get feedback from peers and reflect on what you’ve learned.

CHALLENGE:

To bring to class on 10/15:

- One page project sheet

- Design a project that will be both meaningful to your students and has an authentic purpose and audience beyond school. OR, rework a project that you have already designed or are currently working on considering the ideas discussed in class and in the readings. Create a one page project sheet that you would give to students at the launch of the project.
- We expect to see:
 - Essential questions addressed in this project
 - At least a rough, weekly timeline of activities
 - Final product
 - A plan for teaching the wide range of students in your class
- Prototype
 - In addition to designing the project, complete a prototype of the project product that you will expect students to create during the project. It can be just an aspect of the final product. Please do not spend more than a couple hours (at most) on your prototype.

To complete after the final class:

- Reflection
 - Please write 1-2 pages of reflection about the project, about creating a prototype, and about feedback you received in class during the tuning session.
 - You might choose to answer questions such as:
 - How did you backwards design with the end in mind? For example, what are your goals for what students should know and be able to do by the end of the project?
 - What products will students create to demonstrate their understanding?
 - What is the plan for presenting and exhibiting the work?
 - How you will communicate clear expectations for the product? (e.g. using both student models and expert models, opportunity for critique and revision, effective rubrics)
 - How will critique and revision help support the production of high quality work?
 - How did creating the project prototype impact the way you will approach this project with students?
 - Did you decide to change anything in the project after attempting to create a prototype?
 - How will you scaffold the project into smaller chunks?

Education Specialists: Connect with a teacher at your school site that is working with a large number of students on your caseload. Find out about a project coming up in their class and help write out a brief project description following the questions below. Discuss the needs of specific students on their team that will need additional support with this project. Brainstorm a variety of ways that these students can be supported throughout the

project, as well as any accommodations that should be made to the project itself. Inclusion teachers should also create a prototype of the project product.

Methods Class:

Focused Awareness of Intern Progress

For this year's Methods class we will be establishing a more intentional focused awareness on three aspects of Intern development: Classroom management, Checking for understanding, and increasing student voice. The discussions that Ben, Phyllis and Zoltan have had around these factors to date include:

Management:

- Effective teaching and learning cannot take place without effective management strategies
- There are observable characteristics of classrooms in which effective management is occurring. These include:
 - o There is an observable sense of purpose among students
 - o Student behaviors match the particular learning context (Active, quiet and still, conversation and dialogue, collaboration, individual focus, whole group focus, small group focus, etc)
 - o Students are on-task whatever the context or group arrangement
 - o There is sustained attention
 - o The teacher's interventions are targeted toward supporting and sustaining these student behaviors and attitudes

Checking for Understanding:

- Effective teaching requires that teachers make instructional decisions *based on evidence*.
- The evidence comes from both formative and summative assessments
- Beginning teachers have a tendency to make assumptions/inferences about student learning/behavior without direct evidence
- Beginning teachers have a tendency to make generalizations about how the class as a whole is progressing and don't see that some students need support while others need more challenge or complexity
- Critical questions for mentors and directors to ask interns include:
 - o How do you know what your student(s) know?
 - o Given what you know, how are you going to proceed in your next lessons, activities, projects?

Student Voice/Choice

- Classroom management and checking for understanding are skills/concepts that are teacher-centered/directed practices. We want to be sure that our beginning teachers are developing the concept that student voice/choice/initiation/direction is also a major focus of HTH teaching.
- We understand that integrating student voice and choice is a complex process that is dependent on classroom management and checking for understanding.
- We will introduce the concept in Methods by having a Put It To Practice which focuses on trying out strategies for incorporating student choice:
 - o Developing a menu approach to activities for a day/period/block

o Strategies to have students work collaboratively with the teacher to schedule/prioritize the sequence and pacing for a day/period/block

How It Will Look:

- We will be letting interns know that their knowledge and skill development in these three areas of focus will need to be demonstrated in their assignments and in actual practice as observed by instructors, mentors and directors
- Mentor trainings will include use of Reflection Guides as observation and conversation guides, as well as online weekly log
- We will intentionally engage mentors and directors in conversations about these areas of development
- Mentors will be prompted to comment specifically on these three areas when they complete weekly online logs about observations and mentoring conversations with interns.

Note: In addition to these areas of focus being just good teaching practice, they also are directly related to the California Teaching Performance Expectations (TPE's). The California Commission on Teacher Credentialing requires that these TPE's be explicitly covered in all methods classes in our program. In addition, our interns will need to demonstrate understanding of and ability with these TPE's as part of the PACT process in the second year of the intern program.

TPE's addressed by this focus:

- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: interpretation and Use of Assessments
- TPE 5: Student Engagement
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environ