EDUC511
Reflective Teaching: Records of Practice
Summer 2011

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Office Hours: By Appointment

The summer session of EDUC 511 Reflective Teaching: Records of Practice (RoP) focuses on learning with records of practice. You will learn what records of practice are and view a variety of video records of practice created by veteran and novice teachers. The course helps prepare you for the fall by providing experiences in which you learn what to look for in a classroom, how to unpack teaching moves and experiment with various protocols for viewing and analyzing RoP.

Why is it important as a beginning teacher that you use and learn from digital records of practice? Very simply it allows a beginning teacher to examine and analyze their teaching and the teaching of others by capturing, interpreting, organizing, annotating, and storing records of practice. There are many compelling reasons to use records of practice as a critical component of teacher preparation. First, they allow beginning teachers to visit and revisit events and artifacts of teaching so that they not only begin to internalize the important theories and conceptions of good teaching, but also begin to visualize what these theories and conceptions actually look like in a real classroom. Because rich resources such as videos of teaching produced by the Annenberg and Carnegie Foundations are available on demand, beginning teachers can “dig into” and “sift through” the complex layers of teaching, uncovering the nuances associated with the art and craft of teaching and begin to discover what makes classrooms come alive. Studying digital records of practice with proper guidance and strategies makes decisions, actions, choices, and teaching maneuvers more visible; and therefore, through close and careful examination of teaching, beginning teachers learn how to unpack what is otherwise difficult to see. Second, the use of digital records of practice enhances teacher preparation exponentially by increasing the opportunities to examine what goes on behind closed classroom doors. It permits beginning teachers to observe a wider variety of classrooms, districts, and students, a feature that it is impossible to fully experience when beginning teachers are unable to leave their classrooms because of their
student teaching responsibilities. Third, one of the centerpieces of digital records of practice is that they become a rich resource for developing the foundational skills for observing the complex web of skills embedded within the act of teaching such as leading a large group discussion, maintaining the cognitive demand of a problem or task, managing time and materials, using the language of the discipline with care, and applying feedback from instructors, mentors, and fellow beginning teachers to their own practice.

EDUC 511 RoP provides time for reflection and discussion on your teaching practice and that of your colleagues. In the summer our primary focus will be on developing an awareness of RoP and how they help us continuously improve our teaching practice. We will also introduce the Secondary MAC Teaching Standards and Benchmarks and criteria for identifying high leverage practice.

**Organization for EDUC 511**

**How the Course Operates During the Summer**

EDUC 511 is team-taught by Deanna Birdyshaw and Charlie Peters. While Charlie Peters will be your instructor of record and grade your work, we will both serve as your instructors during the course). Sometimes we will meet as a large group; sometimes we will meet as two separate groups; and still other times you will work in small groups.

**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](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 summer 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.
BlueStream

BlueStream is a digital media repository and will be used for archiving large media files. We will use BlueStream to store several assignments including some records of practice and a few assignments such as Reflective Writing Tasks (RWTs). We will include information about where to post assignments in the descriptions of the assignments.

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 both of us (Deanna and Charlie). You must receive an email response from one of us that approves the extension. Without written approval, any late assignment will be graded down; there are no exceptions so make sure you communicate with us. 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 a footer with the course number. 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 BlueStream. 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 BlueStream will be searched for by instructors and classmates, names of files must strictly follow naming structures.

Attendance

Attendance at every session during the summer term is required. You have a short period of time to learn and apply a great deal of information. During the summer, each session (i.e., a three hour block of time) is the equivalency of a week of class. Unavoidable circumstances do arise such as an illness or religious holidays. However, weddings, family trips, etc. are not considered excusable absences. You must inform both Charlie and Deanna by email if you are going to be absent from any class. When you send us 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.

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

**Grading**

There are three factors that contribute to your overall grade during the summer session: 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. We will not accept any hard copies of papers. Charlie will grade EDUC511 Summer papers. If you ever have a question about your grade, do not hesitate to contact us.

**Cell Phones and Laptops**

**All cell phones must be turned off 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.

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?

**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.

**Textbooks**


Books are available for purchase at Ulrich’s Bookstore (South University Avenue) near the School of Education (East University Avenue).
June 2011

Schedule of Class Meetings

6/21
AM
Overview of Secondary MAC Program
Room 1322
Instructor: Peters

Assignment

Effective Teaching Essay: Due June 20 at 11:55 AM
This assignment is graded as a Participation Activity. Detailed instructions were emailed to you during the week of June 13 and also posted on CTools (EDUC511Su11) in the Assignment folder under Attendance and Participation 6-21-11. Bring four copies of your effective teaching essay to EDUC511Su11 on June 21.

NOTE About Readings – All readings are listed on the day they will be discussed. You are expected to do all the reading before class and come prepared to engage in discussions. If there are no readings listed, then there are no readings assigned for that class.

Readings


6/21
PM
Topic: Effective Teaching: What is it?
Room 1322
Instructors: Peters and Birdyshaw

In this session we will discuss the effective teaching essay that you posted on CTools. You will be placed in small groups so each of you can discuss what you wrote. Don’t forget to bring four copies of your essay to class so you can share it with the members in your group. You will be asked to review each essay and determine which one best captures what your group believes best represents the elements of effective teaching. After the small group discussion, you will be asked to share the one you selected and the rationale you used to make the determination.
Second, we will review the standards and benchmarks that are the conceptual underpinning for what we think are some of the critical components of effective teaching. You will use the standards and benchmarks through the year and they will become the foundation for your reflective writing tasks (RWT) and your electronic portfolio (e-Portfolio). We will also introduce the concept of high leverage practice. You will review the standards and benchmarks and the elements of high leverage practice in small groups to get an overview of their overall breadth and depth. Your group will then compare the criteria you used to determine what constituted effective teaching to the standards and benchmarks and elements of high leverage practice.

**Reading**

Standards and Benchmark document which is posted in the Resources section of EDUC511 on CTools.

Elements of High Leverage Practice which is posted in the Resources section of EDUC511 on CTools.

**Assignment**

**Biographical Sketch: Due June 23 at 11:55 PM**

For details about the biographical sketch, please download the assignment from CTools (Assignments Folder). This assignment is worth 10 points.

6/23 PM  
Topics: Records of Practice and High Leverage Practice  
Instructors: Peters and Birdyshaw

In today’s class we will address two topics. First, we will also introduce the concept of records of practice (RoP) and talk about their role in becoming a reflective teacher. The goal of EDUC 511 is to prepare you to develop the knowledge and skills to collect and learn from RoP so that you will be able to use these tools to continuously hone your practice throughout your professional career. We will begin our discussion of RoP by reading a chapter written by an experienced teacher who reflects on a particular instance of her teaching practice. We will talk about the many decisions teachers make during the course of planning and teaching a lesson.

We will also talk about high leverage practice. During the year, we will examine records of practice to see if and how they represent elements of high leverage practice. Our goal for today’s discussion will be to define high leverage practice and talk about examples of high leverage practice.

**Reading**

6/28  Topic: Introduction to Anderson and Krathwohl
PM    | Room 2302
Instructors: Peters and Birdyshaw

Today we begin our discussion about what is meant by content knowledge and by cognitive dimension (i.e., the way we act on that knowledge). We will begin investigating the Anderson and Krathwohl taxonomy table, a socioconstructivist perspective that combines content knowledge with cognitive dimensions of understanding. Their work is central to many of the activities and ideas we will be discussing in EDUC 511 as well as other courses over the next 12 months.

Reading:


6/29  Topic: Levels of Knowledge and Cognitive Dimensions
AM    | Section A: 2229
Instructors: Peters and Birdyshaw

In this afternoon’s discussion we resume our conversation about the Anderson and Krathwohl taxonomy by focusing on the four knowledge dimensions: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. The emphasis is on what learners know and how they think. How knowledge is viewed is inextricably linked to subject area knowledge. Important questions to keep in mind when reading Chapter 4 are: What is the distinction between knowledge and subject matter content? How do you distinguish between the four types of knowledge and why is it important? How might teachers use this knowledge when teaching their subjects?

We will also examine the cognitive processes within each of the six categories of the taxonomy table: remember, understand, apply, analyze, evaluate, and create. Our goal is to understand how each of the cognitive dimensions provides a foundation for lower order and higher order thinking. Important questions to keep in mind while reading Chapter 5 is: (1) What differentiates each of the six categories? (2) Why do you think there are so many subcategories for understanding? (3) Why is categorizing cognition in this
way helpful for instruction? (4) What are the implications for teaching? (5) What are the limitations to categorizing cognitive dimensions in this manner?

Readings:


Assignment

Analysis of Questions Using the Anderson & Krathwohl Taxonomy.
You will use the Anderson & Krathwohl taxonomy to analyze and label the knowledge level and cognitive processes of 10 questions taken from a short publication posted as part of the assignment on CTools. We will discuss the labeling of the questions on July 14. See assignment on CTools for detail.

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7/21  Topic: Records of Practice  Room 2229  Instructors: Peters and Birdyshaw

In this session we will view video records of practice and talk about what can be learned from analyzing the practice of others. We will focus on protocols for discussing video records of practice and discuss strategies for recording and archiving useful examples of teaching practice.

Reading:


Assignment

Analysis of Video Record of Practice
During class you will view records of practice and conduct a small group discussion in which you analyze the teaching and learning taking place in the video. See assignment on CTools for detail.

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7/28  Topic: Reflecting on Practice  Room 2229  Instructors: Peters and Birdyshaw
In this session we will view two video records of practice. You will view a video record of practice and then write a brief description of what you learned about teaching and learning from viewing the tape and how you might use this information when you begin teaching this fall.

**Assignment**

**Brooks Reflection: Due July 28**

During class you will view video records of practice and then analyze what you learned while watching the video and how you might use this knowledge in your own practice. See assignment on CTools for details.

**FALL TERM**

**Session Topics, Readings and Assignments**

**8/29**

**Topic:** Classroom Environment and Intellectual Character  
**Room:** Room 2328; 4:00-7:00 PM  
**Instructors:** Peters and Birdyshaw

In this session we will provide an overview of the fall term and discuss classroom environment (Standard 4) and its connection to building intellectual character through initiating a climate of respect, developing a culture of thinking, and structuring conversations.

**Reading**


**Assignments**

**Concept Mapping Activity:** For a description of the assignment see CTools.

**Classroom Observation Assignment**

There are two parts to the classroom environment observation assignment. Part 1 involves focusing on notable elements of intellectual character that you observe during the first week of your fall placement. You will bring the notes of what you observed to EDUC 650 on September 8. Part 2 involves capturing promising examples of Standard 4: Creating a Positive Classroom Environment. Take one still photo of what you consider to be an example of one or more of the benchmarks in Standard 4. In addition, capture on a video of 3 to 5 minutes some of the following: an interview with your mentor about classroom rules and
procedures that create a culture of thinking, a video of the setup of the classroom that exemplifies a culture of thinking, and examples of intellectual character that have emerged during the first two weeks of school. Bring the photo and video clip to EDUC 511 on September 22.

9/15  Topic: PESG Meeting  
Room 2334; 6:00-8:00 PM

The purpose of this session for PESG to take you through the materials you need to complete. Remember to complete the required work before you come to the session.

9/22  Topic: Capturing and Editing Quality Videos  
Room 2328; 6:15-7:30 PM  
Instructors: Peters and Birdyshaw

The purpose of this session is discuss techniques for capturing and editing quality video clips to serve as focal points for professional discussions about high leverage practice. We will discuss expectations for lesson plans and artifacts that accompany video clips, and talk about the role focus questions play in guiding discussion about video clips. In addition, we will discuss how to create good video clips for this term’s assignments and post them to BlueStream. Finally, we will go over the various assignments requiring the use of video clips (i.e., instructional video assignments and RWTs).

Assignment

Instructional Video 1: Questioning Techniques—see assignment for details.

9/29  Topic: Using High Leverage Practice Questioning Techniques to Probe for Student Understanding  
Room 2328; 6:15-7:30 PM  
Instructors: Peters and Birdyshaw

The purpose of this session is to continue our discussion about how to use questioning strategies to probe more deeply into student understanding which is a critical part of your practice. It is also an important part of reflective practice: asking insightful questions about your own teaching. View examples of questioning techniques in the context of high leverage practice

Assignment
Instructional Video 2: Teaching with Text—see assignment for details.

10/13  Topic: RWT 1: Classroom Environment

The purpose of this session is discuss the creation of reflective writing task 1 (RWT 1). It focuses on what you are learning about the importance of creating a positive classroom environment. RWT 1 addresses the focus question: What have you learned about classroom environment and how what you have learned can be applied to your own teaching?

Room 2328; 6:15-7:30 PM
Instructors: Peters and Birdyshaw

Assignment: RWT 1

The focus of RWT 1 is to illustrate, analyze, and reflect on what you are learning about the importance of creating a positive classroom environment. RWT 1 addresses the focus question: What have you learned about classroom environment and how what you have learned can be applied to your own teaching? See the assignment for a more detailed description.

10/27  Topic: Small Group Instructional Video Discussion 1
Room 2328; 6:15-7:30 PM
Instructors: Peters and Birdyshaw

The purpose of this session is to share your video clips of teaching episodes that focus on questioning techniques. We will work in small groups to discuss what you have learned about effective ways to use questioning techniques to deepen student understanding of major concepts, and how you can apply this knowledge and skill in other teaching situations.

11/10  Topic: RWT 2: Planning and Preparing Lessons based on High Leverage Practice
Room 2328; 6:15-7:30 PM
Instructors: Peters and Birdyshaw

In this session we will continue our discussion of high leverage practice. We will focus our attention on issues related to aligning objectives, instructional
activities, and assessments to ensure that instruction develops higher order thinking. We will discuss the importance of selecting video clips that represent salient aspects of teaching and learning that are aligned to the problem of practice you want us to discuss. In addition, we will discuss the creation of RWT 2 which addresses the focus question: What have you learned about preparation and planning for instruction and how can what you have learned be applied to your own teaching?

**Assignment: RWT 2: Planning and Preparing Lessons based on High Leverage Practice**

The focus of RWT 2 is to illustrate, analyze, and reflect on what you are learning about the importance of preparation and planning for instruction. The focus question is: **What have you learned about preparation and planning for instruction and how can what you have learned be applied to your own teaching?** See the assignment for a more detailed description.
12/1  Topic: Small Group Instructional Video Discussion 2
Room 2328; 6:15-7:30 PM
Instructors: Peters and Birdyshaw

The purpose of this session is to share your video clips of your initial teaching experiences. We will work in small groups to discuss what you have learned skill in other teaching situations.