



EDU 530: Deeper Learning Via Lessons
Fall 2022 Syllabus
1.5 units

"I am not a teacher, but an awakener."
~Robert Frost

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Location: HTH Forum and Classroom 227
Course meetings: 1pm - 4pm, Fridays 9/30-11/4

COURSE DESCRIPTION

This course is designed to support candidates in developing the foundations of effective lesson design and lesson facilitation. The core course goals are as follows:

1. Candidates will understand that strong lessons are grounded in clear goals -- e.g. that strong lessons ensure that learners *understand, know, feel, and/or can do* something differently by the end of the lesson than at the beginning.
2. Candidates will understand that backwards-designed lessons and lesson sequences help to ensure that students develop new knowledge, skills, and understandings while engaging in authentic projects.
3. Candidates will be able to plan and facilitate lessons which use the "Launch, Explore, Drop your anchor" structure to engage students in experiences that center justice and deeper learning.
4. Candidates will be able to use the SDTR lesson cycle rubrics as a tool to strengthen their lesson plans and to reflect on their teaching practice.

By design, this course will involve a blend of theory and practice. Course readings will be selected to help candidates understand the theoretical and scholarly warrants for specific pedagogical traditions (the "why"), while in-class activities and weekly Put It to Practice assignments will be designed to support application (the "what" and "how"). In alignment with best practices in teacher education as well as HTH's values, the key theories informing this work will be those of constructivism and situated learning.

As a part of the sequence of courses focused on both general and subject-specific pedagogy, EDU 530 will support candidates in developing and demonstrating *novice-level proficiency* of the California Teaching Performance Expectations (TPEs), and will introduce them to several GSE program learning outcomes. Gateway I, a multi-part performance task which candidates will complete in November, will serve as key assessment evidence of the competencies introduced in EDU 530.



ESSENTIAL QUESTIONS

- How does having clear goals for each lesson help us teach and help our students learn?
- What are the essential components of a lesson which attends to justice and deeper learning?
- How can we chunk and sequence longer-term goals into lesson-sized goals?
- At the end of a lesson, how do we know what has changed and for whom? How do we make decisions about what comes next?

LEARNING OUTCOMES

PROGRAM LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for all students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students:

Practice Thoughtful Inquiry & Reflection (IR)

- **Reflective Practice (IR1):** Reflect on and critically analyze their own practice to guide future action.
- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment, both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

The curriculum for this course is based on the above-listed essential questions and program learning outcomes, as well as a corresponding set of course-level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.



Course Learning Outcomes mapped to program learning outcomes	Activities/Products
<ul style="list-style-type: none"> ❖ Candidates will explore the processes by which students construct meaning and develop understandings of themselves, each other, and the world around them. 	<ul style="list-style-type: none"> ➔ Discussions and PITP assignments; Gateway I
<ul style="list-style-type: none"> ❖ Candidates will learn how to plan, facilitate, and reflect on lessons which attend to justice and deeper learning. 	<ul style="list-style-type: none"> ➔ Discussions and PITP assignments; Gateway I

ALIGNMENT WITH THE CALIFORNIA TPEs

This course, in conjunction with clinical practice, will support candidates in learning, applying, and reflecting on the competencies specified by the California Teaching Performance Expectations (TPEs). As part of this process, candidates will receive feedback from program faculty on weekly “Put it to Practice” (PITP) assignments. PITP assignments ensure that coursework supports fieldwork experiences. Each assignment is aligned to specific TPEs and is designed to measure and provide feedback on a candidate's ability to plan, teach, assess and redesign. Additionally, cooperating teachers and fieldwork supervisors align their coaching and feedback to the theory and practice being explored concurrently through the coursework.

Throughout EDU 555A and upon course completion, the following TPE competencies are introduced (I), practiced (P) and/or assessed (A):

- ❖ TPE 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (P, A)
- ❖ TPE 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (P, A)
- ❖ TPE 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. (I, P)
- ❖ TPE 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (I, P)
- ❖ TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (P)
- ❖ TPE 3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (I,P)
- ❖ TPE 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and



use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. (I)

- ❖ TPE 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. (I,P)
- ❖ TPE 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (I,P)
- ❖ TPE 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. (I)
- ❖ TPE 6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (I, P)

COURSE MATERIALS

Course Texts (to be distributed in class and/or on the course Powerschool Learning site):

Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.

Perkins, D. (2014). *Future wise: Educating our children for a changing world*. San Francisco: Jossey-Bass, “Introduction: Learning for Tomorrow” and “Chapter 1: Lifeworthy Learning” (pp. 1-25).

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible*. Jossey Bass Wiley.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.

Additional texts (articles, videos, podcasts) will be provided throughout the course.

COURSE ASSIGNMENTS and ACTIVITIES

There will be two assignments per week: 1) a reading assignment to be completed outside of candidates’ time in the classroom, and 2) a “Put It To Practice” (PITP) assignment to be implemented in the context of their teaching fieldwork. In addition, each week candidates will be required to upload a post to the assignment-specific discussion forum on the course website. These posts will be about *either* the week’s reading *or* the PITP assignment; course instructors will indicate which one is required each week. Candidates are encouraged to respond to each other’s commentaries as well as to post their own. **Discussion posts must be uploaded to the Powerschool Learning site no later than noon on the Wednesday prior to class.**

EXPECTATIONS & ASSESSMENT



“If something is worth doing, it is worth doing well.” ~ Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final papers and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to discussion forums are not assessed formally, but are assessed for completion and serve as an essential component of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final assignments must “meet” or “exceed” the criteria stated on the rubric and students will be required to revise their work if they “approach” the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final assignments are missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. If a candidate misses more than 2 class meetings, she/he will be required to take the course the following year; this means that the candidate cannot be recommended for his/her Preliminary Credential at the end of year 1. In extreme cases, please talk to the instructors if you must miss class or need an extension.

CREDIT HOURS

This is a 1.5 credit course (6 weeks). Each credit represents 45 hours of learning, for 67.5 total hours. There will be 18 hours of face-to-face instruction, either in class or virtually, 13.5 hours of out-of-class instructional time and 36 hours of out of class work.



COURSE SCHEDULE - Subject to change

The schedule below outlines the important deadlines to meet throughout the course. More detailed weekly agendas will be distributed at course meetings and posted on Powerschool Learning. *Please note that for each week, the assignment about which candidates should post online is marked with a triple asterisk.*

Session 1: September 30 ~ Introduction to Lessons	
<i>Residents will experience a “Launch - Explore - Drop Your Anchor” lesson in order to explore and define the key elements of lessons which attend to justice and deeper learning</i>	
Reading Due Today: <ul style="list-style-type: none"> ❑ <i>Understanding by Design</i> Introduction and Chapter 1 	
Session 2: October 7 ~ The “Why” and “How” of Lesson Planning	
<i>Residents will explore why lesson-planning is important and practice planning lessons that have clear goals</i>	
Reading due for session 2: <ul style="list-style-type: none"> ❑ Review “Launch, Explore, Discuss” (LED) resources from Mathematical Agency Improvement Community ❑ <i>Future Wise</i> Chapter 1 	Put It To Practice due for session 2:*** <ul style="list-style-type: none"> ❖ Apply the LED framework to the planning of your Critical Perspective lesson using the SDTR into lesson planner. Post a link to your plan and then write about how this week’s readings and resources are reflected in your current thinking about your plan. ❖ Observe one lesson that your CT delivers from start to finish, taking care to consider how and to what extent each element of the “Launch, Explore, Drop Anchor” (LED) framework is present.
Session 3: October 14 ~ Double-Click on “Launch”	
<i>Residents will practice how to <u>launch</u> a lesson in ways that engage students in meaningful learning connected to clear goals</i>	
Reading due for session 3: <ul style="list-style-type: none"> ❑ Teaching Problems and the Problems of Teaching Chapter 5: Teaching While Preparing for a Lesson 	Put It To Practice due for session 3:*** <ul style="list-style-type: none"> ❖ Co-plan a lesson with your CT, using the Intro Lesson Planning Template and post to Google Classroom

<input type="checkbox"/> “Teaching for Enduring Understanding”	
<p>Session 4: October 21 ~ Double-Click on “Explore”</p> <p><i>Residents will practice facilitating experiences in which students explore content and co-construct meaning connected to clear goals</i></p>	
<p>Readings due for session 4:***</p> <input type="checkbox"/> <i>Understanding by Design</i> Chapter 2 “Understanding Understanding”	<p>Put It To Practice due for session 4:</p> <ul style="list-style-type: none"> ❖ Plan and Lead a “launch” of a lesson, linking the “launch” directly to your learning goals. ❖ (Optional) Ask 3-5 students these questions to gauge understanding and lesson purpose during a lesson/segment and record their responses in your notes.
<p>Session 5: October 28 ~ Double-Click on “Drop Anchor”</p> <p><i>Residents will practice how to close a lesson in ways that help students engage in reflection and collaborative sense-making</i></p>	
<p>Reading due for session 5:</p> <input type="checkbox"/> Brain-Based Learning <p>Optional:</p>	<p>Put It To Practice due for session 5:</p> <input type="checkbox"/> As you read, identify 2-3 quotes from the reading that gives you new insights about each of the three parts of a lesson. Note Catcher
<p>Session 6: November 4 ~ Gateway I Lesson Rehearsals</p> <p><i>Residents will rehearse their Gateway I lessons and receive and provide feedback with peers</i></p>	
<p>Read and watch (due for session 6):</p> <input type="checkbox"/> Watch example of a rehearsal <input type="checkbox"/> Review SDTR rubric	<p>Put It To Practice due for session 6: ***</p> <input type="checkbox"/> Plan Gateway lesson using SDTR lesson planning template and submit to Google Classroom.