EDUC 512 – MAC Program Reflective Teaching: Records of Practice- STEM Cohort

Winter 2015
STEM Room 2241
Select Fridays from 3:00 to 4:30 pm

Faculty Member                E-Mail Address         Telephone    Office
Deanna Birdyshaw, Professor   dbirdy@umich.edu        734.763.6718  1302C
Humanities Cohort
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STEM Cohort

Office Hours: Friday afternoons or by appointment

Course Description:

This is a continuation of the content studied in the summer and fall EDUC511 courses. Winter sessions will meet approximately biweekly on Fridays from 3:00-4:30 PM. The topics and assignments for each class are listed below, and a grading chart is provided at the end of the syllabus.

EDUC 512 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 enact specific practices, and then review and analyze a variety of video records of the enactment of these practices that are generated by you and your colleagues. The course helps learn from your student teaching experiences during the winter term by supporting you with learning what to look for in classroom instruction, how to unpack these observed teaching moves, and how to have conversations about video records of practice that lead to improvements in your own instructional practices. In addition, this course will begin preparation for your final masters thesis assignment.

EDUC 512 provides time for reflection and discussion on your teaching practices and that of your colleagues. Our primary focus will be to continue our study of the complexities of classroom teaching. Specifically, the objectives for EDUC512 are that you will demonstrate the ability to:

- collect and share records of your instructional practice that represent and document effective teaching and, in particular, high leverage practice,
- deconstruct, analyze and learn from records of practice, and
- participate effectively in a community of practice focused on improving instruction.
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How the Course Operates During the winter:
EDUC 512 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.

Details and Specifics- (The A, B, Cs of this course)

Assignments
ED512 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 512
All assignments are to be handed in on time; if assignments are late, it will impact your grade and the ability of your peers to complete their work effectively (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; 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 or M+box, that 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, please 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 EDUC 512 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 at every session during the winter term is required. You have a very short period of time to learn and apply a great deal of information. 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 me know as soon as you know that you will be absent, but no later than 2 hours before class begins.

Acceptable absences for religious holidays: please let me 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 me to complete alternative work that will support the learning you missed. I 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.

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?

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.

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 512, 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. During this term 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.
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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 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: (1) graded assignments, (2) attendance, and (3) 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 or a separate rubric/checklist will be provided with feedback. 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.

I expect that all assignments for this course will be turned in on time. If extenuating circumstances prevent you from turning in an assignment on time, please contact me via email prior to the submission deadline, talk to me in class, or contact me on the phone. Unexcused late work will impact your grade in correspondence with how late the work is submitted (for example, points may be lost for each day of lateness).

The grading scale is based on the following percentages of the total points possible:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>99-95</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-85</td>
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<tr>
<td>B</td>
<td>84-80</td>
</tr>
<tr>
<td>B-</td>
<td>79-75</td>
</tr>
<tr>
<td>C+</td>
<td>74-70</td>
</tr>
<tr>
<td>C</td>
<td>69-65</td>
</tr>
<tr>
<td>C-</td>
<td>64-60</td>
</tr>
<tr>
<td>D</td>
<td>50</td>
</tr>
<tr>
<td>F</td>
<td>40</td>
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</tbody>
</table>

M+Box
M+Box is a campus “cloud” storage facility and will be used for archiving large media files. We will use M+Box to store several assignments including some records of practice and a few assignments such as Reflective Writing Tasks (RWTs) and elements of your thesis. We will include information about where to post assignments in the descriptions of the assignments.

Please create an M+Box folder for use this Winter and label the folder using “Winter2015_EDUC512_LastName” as its name. Please give me, and members of your video discussion group, permission to access and add items to this folder.

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.
1. **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/](http://www.soe.umich.edu/file/academic_integrity/)

2. **Accessibility / Accommodations for Students with Disabilities**
   Every member of this learning community has the right to full participation.
   If you are registered with the Office for Services for Students with Disabilities, please share your VISA (Verified Individualize Services and Accommodations) form with me 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](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.

3. **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://www.rackham.umich.edu/policies/discrimination_harassment/](http://www.rackham.umich.edu/policies/discrimination_harassment/)

**Textbooks**


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Class Schedule and Topics Description:

Jan 09  Class 1 Overview of the Semester Introduction to Learning with Graphic Organizers

The purpose of this class is to provide an overview of the coming semester in relation to the goals of the class, your work in your clinical setting, and your final MAC program assignment - the thesis project.

We will also focus on the practices associated Outcome 3: ENGAGE IN INSTRUCTIONAL PRACTICES AND ROUTINES designed to support teaching disciplinary concepts and practices with texts. We will focus on the use of graphic organizers to increase student learning and to document student learning. The qualities of an effective graphic organizer will be discussed in relation to Competency 4.6 Engage Students in Self-Assessment.

In addition we will review the competencies of Outcome 4: DESIGN AND USE VARIETY OF ASSESSMENTS to improve learning and review some characteristics Competency 3.2 Give Clear and Adequate Instructions and Use Appropriate Language when designing assessment directions.

Readings – (Time will be given in class to skim these, be sure to read them in detail after class...!)


Skim this for the theory of learning that is warranted based on research and examples of graphic organizers.


This reading is useful for thinking about how to design instructional activities that help students study for exams. Read this and take notes on the model of learning that is described, the kinds of tasks that support learning through studying, and the role that metacognition plays for what student’s perceive is studying and why students do or don’t learn from studying.

Assign RWT 3 for Outcome 4: DESIGN AND USE VARIETY OF ASSESSMENTS to improve learning.
(RWT 3 Due February 6)

Assign INSW1 Learning with Graphic Organizers
(INSW1 LP & Video due February 13)
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(INSW1 Audio Discussion due February 20)
(INSW1 Reflection due February 25)

Jan 16  No Class - CPI Training

Jan 23  Class 2 – Review Outcome 4: DESIGN AND USE VARIETY OF ASSESSMENTS to improve learning.

The purpose of this class is to discuss examples of assessment artifacts that you might include in RWT3. We will review Competency 4.1 Align Assessment Tasks & Competency 4.2 Create and Use a Variety of Assessments to explore how to using formative and summative assessments to support a ‘learning from assessment’ classroom culture. We will review competency 4.6: Engage Students in Self-Assessment Reviewing Study Guide Graphic Organizers.

Readings:


This article is very useful for helping you think about how to build an assessment culture in your classroom that focuses on using assessment to SUPPORT student learning. Before you read this, think about the USE of and PURPOSE of assessment in your classroom. Write out short answers to “When is assessment used?” and “What is the purpose of assessment?” before you start this reading. Then after you complete the reading, check if your ideas have stayed the same or changed based on Stiggins’ claims about assessment and motivation.


This article provides useful practices that can be readily implemented in a variety of classrooms to develop a classroom culture focused on using assessment for learning. Practice 2 can be used when planning for your first unit during student teaching. Pay attention to the “Motivated to Learn” section at the end of the article, as we will talk about this in class.


This reading describes to how to use formative assessment and rubrics to help students learn about mathematical practices for completing story problems. While the age level is lower than what you all are teaching, the assessment practices are useful for effective instruction.

Jan 30  Optional Assignment Review section and/or Advising

Feb 6  Class 3 - Outcome 3: ENGAGE IN INSTRUCTIONAL PRACTICES AND ROUTINES designed to support teaching disciplinary concepts and practices with texts.
In this class we will review practices and records of practice associated with “Competency 3.6 Motivate Students: Use knowledge of students to engage them with content that is relevant and creates learning tasks and activities that are at their appropriate instructional levels” by examining worksheets that scaffold mathematical practice. We will also review “Competency 3.3: Use Productive Instructional Routines” to introduce the characteristics of thinking routines.

→ REMEMBER: RWT 3 DUE 2/6

Assign RWT 4 for Outcome 3: ENGAGE IN INSTRUCTIONAL PRACTICES AND ROUTINES designed to support teaching disciplinary concepts and practices with texts.
(RWT 4 Due March 13)

Feb 13  No Class - CPI Training

→ REMEMBER: LP & Video due February 13

Feb 20  Class 4 INW1 Instructional Video Discussion – Learning with Graphic Organizers
In this class we will hold a whole class discussion of an exemplar Instructional Video to characterize the practices associated with documenting and supporting student learning with graphic organizers/concept maps. We will also review practices and records of practice that represent Competency 3.3: Use Productive Instructional Routines & Competency 3.4: Use Effective Instructional Methods as we examine the characteristics of thinking routines

Readings:

This chapter builds on the readings you did over the summer related to intellectual character. Richhart introduces the instructional practice of a thinking routine and the role this tool plays on developing intellectual character. Skim this chapter to develop a rational for the importance of thinking routines.


Read this conference paper in detail to see examples of thinking routines and warrant for how these represent high leverage practice.

Assign INSW2 Using a Thinking Routine
(INSW2 LP & video due March 20)
(INSW2 Audio Discussion due March 27)
(INSW2 Reflection due April 3)

→ REMEMBER: INW1 Audio Discussion due February 20
Feb 27  No Class - Optional Assignment Review Meeting (online)

➔ REMEMBER: INW1 Reflection due February 25

March 6  ➔ No U-M Classes; Interns still attend clinical placement

March 13 Class 5 - Practices for INSW2 – Using a Thinking Routine
The purpose of this session is to describe the role of prior knowledge in supporting the use of differentiated instruction. We will discuss how graphic organizers, thinking routines, and writing to learn can be used to collect prior knowledge in relation to a model of differentiated instruction.

➔ REMEMBER: RWT 4 DUE 3/13

March 20  ➔ No Class / No Assignment Review Session – MACUL Conference

➔ REMEMBER: INSW2 LP & video due March 20

March 27 Class 6 INSW2 Instructional Video Discussion – Thinking Routine
In this class we will hold a whole class discussion of an exemplar instructional video to characterize the practices associated with using thinking routines.

➔ REMEMBER: INSW2 Audio Discussion due March 27

April 3  No STEM class

➔ REMEMBER: INSW2 Reflection due April 3

April 10 No STEM class

April 17 No STEM class

April 24 No STEM class

➔ EDUC 512 GRADES SUBMITTED
Table 1 – Class Topics, Assignments and Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/09</td>
<td>Class 1</td>
<td>Overview of winter term.</td>
<td>Assign RWT 3 Assessing Learning (RWT 3 Due February 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Outcome 3: ENGAGE IN INSTRUCTIONAL PRACTICES AND ROUTINES.</td>
<td>Assign INW1 HLP Graphic Organizers (INSW1 LP &amp; Video due February 13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Outcome 4: DESIGN AND USE VARIETY OF ASSESSMENTS to improve learning.</td>
<td>(INSW1 Audio Discussion due February 20) (INSW1 Reflection due February 25)</td>
</tr>
<tr>
<td>1/16</td>
<td></td>
<td>No Class / No Review Session</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>1/23</td>
<td>Class 2</td>
<td>Review Outcome 4: DESIGN AND USE VARIETY OF ASSESSMENTS to improve learning.</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1/30</td>
<td></td>
<td>Optional Assignment Review section and/or Advising</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/6</td>
<td>Class 3</td>
<td>Review Outcome 3: ENGAGE IN INSTRUCTIONAL PRACTICES AND ROUTINES designed to support teaching disciplinary concepts and practices with texts.</td>
<td>RWT 4 DUE 2/6 Assign RWT 4 Enacting Instruction (RWT 4 Due March 13)</td>
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<tr>
<td>2/13</td>
<td></td>
<td>No Class / No Review Session</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/20</td>
<td>Class 4</td>
<td>INSW1 Video Discussion – Documenting and supporting learning with graphic organizers/concept maps</td>
<td>INSW1 Audio Discussion due February 20 Assign INSW2 Using a Thinking Routine (INSW2 LP &amp; video due March 20) (INSW2 Audio Discussion due March 27) (INSW2 Reflection due April 3)</td>
</tr>
<tr>
<td>2/27</td>
<td></td>
<td>Optional Assignment Review Session (online)</td>
<td>INSW1 Reflection due February 25</td>
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<tr>
<td>3/6</td>
<td></td>
<td>No U-M Classes – NOTE: Interns still attend clinical placement.</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3/13</td>
<td>Class 5</td>
<td>Review Outcome 3: ENGAGE IN INSTRUCTIONAL PRACTICES AND ROUTINES designed to support teaching disciplinary concepts and practices with texts.</td>
<td>RWT 4 DUE 3/13</td>
</tr>
<tr>
<td>3/20</td>
<td></td>
<td>No Class / No Assignment Review Session (MACUL)</td>
<td>INSW2 LP &amp; video due March 20</td>
</tr>
<tr>
<td>3/27</td>
<td>Class 6</td>
<td>INSW2 Discussion - Using a Thinking Routine</td>
<td>INSW2 Audio Discussion due March 27</td>
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<td>4/04</td>
<td></td>
<td>No STEM class</td>
<td>INSW2 Reflection due April 3</td>
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<td>4/11</td>
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<td>No STEM class</td>
<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>4/18</td>
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<td>No STEM class - Winter Semester Ends</td>
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<tr>
<td>4/25</td>
<td></td>
<td>No STEM class</td>
<td>EDUC 512 GRADES SUBMITTED</td>
</tr>
<tr>
<td>Assignment</td>
<td>Due Date/s</td>
<td>Assignment Points</td>
<td>Description and Notes</td>
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<td>RWT 3: Assessment Practices</td>
<td>February 6</td>
<td>60 points</td>
<td>The focus of RWT 3 is to illustrate, analyze, and reflect on what you are learning about the importance of using assessment to inform instruction. RWT 3 addresses the <em>focus question</em>: What do you know about assessment and how are you using that knowledge to guide your practice? This RWT addresses Outcome 4: DESIGN AND USE VARIETY OF ASSESSMENTS to improve learning.</td>
</tr>
<tr>
<td>Instructional Video Winter 1 (INSW1): Documenting Learning with Graphic Organizers</td>
<td>Multiple due dates: Video &amp; Lesson Plan/Description- February 13, Audio Discussion- Feb 20, Reflection- Feb 25</td>
<td>85 points total; 35 pts. Video &amp; LD, 30 pts. Small group Discussion, 20 pts. Reflections</td>
<td>The purpose of this assignment is to capture and share a video clip in which you use a graphic organizer to help students synthesize knowledge or formulate an understanding of a concept.</td>
</tr>
<tr>
<td>RWT 4: Enacting Instruction</td>
<td>March 13</td>
<td>60 Points</td>
<td>The focus of RWT 4 is to illustrate, analyze, and reflect on what you are learning about the importance of enacting instruction for students with diverse learning needs. RWT 4 addresses the <em>focus question</em>: What do you know about enacting lessons for diverse learners, and how are you using that knowledge to guide your practice? This RWT addresses Outcome 3: ENGAGE IN INSTRUCTIONAL PRACTICES AND ROUTINES designed to support teaching disciplinary concepts and practices with texts.</td>
</tr>
<tr>
<td>Instructional Video Winter 2 (INSW2): Using a Thinking Routine</td>
<td>Multiple due dates: Video &amp; Lesson Plan- March 20, Audio Discussion- March 27, Reflection- April 3</td>
<td>85 Points Total; 35 pts. Video &amp; L, 30 pts. Small group Discussion, 20 pts. Reflections</td>
<td>The purpose of this assignment is to capture and share a video clip in which you use effective techniques to enact a lesson that incorporates Thinking Routines.</td>
</tr>
<tr>
<td>Attendance and Participation for classes</td>
<td>Assigned Each Day</td>
<td>60 Points</td>
<td>5 points for each day of attendance 5 points each for daily participation in class discussion and completing in-class activities.</td>
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</tbody>
</table>