All teaching is also a practice. (Kathleen Cushman)

...Learning involves difficulty, struggle, and persistence. (Kirsten Olson)

**Education 510 Maize and Blue (Winter 2014)**  
**Teaching and Learning (for Secondary MAC Interns)**  
**Thursdays 1:30-5:00 Room 4212**

Instructor: Shari Saunders, Ph.D.  
Office: 4216B SEB  
Office Hours: By appointment  
Google Voice: (313) 451-4105  
E-mail: sharisau@umich.edu (best way to contact)  
*In Case of Emergency Contact Byron Coleman: (734) 764-8416 (8AM-5PM)*

Instructor: Deanna Birdyshaw, Ph.D.  
Office: 1302 C SEB  
Office Hours: By appointment  
Phone and Voice Mail: 734-763-6718  
E-mail: dbirdy@umich.edu

**Official Course Description**
The focus of this course will be on supporting the learning of all students by differentiating instruction to meet the diverse needs of learners. Topics will include: developing positive relationships with students, facilitating student empowerment, using literacy strategies to scaffold learning, managing differentiated classrooms, teaching students with diverse backgrounds, and creating classroom climates that support positive academic, behavioral, and social outcomes for students.

**Course C Tools Site**
Important materials related to this course will be housed on a site titled *EDUC 510 002 W14*. If you cannot find this site on your C Tools site menu, let us know as soon as possible. The site will contain periodic updates to the syllabus, required readings, detailed explanations of some of the major assignments, and other resources to be used or referred to in class.

**Course Readings**
- *Fires in the Mind: What Kids Can Tell Us About Motivation and Mastery* by Kathleen Cushman
- *Transformative Classroom Management* by John Shindler
- *Reading for Understanding* by Schoenbach, Greenleaf, & Murphy
- Additional course readings are available on the CTools course website. Click on “Resources” to download and/or print out the readings.

**Course Goals**
Goal 1: To develop awareness of what facilitates and hinders the interest, effort, and success of students from diverse backgrounds. (Motivating Learners)

Goal 2: To create and sustain a classroom environment that attends to the social and emotional needs of students in relation to their academic success and participation in a learning community. (Developing and Sustaining Positive Classroom Learning Environments)

Goal 3: To learn concrete principles/strategies for incorporating English language learners, speakers of nonstandard varieties of English, and students with various types of disabilities into
mainstream instructional and assessment activities by adopting effective accommodations and modifications characteristic of an inclusive classroom. (Enacting Differentiated Practices)

Goal 4: To engage in self-reflection and make corresponding adjustments to your teaching practices that meet the differentiated needs of learners and that foster diverse students’ interest, effort and success. (Becoming a Reflective Practitioner)

Your success in meeting these goals has much to do with whether they are important to you, how invested you are in doing the work that will facilitate your growth in these areas, and how honest you will be with yourself and others in your self-examination. It is unlikely that you will see much substantive change if you do not acknowledge areas in which you need to grow and then commit to doing the work that will facilitate that growth. We are here to assist you in that process which can often feel uncomfortable and/or difficult.

**Standards and Benchmarks**
The following standards and benchmarks will be addressed in this course.

I. **STANDARD 1: PLANNING AND PREPARING FOR INSTRUCTION**
   A. **Benchmark 1.5—Diverse Backgrounds, Experiences, and Interests**
      The teacher creates lessons within each unit that reflect the diverse backgrounds, experiences, and interests of students by considering such factors as race, gender, sexual orientation, religious preference, and life experiences.
   B. **Benchmark 1.6—Motivation to Learn**
      The teacher creates lessons and units that engage students in individual and cooperative learning activities that help them develop the motivation to achieve by such activities as relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

II. **STANDARD 2: DESIGNING AND USING A VARIETY OF ASSESSMENTS**
   A. **Benchmark 2.1—Alignment of Assessment Tasks**
      The teacher uses backward design to align assessment tasks with curricular goals and objectives that reflect various types of knowledge and cognitive dimensions.
   B. **Benchmark 2.2—Variety of Assessment**
      The teacher uses a variety of assessment formats (e.g., true/false, multiple choice, short answer, essay) and assessment types (projects, presentations, observation, discussion) at frequent intervals during a unit of study to monitor and evaluate student learning.
   C. **Benchmark 2.3—Informing Instruction**
      The teacher uses information from a variety of assessments (e.g. formative and summative, individual and group, formal and informal) at a variety of levels (classroom, district, state, and national) to design instruction that results in improved performance for all students and reduces gaps among demographic groups.
   D. **Benchmark 2.6—Engagement in Self-Assessment**
      The teacher uses assessment strategies to involve learners in self-assessment activities that help them become self-regulated learners who are able to set and monitor personal learning goals and make adjustments when required.
III. **STANDARD 3: IMPLEMENTING INSTRUCTION**

**A. Benchmark 3.3—Instructional Methods**

The teacher uses a variety of instructional methods (e.g., cooperative learning, interactive lectures, demonstrations, guided inquiry, simulation, and role playing) so students assume more responsibility for their own learning.

**B. Benchmark 3.5—Questioning Techniques**

The teacher asks high quality questions that: span the various knowledge types and cognitive dimensions, are adapted to the language and ability levels of students, use a purposeful sequence, stimulate a wide range of student participation, probe initial student responses, and make use of appropriate wait time.

**C. Benchmark 3.6—Lesson Presentation and Adjustments During Instruction**

The teacher monitors and adjusts the flow of lessons in response to student feedback for the purpose of improving student learning (e.g. altering a task or activity, clarifying directions, summarizing, providing graphic organizers)

IV. **STANDARD 4: CREATING A POSITIVE CLASSROOM ENVIRONMENT**

**A. Benchmark 4.2—Safe Learning Environment**

The teacher creates and maintains a safe learning environment in which all students are treated fairly and respectfully by establishing clear standards of conduct for all students, monitoring student behavior in a preventive way, and responding to misbehavior in ways that are effective and sensitive to students’ individual needs.

**B. Benchmark 4.4—Demonstration of Care and Respect**

The teacher demonstrates genuine caring and respect for students by listening and talking to them, building social relationships among students, being sensitive and responsive to clues of distress, investigating situations, and seeking outside help as needed to remedy problems.

**Michigan Professional Educators Code of Ethics**

The following ethical standards and principles will be addressed in this course.

**I. Mutual respect**

**Ethical principal:** Professional educators respect the inherent dignity and worth of each individual.

**II. Equity**

**Ethical principal:** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

**III. Diversity**

**Ethical principal:** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

**A Principle Guiding the Course**

Kumashiro (2004) says, “what have come to be defined as good teaching in the United States are approaches to teaching that reinforce certain ways of thinking, of identifying, and of relating to others, including ways that comply with different forms of oppression (including racism, sexism, classism, heterosexism, colonialism, and other “isms”). ‘Good teaching’ is not a neutral concept.” It is also important to keep in mind that intelligence is a construct and there is a difference between “being smart” and “acting smart.”
All teaching is also a practice. (Kathleen Cushman)

...Learning involves difficulty, struggle, and persistence. (Kirsten Olson)

Every approach to teaching is problematic in some way. Much of what we want to do in this course is deal with the tension of striving to meet the needs of diverse learners at the same time that we know we will not always meet the needs of the different learners we teach—a challenge indeed. To continue to develop as teachers, we need to examine our victories and our disappointments. We need to understand that some of our most important lessons come from our struggles. We also need to remember to attend to the ordinary, everyday experiences that often go unexamined but can have an effect on the experiences of diverse learners.

**Student Support/Accommodations**

If you feel that you may need an accommodation for any sort of disability, please let us know as soon as possible. We can best support you if you let us know early on what your needs are.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading(s) Due</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>1/9/14</td>
<td>Course Introduction</td>
<td>The Personal and Collective Transformation of Teachers pp. 130-161 (On CTools under Resources)</td>
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<tr>
<td>Week 1</td>
<td>Syllabus Review</td>
<td>MDE Universal Education brochure pp. 1-8 (On CTools under Resources)</td>
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<td></td>
<td>Educator Transformation</td>
<td>Ch 1 Trauma, Compassion, and Resiliency: Background and Definitions pp. 1-35 in <em>The Heart of Learning and Teaching</em>… (On CTools under Resources)</td>
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<tr>
<td>1/16/14</td>
<td>Using assessment to learn about students</td>
<td>Chapters 1-3 (“<em>What Does It Take to Get Good?</em>”, “<em>Catching the Spark</em>”, and “<em>Keeping at It</em>” in <em>Fires in the Mind</em> text pp. 1-54 (read summer term)</td>
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<tr>
<td>Week 2</td>
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<td>Date</td>
<td>Topic</td>
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<td>Assessment-informed Classroom Climate</td>
<td>Ch. 3 “Exploring the Fundamental Components of the Classroom Environment” pp. 37-58 in Transformative Classroom Management</td>
<td>Classroom Climate Shift pp. 93-108 (On CTools under Resources) Entire book can be accessed online through <a href="http://www.lib.umich.edu">www.lib.umich.edu</a></td>
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<td>1/30/14</td>
<td>Week 4 Wounding and intolerance of differences in educational environments</td>
<td>Kinds of Wounds pp. 30-57 (On CTools under Resources)</td>
<td>Unwounding Teachers p. 182 (On CTools under Resources) The Power of Culturally Responsive Caring pp. 47-75 (On CTools under Resources)</td>
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<td>Building Relationships</td>
<td>Participating Activity: Case Student Planning Activity</td>
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<td>Culturally Responsive Caring</td>
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<td></td>
<td>Participation Activity: Case Student Planning Activity</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>References</td>
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<tr>
<td>2/6/14</td>
<td>Classroom and Behavior Management: Participation Activity: Case Student Planning Activity (Con’t)</td>
<td>Chapters 13 and 14 <em>(A Win-Win Approach to Conflict Resolution and Potential Power Struggles)</em> pp. 255-270 and <em>(Changing the Negative Identity Pattern and Succeeding with More Challenging Student Behavior)</em> pp. 271-295 in <em>Transformative Classroom Management</em></td>
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<tr>
<td>2/13/14</td>
<td>Understanding the Process of Developing Expertise: What are thinking routines and how do they increase learning?</td>
<td>Chapter 4 <em>(Asking the Experts)</em> in <em>Fires in the Mind</em> text pp. 55-70</td>
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<td>Chapters 5-6 <em>(Exploring Deliberate Practice)</em> and <em>(Practice and Performance)</em> in</td>
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</table>
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Resource</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2/27/14</td>
<td>Bringing Practice into the Classroom</td>
<td>Chapter 7 “Bringing Practice into the Classroom” in Fires in the Mind pp. 97-116</td>
<td>REFLECTION PAPER #2</td>
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<tr>
<td>Week 8</td>
<td>Participation Activity: Case Student Planning Activity</td>
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<tr>
<td>3/13/14</td>
<td>Grading and Homework</td>
<td>Chapter 8 “Is Homework Deliberate Practice?” in Fires in the Mind pp. 117-134</td>
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<td>Week 9</td>
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<td>Effective Homework Practices pp. 87-124 (On CTools under Resources)</td>
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<td>3/20/14</td>
<td>Classroom and Behavior Management</td>
<td>Chapters 11 and 12 <em>(Transformative Classroom Instruction and the Pedagogy-Management Connection</em> pp. 201-226 and <em>Effectively Managing the Cooperative Classroom</em> pp. 227-251) in Transformative Classroom Management</td>
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<td>Week 10</td>
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<tr>
<td>3/27/14</td>
<td>Poster Session and Debriefing</td>
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<td>POSTER PRESENTATION AND SUMMARY SHEET</td>
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**List of Graded Assignments**
- Reflection Paper #1
- Reflection Paper #2
- Poster Session and Summary Sheet
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Assignment Submissions and Returns
- All assignments will be submitted through M+Box in the EDUC 510-002 Maize or EDUC 510-003 Blue folder (can access M+Box from CTools Site)
- All assignments will be returned through CTools (Assignments)

Performance Evaluation

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<tr>
<td>Reflection Paper #1</td>
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<tr>
<td>Reflection Paper #2</td>
<td>30</td>
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<tr>
<td>Poster Session and Summary Sheet</td>
<td>60</td>
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Grading Scale

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<th>Grade</th>
<th>Score</th>
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<tr>
<td>A+</td>
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<td>A</td>
<td>8-99.5</td>
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<td>A-</td>
<td>7-94</td>
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<tr>
<td>B+</td>
<td>6-89</td>
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<td>B</td>
<td>5-84-80</td>
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<td>B-</td>
<td>4-79</td>
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<td>C+</td>
<td>3-74</td>
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<td>C</td>
<td>2-69</td>
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<td>C-</td>
<td>1-64-60</td>
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</tbody>
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Professionalism and Classroom Citizenship

One part of becoming a professional educator is “practicing what you preach,” and “practicing what you teach.” Your students notice everything, especially hypocrisy! If you want students to be good citizens then you must be a model citizen yourself. As teachers, you want your students to attend class regularly, be punctual, help each other, treat each other with respect, complete assignments and readings in a timely manner, and participate actively. Active participation includes being prepared for classroom discussions and activities by completing all readings and assignments and contributing to whole group and small group discussions.

As teachers yourselves, we expect you to model these dispositions. Lateness, absence, and lack of preparation for classroom activities often have a negative impact on your learning experiences and those of your classmates. It is our obligation as your instructors to make sure that every member of the classroom community has the opportunity to learn. We expect you to come to class on time and prepared. We expect all assignments to be completed by the due date. When assignments are handed in late, it is difficult for us to honor our commitment to all our students (to return assignments in a timely fashion and to provide useful feedback). Please hand in all assignments on time.

Absences, repeated tardiness, missed and/or late assignments will have a negative impact on your grade.

If you need to miss class, please contact us in advance if at all possible. Our policy for missed classes is to ask that you do all assigned work for that day. That means that you should turn in any written assignment on the day of the class you will miss, that you should read the assigned materials, and that you read through any PowerPoint slides or handouts for the class (posted on the class C Tools site). Then, within a week of the missed class, you should send us some informal comments/questions about the readings and the material contained in the slides/handouts.
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When asked in advance, and with good reasons, extensions on assignments can be granted. If there is no prior request and/or you miss the alternative due date, we will deduct 1/2 grade (i.e., A becomes A-).

**Laptops in the Classroom**
Laptops can be very distracting to instructors and students, especially during discussions. You are free to bring laptops to the classroom, but please refrain from using them during large and small group discussions unless you are searching for information relevant to content we are discussing and share what you find with the group. It is also appropriate to use laptops to present material to the class and on the few occasions when taking notes might be helpful. In this course, laptops should be seen as a resource that forwards our work in this space and not as an opportunity to multitask (e.g., read and answer e-mail, search the web for personal reasons, and/or complete other work while simultaneously engaging with colleagues and content).

**Academic Integrity**
Misconduct in the pursuit of scholarship and research includes at least the following major offenses:
- Cheating
- Plagiarism and other misappropriation of the work of another
- Falsification of Data
- Improperly obtaining or representing laboratory or field data
- Obstruction of the academic activities of another
- Aiding or abetting academic misconduct

Source (see website below for explanations of each of the offenses above and for additional offenses: [http://www.rackham.umich.edu/policies/academic_policies/](http://www.rackham.umich.edu/policies/academic_policies/))

**Available Support Services**
1. **Office of Services for Students with Disabilities**  [http://ssd.umich.edu/](http://ssd.umich.edu/)
   - Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge.
   - Assists students in negotiating disability-related barriers to the pursuit of their education.
   - Strives to improve access to University programs, activities, and facilities for students with disabilities.

   **Location:** G-664 Haven Hall 505 South State Street  
   **Hours:** 8:00AM-5:00PM Mon-Fri  
   **Phone:** (734) 763-3000  
   **E-mail:** ssdoffice@umich.edu

2. **Counseling and Psychological Services**  [http://www.umich.edu/~caps/](http://www.umich.edu/~caps/)

   Offers a variety of support services aimed at helping students resolve personal difficulties and strengthen the skills, attitudes and knowledge that will enable them to take full advantage of their experiences at the University of Michigan.

   **Location:** Third floor of the Michigan Union (Room 3100)  
   **Hours:** 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday  
   **Phone:** (734) 764-8312
3. ITCS Computing Assistance Hotline http://its.umich.edu/help/

Provides support for various computer resources and services at the University of Michigan.

**Monday–Friday:** 7:00 a.m.–6:00 p.m.
**Sunday:** 1:00 p.m.–5:00 p.m. (email only)
(734) 764-HELP

4. Sweetland Writing Center http://www.lsa.umich.edu/sweetland/

The Sweetland Writing Center offers a variety of writing courses and support for graduate students.

Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses. We act as an interested outside audience, direct students to resources, and give specific suggestions about organization, disciplinary modes, evidence, clarity, grammar, and style.

Graduate students may schedule one 60-minute appointment per week, with a limit of seven (7) visits during fall and winter terms including walk-ins. During spring and summer half-terms, the limit on visits is four (4) including walk-ins.

**Location:** 1310 North Quad
**Hours:** For hours each semester, click on *Schedule a Writing Workshop Appointment* under the “For Students” tab. **Avoid waiting until the last minute to schedule appointments so you can get your work read in a timely manner.**
**Phone:** (734) 764-0429
**Email:** sweetlandinfo@umich.edu