



**Master of Science in Education Program**  
**THEORY AND PRACTICE OF TEACHING:**  
**ELEMENTARY**

**MSEd-477**

SYLLABUS FALL 2021  
Thursday, 6.00-9.00pm

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Office Hours: by appointment

## Course Description

### Course Description

This course encompasses a 10-week period of part-time experience and observation under the direction of a mentor teacher. This seminar is a unique course designed to help you synthesize the information across your coursework and enrich your observation experience in your site. Rooted in a discussion-based format, you will actively reflect with your peers on the dynamic experience that is the practicum. Through thoughtful study of relevant educational theory and current topics, you will apply and analyze these theoretical constructs in your educational sites. This course provides a targeted forum to share your experiences, observations, and discoveries as you hone your teaching craft to prepare you for your student teaching in winter quarter. Course assignments, readings and discussions will challenge you to be reflective and purposeful as you examine your evolving teaching skills and philosophy. The topics in the seminar and those of the methods classes are designed to be complementary and mutually reinforcing.

## Course Objectives

9/18/2021

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## **Main Course Objectives**

1. To encourage the habits of reflection, teacher noticing, questioning and inquiry.
2. To engage in reflection about educational research and theory and how it informs our teaching practices. Students will make connections between course discussions and information from other coursework, their own educational experiences and classroom observations.
3. To prepare student teachers to begin working through complete teaching cycles (planning, teaching, assessing learning, and reflection); understand the cyclical nature of teaching and the interconnectedness of each of the components of the teaching cycle.

## **Course Expectations, Policies, and Grading**

### **Grading, Assignments and Assessments**

- Participating in the collaborative process of receiving and giving qualitative feedback; basing your practical observations on the theoretical readings; attending each class with mindfulness, punctuality and concentration. Students who miss class may have 5 points per class deducted from their final grade.
- Set personal goals and participate in authentic and honest self-evaluation.
- All assignments are due before the beginning of class (before 6 pm) unless otherwise noted in Canvas.
- You should expect feedback on your assignments as well as number of points earned.
- Some assignments are graded using a rubric, given to you ahead of time.
- Submit your best personal work respecting each deadline and following the instructions given to complete each task assigned. Resubmissions of work to help you expand your understanding and master the content may be accepted and encouraged.
- Late assignments will receive score deduction and may not allow you the opportunity to re-submit work as needed. Inform the instructor ahead of time if you cannot meet assignment deadlines.
- Practicum Evaluation and commentary from mentor teachers and supervisors is considered in an overall grade.
- Assignments will be grades as: (Some assignments will have a higher point value assigned. More information will be provided in class.)
  - 3 - **consistently demonstrating mastery** of content
  - 2 - **developing** understanding of content
  - 1 - **emerging** understanding of content

## **Student Attendance Policy**

Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time.

## **Accommodations for Students with Disabilities**

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Any student requesting accommodations related to a disability or other condition is encouraged to register with AccessibleNU

([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

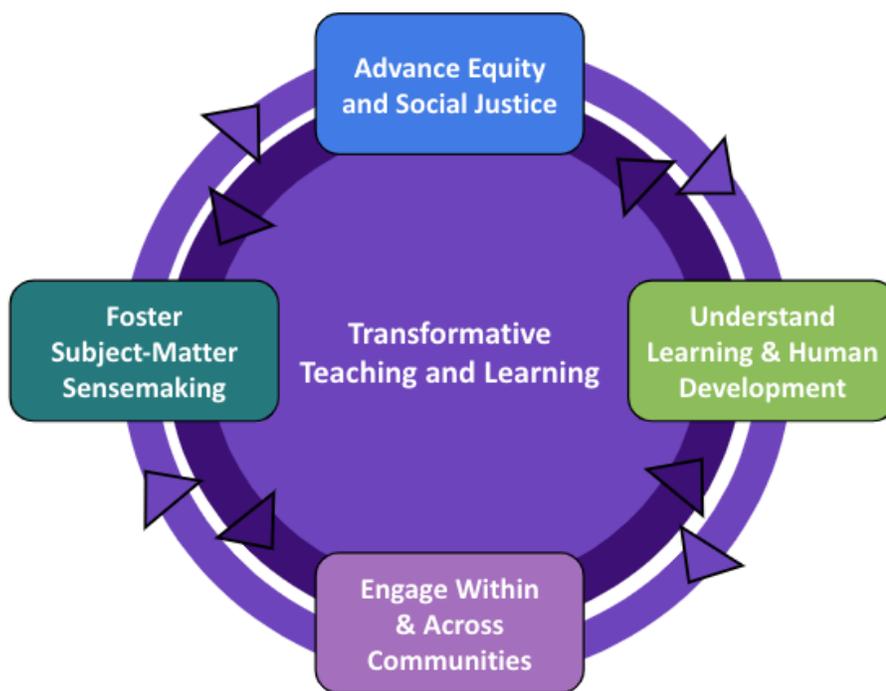
## Academic Integrity Policy

MSED students are expected to comply with the policies found in the booklet, "[Academic Integrity at Northwestern University: A Basic Guide](#)" For details regarding academic integrity at Northwestern, visit: [www.northwestern.edu/provost/students/integrity/](http://www.northwestern.edu/provost/students/integrity/)Links to an external site.. Students' written work may be electronically tested for plagiarized content using TurnItIn via Canvas.

## Course Flexibility and Student Input

This syllabus and course outline represent a best estimate of the topics we will discuss and the activities we will complete. The course will evolve based on the interests, experiences and needs of our unique learning community. Please bring an open mind, questions, concerns and ideas so this class can be dynamic and relevant. All articles, readings and activities will be posted on CANVAS or handed out in class and may be subject to change based on the interests and needs of the class.

## Northwestern Teacher Education Guiding Commitments



The Northwestern Teacher Education Program's Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

## (Optional) Northwestern Teacher Education Working Professional Dispositions

At Northwestern University, we affirm that teaching is a scholarly, complex endeavor that requires an understanding of the intertwined nature of theory and practice. Teachers need to develop knowledge, skills, practices, and critical reflection, while they also actively and consistently demonstrate professional dispositions. We define dispositions as professional attitudes, stances, values and beliefs; we have collaboratively developed our program dispositions for transformative teaching and learning. Through integrated coursework, developmental advising, and field experiences, we commit to supporting educators as they develop both their pedagogy and professional dispositions.

Below each **bolded disposition** we have included descriptors that elaborate how each disposition might be enacted. This is not an exhaustive list and there are other ways that educators may demonstrate these dispositions. By design, some indicators do appear under multiple dispositions given the intersecting nature of these categories.

### **Commitment to Advancing Equity and Justice**

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.
- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.

### **Sense of Professional Responsibility and Commitment to Ongoing Growth**

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements (including related to how to appropriately engage with students, colleagues, and stakeholders).
- Engage in a way that is reliable and trustworthy (this includes being punctual, prepared, present, etc.).

### **Reverence for Learners and Learning**

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.

- Value students' contributions and their diverse ways of knowing and being; commit to understanding students' thinking.

**Focus on Collaboration**

- Seek to build meaningful relationships by understanding, working with, and learning from others.
- Value the contributions of families and community members and actively work to meaningfully connect with them.
- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

## Key Course Readings and Assignments

Assignment Overview

[Practicum Overview:](#) **Shared with Mentor Teachers**

## 1. Weekly Reflections:

a. By Sunday evening at 6:00 p.m. of each week, you will submit a weekly reflection on Canvas. This can be a link to your google folder. The purpose of this update is to informally share your observation focus, share out what is occurring at your practicum site and for your instructor to respond to any questions you may have. This can serve as a journal as you grow and develop your understanding of the class, their systems, norms, instructional design and class culture. These reflections are private between you and the instructor. At the end of practicum, you will be encouraged to reflect on your personal growth. Your weekly reflection is not intended to be lengthy and can be in note or bullet form.

### b. **Components of the Reflection:**

#### 1. Observation Focus

- a. Each week you will have a focus observation related to your readings and course discussions. This portion of your Weekly Reflection should be no more than a page and typically no more than 300-500 words.
- b. When observing **around these topics**, you can either watch what is happening in the class without engaging with students, or you can be a “participant observer” attending to what is happening while you also engage with students. At times, you may be directed to observe the class without engaging. If you are a “non-participant observer,” spend **no more** than 20-30 minutes doing so. Part of becoming a teacher is developing your ability to notice important classroom interactions while you are in the midst of instruction. This weekly activity is designed to help develop your noticing capabilities by focusing in a particular area.
- c. Your write up of this noticing will be incorporated into your weekly reflections.

#### 2. Questions to answer each week

- a. What surprised you this week at your practicum site?
- b. What is something positive you noticed? Was there anything that concerned you?
- c. Are there particular topics or activities your students are studying?
- d. What did you do at your site? (For example, did you work with small groups, help monitor students in the hallway, grade papers, put up bulletin boards?)
- e. Do you have any questions? Can I be of any help to you?

## 2. **Field Notes:** [Observation Tool](#)

You will be required to maintain field notes of your reflections on your practicum process that serve as a window into your classroom and your thinking. These field notes are likely to provide the foundation for many assignments and completing the TPA and master’s project. **Use the two column format Observation Tool provided in class and on CANVAS or a similar system that you develop on your own. The key is having a system that not only highlights what you see but also what you THINK about what you are observing.** These notes are intended to be useful for you. We will discuss a schedule for handing in field notes.

## 3. Interviews (10 points each)

You will submit a summary of the following interviews with highlights and insights. Complete information will be provided in class.

- You will conduct a mini interview with a staff member at your school who is not a teacher.

- You will conduct an intensive interview with your mentor teacher.

#### 4. **Community of Practice:**

As an active member of the class, you will work collaboratively with your classmates to share in the learning, engage in the messy process of unpacking learning, readings and instructional design. At various points throughout the quarter, you will be asked to share your work and understanding with your classmates:

##### a. **Journal Club & En Comunidad Chapters: (Sign-up)**

- Throughout the quarter you will be required to read articles and book chapters. To maximize our time and information, at times throughout the quarter, you will be asked to be responsible for digging deeply into the article/chapter and leading the discussion about this topic.
- Readings from *En Comunidad*: Everyone will be responsible for Chapters 1,2 & 7. Each of you will be assigned one of the remaining chapters. When it is your week to present, you will present the ideas in your chapter in an engaging, creative, interesting manner. You are encouraged to use some of the technology tools and platforms used in your classroom.
- When it is your week for Journal Club, you will submit your questions on a discussion board and lead the class discussion. (10 points)
- On occasion throughout the quarter, you will be asked to respond to a discussion post centered around these readings and the questions posed.

#### 5. **Videos:**

- a. Throughout the course, you will be asked to video record various lessons and environments. These will be posted on Canvas using Panopto and we will analyze and discuss your videos in class. More detailed instructions will be provided in class.
- b. Video 1: Orienting yourself in the classroom
  - A 90 second video taking the viewer on a virtual tour of your classroom. There are no students in the video.
- c. Video 2: Student thinking: Creating a think aloud about artifact analysis.
  - A 5-7 minute clip of student thinking during a lesson
  - You will use comments to highlight your insights
- d. Video 3: Use of Feedback; Expanding student understanding
  - A 5-7 minute clip of students getting, receiving and responding to feedback.
  - You will use comments to highlight your insights
- e. Video 4: Transitions
  - A clip of beginning a lesson from transition to beginning.
  - You will use comments to highlight your insights

#### 6. **“Photo Album”**

As suggested by McTighe & Ferrara, assessment is best viewed as a photo album rather than a single snapshot. Your work this quarter will be to ‘fill’ your album with authentic, relevant tasks you complete throughout your practicum experience. **You will be submitting these throughout the course, thus creating your ‘Photo Album’.** **You will not submit a final “Photo Album”.** You will continue to revise and add to this album next semester during your student teaching seminar. Suggested ‘photos’ in your album:

- Weekly Reflections including Observation focus
- Field Notes (these are for you to keep and refer to)
- Practicum Contract
- Non-mentor teacher interview
- Mentor Interview
- Practicum Log
- Curriculum Map for Winter Quarter **\*DRAFT\***
- Practicum Evaluations from Mentors
- Self-Assessment with NU CEF

#### Learning Communities Portfolio

- [Interrogating the Self](#)
- [School Community Analysis](#)
- [Environmental Design for Learning Portfolio](#)

#### Fostering Subject Matter Sensemaking Portfolio

- [Student Sensemaking Portfolio](#)
- [Assessment Portfolio](#)
- Planning for Student Learning
- Universal Design for Learning Task

**Final \*formative\* assessment:** Full-class lesson and TPA video!

#### Texts and Materials:

##### Required Text:

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain; Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA, Corwin. ISBN# 978-1-4833-0801-2

Espana, C. and Herrera, L.Y. (2020). *En Comunidad; Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*. Heinemann, Portsmouth, NH. ISBN# 978-0-325-11248-0

##### Optional Text:

Hattie, J., and Yates G. (2014). *Visible Learning and the Science of How We Learn.*, Abingdon, Oxon, Routledge. ISBN # 978-0-415-70499-1

(Sections of this book will be required readings throughout the quarter. The book as a whole is a great read for those who want to digest the entire work.)

#### Additional Readings:

- In addition to weekly assigned readings, you will be asked to select a book of interest to you. A non-exhaustive list is provided on Canvas. You will read this book this quarter and present the information to the class during the first class of the Winter quarter.
- Weekly articles, videos and other resources will be provided in class or on CANVAS.

## Photo Album

“Classroom assessment allows us to construct a “photo album” containing a variety of pictures taken at different times with different lenses, background and composition. The photo album reveals a richer and more complex picture of each student than a single snapshot can

- You will be responsible to bring information you have learned from these readings/activities to enrich our class discussions

## Practicum Overview

[Practicum Overview](#): This will be shared with your Mentor Teacher

## Week 1: 9/23/21

### Understand the Theory and Practice Class & Classroom Community

**Essential Question:** How is community established in the classroom?

**Observation Focus:** How can we co-construct norms and work together to nurture our classroom community? How can we engage with and learn from multiple communities of learning? What are our own internalized biases and positional privileges and how can we develop our identity awareness? How can our teaching be grounded in equity and social justice?

#### Topics in class:

- Introductions
- Your first week observations. How to be a participant observer. (Discuss De La Pena story)
- Overview of class and syllabus
- Examine Projects
- Define your role in the classroom
- Edthena Video permission

#### Reading:

1. [De LA Pena, How to transform an everyday ordinary hoop court in to a place of higher learning with you at the podium. -](#)

#### Assignments:

- Weekly Reflection- Focus area: How are norms established in your classroom? (See essential questions as guides)

#### At your site:

- Learn about your school.
- Begin to think about a letter of introduction if you haven't already.
- Collaborate with your mentor teacher to create a practicum schedule.
- Discuss how you will hand out and collect the release forms
- Observe culture, community and norm building.

## Week 2: 9/30/21

**Essential Question:** Noticing how students engage in classroom systems.

**Observation Focus:** What classroom routines are visible in this classroom? How do students understand classroom expectations and how are they taught to students? How do students participate in classroom routines? How do classroom routines impact the way students learn in the classroom? How do existing procedures and routines contribute to the culture and community of the classroom? How is the environment optimally designed for learning?

**Topics in Class:**

**Topics in class:**

- Learning Cycle in [Environmental Design for Learning Portfolio](#) Universal Design
- Part B – [Interrogating Self](#) – discussion
- Introduction to Eliciting and Interpreting Student Thinking
- Advancing Justice (Journal Club)
- Discuss observations
- How to capture evidence of student thinking on video
- Explore unique interests (Book choices)

**Readings: Due Sept. 30**

- <http://www.alfiekohn.org/article/look-classroom2>
  - *En Comunidad*, Chapter 1
  - *Culturally Responsive Teaching & the Brain* Introduction, Ch. 1 & 2
- Journal Club:
- Equity Centered Trauma Informed Education - Chapter 7 (Venet, A.S.)
  - [Critical Practices for Anti-Biased Education](#)

**Assignments: Due Sept. 30**

- Complete [Interrogating Self](#) – Part A
- Complete Core Values in [Environmental Design for Learning](#)
- Complete Field Notes
- Weekly Reflection on Canvas
- Come to class prepared to discuss the questions in Observation Focus.
- Come to class with your introductory letters.
- Complete your [Practicum Agreement](#)
- Journal Club

**At your site:**

- Discover community and school assets
- Observe Learning Environment

**Week 3: 10/7/21**

**Classroom Environment and Community Assets  
Asynchronous & Partner Collaboration**

**Essential Questions: What type of learning is valued in this classroom?**

**Observation Focus:** What does learning look like in this classroom? What evidence demonstrates student thinking? What role do students play in their learning? What is taught or understood through the design of the learning environment? How can a learning environment be designed in ways that promote equity and are culturally sustaining?

**Topics in Class:**

- How environmental privilege impacts learning
- School Community Analysis-

**Readings: Due Oct. 7**

- *Culturally Responsive Teaching & the Brain* Introduction, Ch. 3, 4 & 9
- *En Comunidad* Chapter 2

<ul style="list-style-type: none"> <li>○ Classroom culture, transitions and classroom management</li> <li>○ Asset mapping introduction</li> </ul> <ul style="list-style-type: none"> <li>● This week you will be given time to work together on your School Community Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Fitzgerald &amp; Palinscar (2019) Teaching practices that support student sensemaking across grades and disciplines: A conceptual review in <i>Review of Research in Education</i>, v43 pp 227-248.</li> </ul>
<p><b>Assignments: Due Oct. 7</b></p> <ul style="list-style-type: none"> <li>● Upload your classroom video on <a href="#">Flipgrid</a> Join Code 21eda47d <ul style="list-style-type: none"> <li>○ Write a short reflection about your video Posted on Canvas.</li> </ul> </li> <li>● Complete <a href="#">Interrogating Self</a> – Part B (Submit Part B discussion on Canvas)</li> <li>● <b>Complete Part I-</b> School Community Analysis</li> <li>● Complete Weekly Reflection on Canvas</li> <li>● Field Notes</li> </ul>	<p><b>At your site:</b></p> <ul style="list-style-type: none"> <li>● Notice the type of learning that takes place.</li> <li>● Identify small groups or individuals you can begin to support in learning activities.</li> <li>● Practice observing learning for a specified period of time. Practice Mindful Reflections. (Hammond, pg. 63)</li> </ul>

<b>Week 4: 10/14/21</b>	
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<b>Components of the Lesson</b>
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**Essential Questions:** Designing questions that elicit student thinking  
**Observation Focus:** How do you notice student thinking? How do students respond to discourse and questioning in the classroom? What evidence of student problem solving and discovery do you see in your classroom? What techniques are used to encourage problem solving and discovery?

<p><b>Topics in Class:</b></p> <ul style="list-style-type: none"> <li>● Listening to and interpreting student responses</li> <li>● How to design questions to elicit student thinking.</li> <li>● Components of a lesson- Introduce a lesson using the UBD format.</li> <li>● Conducting data driven observations</li> <li>● Interrogating Self- Part B</li> <li>● School Community Analysis: Asset Mapping</li> <li>● School Community Analysis- Part 2</li> <li>● School Funding activity</li> </ul>	<p><b>Readings: Due Oct. 14</b></p> <ul style="list-style-type: none"> <li>● <i>Culturally Responsive Teaching &amp; the Brain</i>- chapters 5-7</li> <li>● Read <a href="#">Understanding by Design overview</a>- white paper</li> <li>● Read Student Sensemaking Portfolio; pages 1-6</li> <li>● <i>Upgrade Your Teaching</i> Ch. 2 OR <a href="#">Cult of Pedagogy Podcast</a> on Backward Design</li> <li>● Journal Club <ul style="list-style-type: none"> <li>○ <a href="#">We can draw school zones to make classes less segregated.</a></li> <li>● <a href="#">Why White School Districts Have So Much More Money</a></li> </ul> </li> </ul>
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<p><b>Assignments: Due Oct. 8</b></p> <ul style="list-style-type: none"> <li>● Complete Weekly Reflection on Canvas</li> <li>● Field Notes</li> <li>● Interview/converse with one key person in the building. Bring information to share in class.</li> <li>● School Community Analysis- Part 2</li> </ul>	<p><b>At your site:</b></p> <ul style="list-style-type: none"> <li>● Gather information about how lessons and local curriculum is planned and created.</li> <li>● Identify small groups or individuals you can begin to support in learning activities.</li> <li>● Practice observing learning for specified period of time. Practice Mindful Reflections. (Hammond, pg. 63)</li> <li>● Arrange a time for your mentor teacher interview- Due 11/4/21</li> </ul>
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<p><b>Week 5: 10/21/21</b></p>	
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<p align="center"><b>Assessment and Use of Feedback</b></p>	
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<p><b>Essential Question:</b> How to engage students in the learning process?  <b>Observation Focus:</b> What are the components of the lesson? How are lessons written down and who are they shared with? What format is used for lesson planning? How do the students respond to the lesson? How are lessons communicated to students? What evidence demonstrates learning?</p>
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<p><b>Topics in Class:</b></p> <ul style="list-style-type: none"> <li>● How to assess student learning</li> <li>● Assessment Portfolio Part A</li> <li>● Teacher Works Activity 5</li> <li>● Role of student discourse in assessment</li> <li>● Formative and summative assessment</li> <li>● Growth mindset</li> <li>● Assessment activity and use of feedback</li> <li>● En Comunidad – Chapter 3 - presentation</li> <li>● Journal Club</li> </ul>	<p><b>Readings: Due Oct. 21</b></p> <ul style="list-style-type: none"> <li>● Practicum signed agreement</li> <li>● Read and review Assessment Portfolio</li> <li>● Journal Club: <ul style="list-style-type: none"> <li><a href="#"><i>Thoughtful Assessment with the Learner in Mind: Learning to Love Assessment</i></a></li> <li><a href="#"><i>Performance Based Assessment in the Classroom</i></a></li> </ul> </li> </ul> <p>Hattie &amp; Yates, Visible Learning- Chapter 5</p>
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<p><b>Assignments: Due Oct. 21</b></p> <ul style="list-style-type: none"> <li>● Complete Weekly Reflection on Canvas</li> <li>● Field Notes</li> <li>● Interview of key person in building (non-mentor teacher)</li> <li>● Assessment Portfolio – Come prepared – Bring an ungraded assessment. A class set or set from a group of students. (nothing is due yet)</li> <li>● Interrogating Self- Part B</li> <li>● School Community Analysis</li> <li>● Prepare Chapter 3 En Comunidad if you are presenting</li> <li>● Journal Club</li> </ul>	<p><b>At your site:</b></p> <ul style="list-style-type: none"> <li>● Talk to your mentor teacher about the types of assessment that are used at your site.</li> <li>● Bring an ungraded assessment – class set or from a group of students – these should be artifacts that you will use in class.</li> <li>● Observe how discourse is used as a method of assessment.</li> </ul>
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<b>Week 6: 10/28/21</b>	
<p><b>Essential Question: How to create effective lesson sequence</b>  <b>Observation Focus:</b> How do students respond to lesson sequence? How are the components of the lesson delivered? What techniques are used to engage students throughout the lesson? How do we select, evaluate, and adapt instructional materials? What criteria should we use in that process? How do we plan for student learning in meaningful ways?</p>	
<p><b>Topics in Class:</b></p> <ul style="list-style-type: none"> <li>• Evaluate curriculum materials</li> <li>• Use of homework</li> <li>• Sensemaking Portfolio Lesson 3- Assigning strengths of student contributions</li> <li>• Giving instructions activity</li> <li>• En Comunidad – Chapter 4 - presentation</li> <li>• Journal Club</li> </ul>	<p><b>Readings: Due Oct. 28</b></p> <p>Journal Club:</p> <ul style="list-style-type: none"> <li>• Grant Wiggins views on using ‘homework’ as formative assessment  <a href="https://www.teachthought.com/pedagogy/using-homework-as-formative-assessment/">https://www.teachthought.com/pedagogy/using-homework-as-formative-assessment/</a></li> <li>• Marzano &amp; Pickering discuss the research surrounding the use of homework  <a href="http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/The-Case-For-and-Against-Homework.aspx">http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/The-Case-For-and-Against-Homework.aspx</a></li> <li>• Hattie and Yates – Chapter 8</li> </ul>
<p><b>Assignments: Due Oct. 28</b></p> <ul style="list-style-type: none"> <li>• Complete Weekly Reflection on Canvas</li> <li>• Field Notes</li> <li>• If you are presenting Chapter 4 in En Comunidad, prepare interesting presentation.</li> <li>• Journal Club</li> </ul>	<p><b>At your site:</b></p> <ul style="list-style-type: none"> <li>• Bring examples of ‘homework’ to class. Notice how ‘homework’ is used and how it is communicated to students (assignment notebook, homework folders, emails home, learning management system)</li> <li>• Observe how discourse is used.</li> <li>• Be sure to schedule time for your mentor teacher interview.</li> </ul>

<b>Week 7: 11/4/21</b>	
<b>Discourse</b>	
<p><b>Essential Question:</b> How to create an effective lesson?  <b>Observation Focus:</b>  How do we effectively facilitate classroom discourse where all members of the community can meaningfully participate and where ideas are encouraged and welcomed? How does classroom discourse relate to student sensemaking?</p>	
<p><b>Topics in Class:</b></p> <ul style="list-style-type: none"> <li>• Sensemaking Portfolio Lesson 4- Design Questions</li> <li>• Debra Bell Video discussion</li> <li>• En Comunidad – Chapter 5- presentation</li> </ul>	<p><b>Readings: Due Nov. 4</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Hattie &amp; Yates- Chapter 16</li> </ul>

<ul style="list-style-type: none"> <li>● Mentor teacher interview- come prepared to share your insights</li> </ul>	
<p><b>Assignments: Due Nov. 4</b></p> <ul style="list-style-type: none"> <li>● Complete Weekly Reflection on Canvas</li> <li>● Field Notes</li> <li>● If you are presenting Chapter 5 in En Comunidad, prepare an interesting presentation.</li> </ul>	<p><b>At your site:</b></p> <ul style="list-style-type: none"> <li>● If you have not already done so, teach and record your lesson on Student Sensemaking.</li> <li>● Notice questioning techniques. Practice with small groups.</li> </ul>

<p><b>Week 8: 11/11/21</b></p>	
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<p><b>Diving into Differentiation</b></p>	
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**Essential Question:** How to create an effective lesson?  
**Observation Focus:** When is differentiation important? What types of differentiation do you see at your site? How do students respond to differentiated instruction? What unique needs and interests do your students demonstrate? How are these needs and interests accommodated in the instruction?

<p><b>Topics in Class:</b></p> <ul style="list-style-type: none"> <li>● Sensemaking Video – Activity 5 &amp; 6</li> <li>● En Comunidad – Chapter 6- presentation</li> <li>● Philosophy of Differentiation</li> <li>● Differentiation observation</li> <li>● Differentiation, MTSS/Rtl</li> <li>● Meeting the needs of students with special needs.</li> </ul>	<p><b>Readings: Due Nov. 11</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>● Hattie &amp; Yates- Chapter 16</li> <li>● Journal Club: (2 people) (Posted on Canvas)             <ol style="list-style-type: none"> <li>1. Willis, S. &amp; Mann L. (2000) Differentiating Instruction; Finding manageable ways to meet individual needs, ASCD  <a href="http://www.ascd.org/publications/curriculum-update/winter2000/Differentiating-Instruction.aspx">http://www.ascd.org/publications/curriculum-update/winter2000/Differentiating-Instruction.aspx</a></li> <li>2. Huebner, T.A. (2010). What research says about differentiated learning. Educational Leadership, v67, n5, pp. 79-81  <a href="http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx">http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx</a></li> <li>● Kise, J.A. (2011). Let me learn my own way. Educational Leadership, v. 68</li> <li>● <a href="http://www.ascd.org/publications/educational-leadership/jun11/vol68/num09/Let-Me-Learn-My-Own-Way.aspx">http://www.ascd.org/publications/educational-leadership/jun11/vol68/num09/Let-Me-Learn-My-Own-Way.aspx</a></li> </ol> </li> </ul>
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<p><b>Assignments: Due Nov. 11</b></p> <ul style="list-style-type: none"> <li>● Complete Weekly Reflection on Canvas</li> <li>● Field Notes</li> <li>● Sensemaking Video – Activities 5 &amp; 6</li> <li>● If you are presenting Chapter 6 in En Comunidad, prepare interesting presentation.</li> </ul>	<p><b>At your site:</b></p> <ul style="list-style-type: none"> <li>● If you have not already done so, teach and record your lesson on Student Sensemaking.</li> <li>● Talk to your mentor teacher about the process used to identify students for special education.</li> <li>● Determine students receiving Tiered support through MTSS and special education support.</li> <li>● Attend an Rtl/MTSS meeting and/or a special education meeting.</li> <li>● Create video – use of feedback if you have not done so already.</li> </ul>
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**Week 9: 11/18/21**

**Classroom Communities within the Social-Ecology of the school**

**Essential Question:** How to create a safe, nurturing classroom environment.  
**Observation Focus:** How do we establish, maintain, and care for our classroom community in ways that are effective and restorative? What is trauma-informed practice and how can classrooms be spaces for healing? What steps can we take to actively care for ourselves as educators? What systems are in place in the classroom and school to meet the social-emotional needs of students?

<p><b>Topics in Class:</b></p> <ul style="list-style-type: none"> <li>● Create use Video #3- Use of Feedback Video</li> <li>● SEL focus</li> <li>● Disrupting patterns that reproduce racism and oppression.</li> <li>● Discuss classroom management.</li> </ul>	<p><b>Readings: Due Nov. 18</b></p> <p>Journal Club:</p> <ul style="list-style-type: none"> <li>● <i>Using Culturally Responsive Pedagogy to Improve Teaching and Learning from Urban Teaching in America</i></li> <li>● Rychly &amp; Graves (2012). <i>Teacher Characteristics for Culturally Responsive Pedagogy. Journal Multicultural Perspective.</i>  <a href="#">Teacher characteristics for culturally responsive pedagogy.pdf</a></li> </ul>
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<p><b>Assignments: Due Nov. 18</b></p> <ul style="list-style-type: none"> <li>● Complete Weekly Reflection on Canvas</li> <li>● Field Notes</li> <li>● Use of Feedback Video</li> </ul>	<p><b>At your site:</b></p> <ul style="list-style-type: none"> <li>● Notice systems for SEL &amp; School wide positive behavior systems. Participate if you are able.</li> <li>● Complete Use of Feedback Video.</li> <li>● Work with small groups.</li> <li>● Begin to take over transitional routines.</li> </ul>
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Putting it all together & Self-Reflection

**Essential Question:** How to create an effective lesson

**Observation focus:** What am I noticing when I observe in the classroom? Has my focus changed? What are some techniques used to keep the students at the center of the instruction? What are our shared ideas of enduring value for our course?.

**Topics in Class:**

- **Debrief** – discuss final reflection Ah-ha moments
- How to realistically apply all you have learned when you teach?
- Final evaluation and self-reflection
- Share out of full lessons

**Readings: Due Dec. 2**

Read:

**No readings due this week**

**Assignments: Due Dec. 2**

- Complete Final Reflection on Canvas
- Field Notes
- Complete full lesson
- Complete all portfolios and all components of 'Photo Album'

**At your site:**

- Create a schedule for full take over.
- Gather any materials to help you prepare for the winter student teaching.
- Remind your mentor teacher to complete your final evaluation – schedule a time to review it!