EDUC 511
Reflective Teaching: Records of Practice
Fall 2014
Fridays 10:00-11:30 AM
Room 4212

Faculty Member E-Mail Address Telephone Office
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Humanities Cohort

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STEM Cohort

Office Hours: by appointment

Course Description:
The fall session of EDUC 511 Reflective Teaching: Records of Practice (RoP) focuses on the records you gather to demonstrate your competency in effective teaching practice with an emphasis on high leverage practice. You will view and analyze a variety of video records of practice created by novice teachers including those generated by you. The course helps you prepare for student teaching during the winter and spring terms by providing experiences in which you learn what to look for in a classroom, how to unpack teaching moves, and how conversations about videos will lead to improvements in instructional practices.

EDUC 511 RoP provides time for reflection and discussion on your teaching practices and that of your colleagues. In the fall our primary focus will be on developing an awareness of the complexities of classroom teaching and how what you learn from your observations and teaching will help you continuously improve your teaching practice. Specifically, the objectives for the fall term of EDUC511 are that you will demonstrate the ability to:
- collect and share records of your instructional practice that represent effective teaching and, in particular, high leverage core practices,
- deconstruct, analyze and learn from records of practice, and
- participate effectively in a community of practice focused on improving instruction.

How the Course Operates During the Fall:
EDUC 511 is team-taught by Deanna Birdyshaw and Charles Dershimer. Charles will be the instructor of record and grade the work of students in the STEM cohort, and Deanna will be the instructor of record and grade the work of students in the Humanities cohort. Sometimes we will meet as a large group, combining the STEM and Humanities cohorts; sometimes we will meet as two separate groups; and still other times we will work in small groups. The course meets biweekly for formal instruction, but instructors will hold optional meetings to discuss course assignments on the weeks that the course does not officially meet.
Details and Specifics- (The A, B, Cs of this course)

Assignments
ED511 ROP assignments are graded on a point basis. The number of points for specific assignments is listed in the summary table at the end of this syllabus.

Submitting Assignments – Guidelines for EDUC 511
All assignments are to be handed in on time; if assignments are late, it will impact your grade (For an explanation of how this will affect your grade see the section on grading.) If there is some reason you need an extension on an assignment, please communicate with me. You must receive an email response from me that approves the extension. Without written approval, any late assignment will be graded down (for example, points may be lost for each day of lateness); there are no exceptions so make sure you communicate with Charles (STEM cohort) or Deanna (Humanities cohort).

Because there are several courses that some of us teach during the program, make sure that when you post an assignment on CTools, your paper contains a header with your last name and the title of the assignment. Make sure you post it in the proper place. Also, make sure you number your pages. In addition, most assignments will require a reference section. It should be on a separate page inserted at the end of the document. References must be cited using the American Psychological Association (APA) style. All papers are to be double-spaced.

In addition to written assignments, many of your assignments in EDUC511 RoP will require posting audio, video, or text edit files on M+Box. When posting digital records of practice you will be required to not only post assignments in the correct place, but special attention will need to be given to naming files. Because files on M+Box will be searched for by instructors and classmates, names of files must strictly follow naming structures.

Attendance
Attendance and participation are expectations in this class as a form of professionalism. We expect you to attend every class, to arrive on time for a prompt start, to stay until the end, and to participate in and contribute to class. It is vital that you attend every class session if at all possible.

You have a short period of time to learn and apply a great deal of information. Unavoidable circumstances do arise such as an illness or religious holidays. However, weddings, family trips, etc. are not considered excusable absences. You must inform Charles (STEM cohort) or Deanna (Humanities cohort) by email if you are going to be absent from any class. When you send the email letting us know you will not be in class, you must explain the reason why. We will let you know by email if your absence is approved. Failure to notify us by email that you will not be in class will automatically result in loss of points for the class no matter what the reason. There are no exceptions. All unapproved absences will result in loss of attendance credit. Each session is worth five attendance points.

There are three excused reasons for missing class: illness, family or personal emergency, religious holiday. If you cannot be present for a class session, let us know as soon as you know that you will be absent, but no later than 2 hours before class begins.
For religious holidays, please let us know at the start of the semester or at least two weeks in advance if you will miss class for this reason. While it will not be possible to recreate a missed class, please make arrangements with us to complete alternative work that will support the learning you missed. We will specify the due date for this alternative assignment. More than two absences from the class will make successful learning of the material in the course challenging and put you in danger of not being able to complete the course successfully. The Teacher Education Office will be notified if there are more than two absences. As always, participation points will be deducted for absences and late arrivals. Three absences—excused or unexcused—are grounds for failing this course.

**Cell Phones and Laptops**

Please turn off cell phones during class. Think about when you are standing in front of your students; you don’t want the discussion to be interrupted by someone’s cell phone ringing so out of respect to everyone, please turn them off before class begins.

We will expect you to always bring your laptops to class. Laptops are an integral part of classroom activities; and therefore, it is important to use them correctly. Although some of you are very good at multi-tasking, we want your undivided attention on the content and activities that occur during class. All of the experiences in MAC classrooms are designed to help you become an effective teacher. For this reason, engaging in activities such as surfing the web, checking email during class, reviewing the pictures you took while one of us is teaching, or any other off task use of computers during class is unacceptable and will result in loss of class participation points.

Appropriate use of electronic devices is a part of your professional participation in our class. Using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable, and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss your concern with us. Please let us know if there is an emergency that affects your need for using a phone during class time.

Using computers for personal use during class time is disrespectful and shows minimal regard for the content of the lesson. Put yourself in the place of the person teaching (remember this will be you in six months) and what it says to them about how much you care about what they are saying. Would you want your students surfing the web when you are teaching?

**Accommodations for Students with Disabilities**

If you are registered with the Office for Services for Students with Disabilities, please share your VISA (Verified Individualize Services and Accommodations) form with us at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress.

If you think you may need an accommodation to complete the requirements of this course, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends
accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

**CTools**

CTools is a customized, integrated, on-line resource that will be used in the course. It serves multiple purposes such as course-related announcements, assignments, readings, and online discussions. Our CTools site is secure and only MAC faculty and students can access it. One thing that will remain a constant function of our CTools site is that most assignments will be posted there.

The URL for a secure connection to CTools is: https://ctools.umich.edu/portal and our site is listed under the course. The only way to access our CTools site is through using your U of M uniqname and password. You cannot use e-mail addresses from providers like hotmail, yahoo, msn, etc. Everyone should already have their uniqname from the university and have registered for the fall classes. If you have done this, then you have access to CTools right now. Otherwise, we need your uniqname as soon as possible so that you can begin to use the CTools site.

**Required Use of Your Unique Name:** You must use your unique name and UM email account at all times in regard to MAC communications. We will only communicate with you using your UM email account; we will not use other email addresses.

**Class Discussions**

Because we will read a wide variety of articles and view a variety of records of practice in EDUC 511, a significant portion of the course will be spent in discussing them. As a result of the emphasis we place on discussion, you must be an active participant in all of our conversations. Participating in a conversation means building on what is contributed by others, offering clarifying information, asking for clarification, and summarizing what you think were important points. In other words, it means contributing substantively to the conversation. This Fall we will explore a variety of strategies for improving the overall quality of conversation. One approach we will use throughout the year is calling on people without any advanced warning or using the practice of “cold calling.” The intent is not to embarrass anyone or to play “gotcha” but rather it allows you to express your views and opinions so we can all benefit and learn from everyone else; this is an important part of being a contributing member of a cohort. It is part of the trust building that goes on in our Secondary MAC community. So, please be prepared and plan to be involved. Your participation in classroom conversation will count as part of your grade and we will keep track of who participates.

You are given five points for participation for each class. In order to get all five participation points you must be present and participate in class in a meaningful and thoughtful manner. Unfortunately, any absence whether excused or not, will result in the loss of participation points. If you are not present, you can’t participate in classroom discussion.

**Grading**

There are three factors that contribute to your overall grade: graded assignments, attendance, and class participation. For graded assignments you will receive written feedback, which provides an explanation of your points. Comments will be inserted into papers using the comment function of Microsoft Word. This is one of the reasons all assignments are submitted on CTools as a word document. We will not
accept any hard copies of papers. If you ever have a question about your grade, do not hesitate to contact me.

**Microsoft Word**

One of the requirements for posting documents on CTools is that the document must be in Microsoft Word. It can be purchased at the Showcase computer store at the student union for a reduced price.

**Academic and Professional Integrity**

It is expected that all members of this learning community will conduct themselves with integrity related to all aspects of our academic and professional lives. This includes making certain that plagiarism never occurs. If you are unsure about how to correctly attribute ideas, words, work, etc. to others, please ask. Please refer to the following website for specific policies and procedures related to academic and professional integrity (undergraduate and graduate): http://www.soe.umich.edu/file/academic_integrity/

**Discrimination/Harassment**

No member of this learning community should be subject to discrimination of any kind and/or harassment, as these practices have no place in a just society. Please refer to the following websites for University policies related to discrimination and harassment:
http://urespect.umich.edu/report/what/#Report3
http://www.rackham.umich.edu/policies/discrimination_harassment/

**Textbooks**


**Session Topics, Readings and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings To Be Done Prior to Class</th>
<th>Assignments Due at the Beginning of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5</td>
<td>Creating a Thinking Environment: In this class we will focus on moves a teacher can make that helps him/her establish an environment that focuses on thinking.</td>
<td>Richhart</td>
<td>Exit Ticket: What you noticed about how your mentor teacher established a productive learning environment.</td>
</tr>
<tr>
<td>9/12</td>
<td>This meeting is optional. It is an informal meeting and will be used to discuss EDUC511 assignments including capturing quality video, writing lesson plans, requirements for Instructional Video Assignments, in particular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
<td></td>
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<tr>
<td>9/19</td>
<td><strong>Quality INS Discussions:</strong></td>
<td>The purpose of this session is talk about how to make the most out of your instructional video discussions. We will review a rubric that can be used to assess the quality of your discussions.</td>
<td></td>
</tr>
<tr>
<td>9/26</td>
<td><strong>This meeting is optional.</strong></td>
<td>It is an informal meeting and will be used to discuss RWT1.</td>
<td></td>
</tr>
<tr>
<td>10/03</td>
<td><strong>High Leverage Core Practices:</strong></td>
<td>In this session we will discuss of high leverage core practices.</td>
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<tr>
<td>10/10</td>
<td><strong>This meeting is optional.</strong></td>
<td>It is an informal meeting and will be used to discuss RWT1.</td>
<td></td>
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<tr>
<td>10/17</td>
<td><strong>Analyzing video records of practice:</strong></td>
<td>We will discuss one of your INS_F1 videos.</td>
<td></td>
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<tr>
<td>10/24</td>
<td><strong>This meeting is optional.</strong></td>
<td>It is an informal meeting and will be used to discuss INS_F2.</td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td><strong>Analyzing video records of practice:</strong></td>
<td>We will discuss one of your INS_F1 videos.</td>
<td></td>
</tr>
<tr>
<td>11/07</td>
<td><strong>This meeting is optional.</strong></td>
<td>It is an informal meeting and will be used to answer questions about INS_F2.</td>
<td></td>
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<tr>
<td>11/14</td>
<td><strong>Analyzing video records of practice:</strong></td>
<td>We will continue to analyze records of practice.</td>
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<tr>
<td>11/21</td>
<td><strong>This meeting is optional.</strong></td>
<td>It is an informal meeting and will be used to discuss RWT2.</td>
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<tr>
<td>11/28</td>
<td><strong>Thanksgiving Break</strong></td>
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<tr>
<td>12/05</td>
<td><strong>Analyzing video records of practice:</strong></td>
<td>We will discuss one of your INS_F2 videos.</td>
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<tr>
<td>12/12</td>
<td><strong>This meeting is optional.</strong></td>
<td>Meet with individuals by appointment.</td>
<td></td>
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