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 and spring terms by supporting you with learning what to look for in a classroom, 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 e-portfolio assignment.

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

How the Course Operates During the Winter:
EDUC 512 is 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 (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, 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 fall term is required. You have a 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.

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 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.

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>9.100</td>
</tr>
<tr>
<td>A</td>
<td>8.99-95</td>
</tr>
<tr>
<td>A-</td>
<td>7.94-90</td>
</tr>
<tr>
<td>B+</td>
<td>6.89-85</td>
</tr>
<tr>
<td>B</td>
<td>5.84-80</td>
</tr>
<tr>
<td>B-</td>
<td>4.79-75</td>
</tr>
<tr>
<td>C+</td>
<td>3.74-70</td>
</tr>
<tr>
<td>C</td>
<td>2.69-65</td>
</tr>
<tr>
<td>C-</td>
<td>1.64-60</td>
</tr>
</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 e-Portfolio. 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. Within your M+Box makes folders for the major assignments: INSW1, INSW2, RWT 3 and RWT4. Please give me, and members of your video discussion group, permission to access and add items to the folders we need to share.

**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.

(Adapted from L. Bricker, 2012 and from the Faculty Handbook from the Office of Services for Students with Disabilities, 2012)

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/
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) 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://urespect.umich.edu/report/what/#Report3 http://www.rackham.umich.edu/policies/discrimination_harassment/

Textbooks


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

Books to be used as Resources:


Class Schedule and Topics Description:

Jan 10  Class 1 Overview of the Semester and getting started. Introduction of INSW1—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 e-portfolio.

We will also focus on the practices associated with the use of graphic organizers to increase student learning and to document student learning. The qualities of an effective graphic organizer will be discussed.

Assign INSW1 Learning with Graphic Organizers
(INSW1 LP & Video due January 31)
(INSW1 Audio Discussion due February 7)
(INSW1 Reflection due February 10)

Jan 17  Optional Meeting- Assignment Review Session (INSW1 and RWT3)

Jan 24  Class 2 – Learning from Records of Practice

During the class we will continue our discussion of how we use discussions of videos to hone our teaching practice.

Jan 31  Optional Meeting- Assignment Review Session (RWT3)

⇒ REMEMBER: INSW1 LP & Video due January 31

Feb 7  Class 3 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.

⇒ REMEMBER: INW1 Audio Discussion due February 7
⇒ REMEMBER: INW1 Reflection due February 10

Feb 14  Optional Meeting- Assignment Review Session (INSW2 and RWT4)
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Feb 21  Class 4 Introduction of INSW2—Differentiated Instruction Lesson In this session we will explore how to document your use of differentiated instruction in relationship to the tiered framework for differentiated instruction. We will use the benchmarks associated with Standard 1: Planning and Preparing for Instruction and Standard 3: Implementing Instruction to support your reflection on the practices associated with differentiated instruction.

Assign INSW2 Differentiated Instruction Lesson
(INSW2 LP & video due March 21)
(INSW2 Audio Discussion due March 28)
(INSW2 Reflection due April 2)

⇒ REMEMBER RWT 3 DUE FEB 24

Feb 28  Optional Meeting- Assignment Review Session (INSW2 and RWT4)

Assign INSW2 Differentiated Instruction Lesson
(INSW2 LP & video due March 21)
(INSW2 Audio Discussion due March 28)
(INSW2 Reflection due April 2)

Assign RWT 4 Documenting Differentiated Instruction
(RWT 4 Due March 28)

March 7  Winter Break

March 14  MACUL Conference

March 21  Class 5 Using Records of Practice to improve differentiated instruction.

In this session we will explore how to document your use of differentiated instruction in relationship to the tiered framework for differentiated instruction. We will use the benchmarks associated with Standard 1: Planning and Preparing for Instruction and Standard 3: Implementing Instruction to support your reflection on the practices associated with differentiated instruction.

March 28  Class 6 INSW2 Instructional Video Discussion – Launching a Difference Lesson
During the class we will continue our discussion of how we use discussions of videos to hone our teaching practice. We will focus on practice related to differentiated instruction.

Please note that this is the last meeting date for EDUC512
# Table of EDUC 512 ROP Assignments
## Winter 2013

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date/s</th>
<th>Assignment Points</th>
<th>Description and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Video Winter 1 (INSW1): Documenting Learning with Graphic Organizers</td>
<td>Multiple due dates: Video &amp; Lesson Plan/Description- January 31 Audio Discussion- Feb 7 Reflection- Feb 12</td>
<td>85 points</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. (See assignment on CTools for specific detail).</td>
</tr>
<tr>
<td>RWT 3: Assessment Practices</td>
<td>February 24</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 focus question: What do you know about assessment and how are you using that knowledge to guide your practice? (See assignment on CTools for specific detail).</td>
</tr>
<tr>
<td>Instructional Video Winter 2 (INSW2): Differentiated Instruction</td>
<td>Multiple due dates: Video &amp; Lesson Plan- March 21 Audio Discussion- March 28 Reflection- April 2</td>
<td>85 Points</td>
<td>The purpose of this assignment is to capture and share a video clip in which you use effective techniques to teach a lesson that incorporates differentiated instruction activities. We would expect to see you using graphic organizers, thinking routines, and writing to learn to support differentiated instruction. (See assignment on CTools for specific detail)</td>
</tr>
<tr>
<td>RWT 4: Differentiating Instruction</td>
<td>March 28</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 modifying instruction for students with diverse learning needs. RWT 2 addresses the focus question: What do you know about modifying lessons for diverse learners, and how are you using that knowledge to guide your practice?</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>