“Teachers need to be one part detective. We sift the clues children leave, follow the leads, and diligently uncover the facts in order to fill out and make credible the story of their growth and development. We need to be one part researcher: collecting data, analyzing information, testing hypotheses. Teachers need to be one part world-class puzzle master, painstakingly fitting together the tiny pieces of some mammoth, intricate jigsaw of childhood.”


“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”


“The zone of proximal development … is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”


**Essential Questions**

1. What is learning? What is teaching?

2. What are the most effective methods for teaching and learning in our nation’s secondary schools? How do we know?

**Objectives**

1. To develop teaching approaches and teacher behaviors which promote student engagement and student achievement in diverse learners.

2. To articulate, defend, and enact a personal philosophy of education.

3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement.

4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

**Required Texts**


Suggested Resources


Key Web Links

American Council on the Teaching of Foreign Languages
http://www.actfl.org

Annenberg Media Teacher Resources
http://www.learner.org/

Association for Supervision and Curriculum Development (ASCD)
http://www.ascd.org/portal/site/ascd/index.jsp/

Moravian College Reeves Library Web Sites for Education
http://home.moravian.edu/public/reeves/books/web/edu.htm

National Council for the Social Studies
http://www.ncss.org/

National Council of Teachers of English
http://www.ncte.org/

National Council of Teachers of Mathematics
http://www.nctm.org/
Assignments and Grading

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a “0.” It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

1. Learning Log                      15%
   • Log #1: Graphic Organizer on The Classic View vs. The Official Theory due 9/4
   • Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/11
   • Log #3: Direct Instruction Teaching Tips List & Lesson Plan Draft due 9/17
   • Log #4: Clustering: Traditional & Authentic Assessment in my Content Area due 9/25
   • Log #5: List of Rules and Routines due 10/2
   • Log #6: Constructivism Graphic Organizer due 10/23
   • Log #7: Lesson Plan Draft due 10/30
   • Log #8: Representing to Learn in My Content Area due 11/6
   • Log #9: Questioning Tips due 11/13
   • Log #10: Learning Log Self Evaluation due 11/20

2. Microteaching I: Direct Instruction (Lecture/Discussion) Lesson      15%
   • Lesson Plan Draft due 9/18; Plans Implemented 9/25 (Group A) & 10/2 (Group B)
   • Analysis I due one week after implementation

3. Microteaching II: Guided Discovery Lesson                           15%
   • Lesson Plan Draft due 10/30; Plans Implemented 11/6 (Group B) & 11/13 (Group A)
   • Analysis II due one week after implementation

4. Microteaching III: Discussion                                      15%
   • Lesson Plan drafted in class on 11/20
   • Analysis III due 12/4

5. Mid-Term Exam: Principal Letter   due 10/16                        20%

6. Final Exam: Philosophy of Education Statement         due 12/11        20%

Attendance

Due to the nature and structure of the course, attendance at each meeting is crucial. If you must miss a session, please call me to explain. When an absence is unavoidable, a written response to the assigned readings must be submitted on or before the next regularly scheduled session. The written response will be evaluated as part of the learning log. More than two absences may result in a failing grade for the course.

Academic Honesty
You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the Moravian College Student Handbook defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult Writers Inc., The MLA Handbook for Writers of Research Papers, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Course Schedule
Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

Tues., Aug. 28: Building a Collaborative Learning Community
In-Class: Ensemble Building Activities
          Autobiographical Inquiry
          Anticipation Guide

Tues., Sept. 4: Learning and Forgetting
          Weinstein, Chapter 1: “Characteristics and Contradictions of the Middle and High School Classroom”
          Larson & Keiper, Chapter 1: “Learning, Teaching, & Management”
          Log #1: Graphic Organizer on Behaviorism vs. Constructivism
In-Class: Discussion of Readings
          Literature Circles

DON’T MISS THE WILLIAM AYERS LECTURE IN PROSSER AUDITORIUM @ 7:30 p.m. on 9/6!
[Add an entry to your learning log for extra credit.]

Tues., Sept. 11: Planning Instruction
Due: Larson & Keiper, Chapter 2: “Constructing Classroom Curriculum”
          Larson & Keiper, Chapter 3: “Preparing Learning Objectives & Assessing Student Learning”
          Larson & Keiper, Chapter 4: “Long- and Short-Range Planning”
          Log #2: Teacher Interview: Planning the Course, Unit, and Lesson
In-Class: Discussion of Readings
          Lesson Planning Workshop

Tues., Sept. 18: Implementing a Direct Instruction Model
Due: Weinstein, Chapter 2: “Designing the Physical Environment”
          Weinstein, Chapter 6: “Making the Most of Classroom Time”
          Larson & Keiper, Chapter 5: “Lecture & Direct Instruction”
          Log #3: Direct Instruction Teaching Tips & Lesson Plan Draft
In-Class: Discussion of Readings
          Lesson Planning Workshop

Tues., Sept. 25: Assessing and Evaluating Student Learning
          Weinstein, Chapter 4: “Establishing Norms for Behavior”
          Log #4: Assessment Principles to Guide My Teaching
In-Class: Discussion of Readings
          Microteaching I: Group A

Tues., Oct. 2: Differentiating Instruction in Diverse, Caring Classrooms
Due: Weinstein, Chapter 3: “Setting the Tone: Creating Safer, More Caring Classrooms”

Log #5: My Own Top Ten List for Successful Instruction in Diverse Classrooms

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

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

**Tues., Oct. 16:** Motivating Learners and Involving Families
Due: Mid-Term Exam: Principal Interview
Weinstein, Chapter 5, “Working with Families”
Weinstein, Chapter 7, “Enhancing Students’ Motivation”
In-Class: Classroom Management Case Studies

**Tues., Oct. 23:** Helping Learners to Construct New Understandings
Due: Larson & Keiper, Chapter 7: “Concept Formation”
Log #6: Constructivism Graphic Organizer
In-Class: Discussion of Readings
Lesson Planning Workshop

**Tues., Oct. 30:** Promoting Meaningful Social Interaction
Due: Larson & Keiper, Chapter 8: “Cooperative Learning”
Larson & Keiper, Chapter 9: “Simulations, Roleplay, & Dramatization”
Weinstein, Chapter 9: “Managing Groupwork”
Log #7: Lesson Plan Draft
Guided Discovery Lesson Plan Draft
In-Class: Discussion of Readings
Lesson Planning Workshop

**Tues., Nov. 6:** Representing/Writing to Learn
Log #8: Representing/Writing to Learn in My Content Area
In-Class: Discussion of Readings
Microteaching II: Group B

**Tues., Nov. 13:** Asking the Right Questions
Due: Larson & Keiper, Chapter 6: “Questioning”
Weinstein, Chapter 10: “Managing Recitations and Discussions”
Log #9: Questioning Tips
In-Class: Discussion of Readings
Microteaching II: Group A

**Tues., Nov. 20:** Teaching Reading and Writing in the Content Areas
Due: Log #10: Learning Log Self Evaluation
In-Class: Discussion of Readings
Lesson Planning Workshop

Tues., Nov. 27: Leading a Discussion
Due: Larson & Keiper, Chapter 10: “Classroom Discussion and Debate”
Self-Assigned Readings for Discussion
In-Class: Microteaching III

Tues., Dec. 4: Learning and Remembering
Due: Larson & Keiper, Chapter 11: “Student-Directed Investigation”
In-Class: Discussion of Readings
Anticipation Guide Re-examination
Course Evaluation
Assignment: As a secondary content area teacher, you will undoubtedly make reading and writing assignments to help your students develop a stronger understanding of key concepts in your discipline. A learning log may help your students make meaning of challenging reading assignments by writing to learn in a variety of ways. In Reflective Teaching this semester, you will maintain a learning log of your own designed to serve at least two functions. First, you’ll explore for yourself content-based literacy strategies that you may want to incorporate into your own lesson plans. Second, you’ll begin to learn important new concepts about teaching and learning through your use of these strategies. Log entries should be maintained in a separate section of your Ed. 260 notebook and will serve as a valuable resource in the development of your lesson plans, reflective critiques, mid-term exam, and philosophy of education statement. Learning log entries are due as follows:

- Log #1: Graphic Organizer on The Classic View vs. The Official Theory due 9/4
- Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/11
- Log #3: Direct Instruction Teaching Tips & Lesson Plan Draft due 9/17
- Log #4: Assessment Principles to Guide My Teaching due 9/25
- Log #5: My Own Top Ten List for Successful Instruction in Diverse Classrooms due 10/2
- Log #6: Constructivism Graphic Organizer due 10/23
- Log #7: Guided Discovery Lesson Plan Draft due 10/30
- Log #8: Representing/Writing to Learn in My Content Area due 11/6
- Log #9: Questioning Tips due 11/13
- Log #10: Learning Log Self Evaluation due 11/20

Suggested Response Format: Maintain a learning log with entries added chronologically. While graphic organizers will be provided to guide some learning log entries, feel free to modify the graphic organizer using software such as Inspiration or Kidspiration. Consider word processing narrative-based entries so that you may re-organize, cut, paste, and revise log entries as part of larger assignments. While every attempt should be made to respond with attention to fluency, clarity, and correctness, the learning log should be a venue in which you may play with ideas and think deeply about how your teaching in the years ahead will foster content-area literacy, authentic student inquiry, student engagement, and student achievement.

Criteria for Evaluation: Please note that while this assignment is worth 15% of the final course grade, the entries you compose are designed to help you draft other major assignments as indicated on the syllabus. Be certain to review the criteria below prior to adding each entry to your learning log:

1. Log entry responds thoroughly and thoughtfully to assigned prompt.
2. Log entry makes specific and appropriate reference to the assigned reading.
3. Log entry exhibits thought at appropriate levels of Bloom’s cognitive taxonomy.
4. Log entry is fluent, clear, and attempts to follow the conventions of so-called standard written English.
5. Log entry supports the development of curriculum and instruction practices that foster content-area literacy, authentic student inquiry, student engagement, and student achievement.
Key to Rating Scale
5 Student work exemplifies this component.
4 Student work clearly displays this component.
3 Student work displays this component, which could use further clarity or development.
2 Student work minimally displays this component, which would benefit from revision.
1 Student work does not display this component.

Part I: The Lesson Plan
_____ 1. Presents accurate content in support of learning goals/objectives. *
_____ 2. Includes clear, appropriate objectives that specify what students should know and be able to do.
_____ 3. Engages student learners actively throughout lesson.
_____ 4. Includes ongoing assessment of student learning.
_____ 5. Applies Bloom’s cognitive taxonomy.
* Note: Any plan not rated 3 or better in this category must be revised before any credit may be earned.

Part II: The Reflective Analysis
_____ 7. Provides a brief summary of the lesson.
_____ 8. Identifies clearly what students should know and be able to do as a result of the lesson.
_____ 10. Identifies teacher practices that enhanced student learning.
_____ 11. Identifies teacher practices that did not enhance student learning.
_____ 12. Articulates how and why the actual lesson followed the intended plan.
_____ 13. Analyzes ways in which lesson deviated from intended plan.
_____ 14. Draws personal conclusions about lesson type, i.e. direct instruction, guided discovery, discussion.
_____ 15. Draws personal conclusions about lesson planning.
_____ 16. Uses and highlights pedagogical language.
_____ 17. Cites specific references to research.
_____ 18. Utilizes primary source material in analysis of teaching, including video clips where appropriate.
_____ 19. Presents analysis in a logical, organized manner.
_____ 20. Adheres to conventions of standard written English.