

California State University San Marcos
College of Education

Education 604: Knowledge Construction and Accomplished Teaching
Fall Semester 2002

Instructor: Robin D. Marion, Ph.D.

Office Hours: Thirty minutes before and after class and by appointment

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Class meeting times and location: Thursday 5:00-7:45 PM, ACD 408

Mission and Commitments of the CSUSM College of Education:

The mission of the College of Education community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

In 1992 the College voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to this syllabus and are embedded throughout the course.

Course Description:

This course plays a central role in the introduction of an “aesthetic of knowing” that is the foundation for the Teaching, Learning & Leadership Master’s Option. Topics include various ways of knowing, the impact of context on knowledge construction, and an ethic of life-long learning via reflective practice. Questions of equity, inclusion, leadership, community, collaboration, and systematic inquiry form the core of the course.

Course Objective:

This course is specifically designed to provide reflection on theory of learning and instruction, positioning of oneself in a theoretical framework, and application of philosophy to one’s teaching practice. There is an emphasis on familiarization with, and critique of, the National Board of Professional Teaching Standards (NBPTS) certification process, including documentation of one’s own classroom practice in a portfolio format.

Required Texts:

Daniels, H. & Bizar, M. (1998). Methods that matter. ME: Stenhouse.

Lyons, N. (Ed.) (1998). With portfolio in hand: Validating the new teacher professionalism. NY: Teachers College Press.

Palmer, P. (1998). The courage to teach. SF: Jossey-Bass, Inc.

Recommended Reading:

In order to stay updated regarding educational issues that impact learning and instruction, you are urged to read current publications in the field. Some examples include: *Educational Leadership*, *Language Arts, Science and Children*, *Democracy & Education*, *Phi Delta Kappan*, and *Rethinking Schools*. These and similar publications will be very helpful as you complete the assignments for this course.

Attendance Policy:

Due to the interactive nature of courses in the College and the value place on the contributions of every student, you are expected to prepare for, attend and participate in all classes. For extenuating circumstances contact the instructor before you miss class and make arrangements to make up what you have missed. Failure to do so may negatively impact your grade.

Accommodations for Disabilities:

Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Located in Craven Hall, Room 5025A, or reach by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism:

All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

Tentative Class Schedule:

*Readings are in italics next to the date you should have **completed** the reading.*

Assignments are in bold next to the date they are due.

C=on campus students, T=Temecula/Murietta students

Who are we as teachers? Who are our students?

- S1 – C 9/5 Course overview
T 9/12 What do we know about knowledge?
Introduction: National Board for Professional Teaching Standards
Introduction: Portfolio
Introduction: Presentations of method (*Daniels p. v-vii & 247-249*)
Introduction: Philosophy statement
Introduction: Community observation
Read Palmer p. xi-88
- S2 – C 9/12 Presentation planning: Meet in groups to lay out Best Practice
T 9/19 presentation. Plan for two hour lesson, with a 15 minute break and a 30 minute reflection. Be creative, do your best work, use visuals, props, varied activities that engage the entire group. Address the needs of different learning styles.

Remember your peers have read the appropriate chapter, so do not teach the content, rather bring it to life with a demonstration appropriate to the grade level of student you teach.

Work individually for 30 minutes, as a group for one hour. 15 minute break. Finalize plan in the final hour of class and determine who will type up the plan, who will create the group email and send it, who will videotape, and who will respond to feedback from the instructor. Determine materials needed for the lesson and who will bring/create them.

Submit the plan electronically by Monday after the planning session to instructor and all group members on one email, for instructor feedback. Groups should expect to make modifications based on instructor feedback.

On the night of the presentation, each presenting group will submit a plan for the night they present, indicating modifications made during the presentation, and videotape the entire two-hour lesson.

Each class participant will write a reflection on the presentation, connecting the Best Practice demonstrated to their teaching practice/classroom. All materials will be collected by the group presented and delivered to the course instructor by Monday of the following week.

Read Palmer p. 89-162, write a one page reflection about how the reading relates to your own practice and submit it electronically to the instructor by midnight on the S2 meeting night.

S3 – C 9/19 The teacher’s inner life / Cultivating the inner ground
T 9/26 Philosophy statement rubric development/response sheets
Best Practice presentation rubric development
Growing community / Knowing community
**Bring an artifact to share that represents who you are as a teacher.
Bring field notes from a one-hour observation in your students’
community noting dynamics of family, identity and power, along with
a one page typed reflection on what you learned.**

S4 – C 9/26 Self-reflections and peer response to draft one (3-5 pages)
T 10/3 Spend 15 minutes reflecting on your own draft and writing a response to
what you wrote and attach to your draft.

Then get in groups of three and readaround drafts of your philosophy statements (pass one to the right until all have been read), being attentive to the big ideas, how well they are supported, and how well they are connected to both the ideas of others and examples of classroom practice.

Respond in writing to each peer, by asking questions that probe and push the author to articulate what they mean. Attach peer response to drafts, one from each member of the group. Be sure group names are clearly marked on each draft, along with the author's name clearly delineated.

In the last thirty minutes, have a large group discussion about what you learned by reflecting on your own philosophy and the philosophies of your peers. Note the big ideas that arise to share at the beginning of the next class session. Deliver complete class set to instructor by following Monday.

Draft one of philosophy statement due

Exploring Structures & Processes of Best Practice / Accomplished Classrooms

S5 – C 10/3 Representations of knowledge / Prologue to portfolios

T 10/10 Sampler of portfolio practice / Purpose and design

Read Lyons p. 1-38 and one chapter from Ch. 3-7 p. 39-120

Bring classroom examples of portfolios to share

S6 – C 10/10 Method one: Integrative curriculum

T 10/17 **Group one: facilitates demonstration of best practice and stories**

from classrooms / videotapes / turns in lesson plan with changes noted / collects peer reflections, delivers above to instructor by the following Monday.

Class participants respond with written reflections (see session 2 above).

Read Daniels p. 0-56

S7 – C 10/17 NBPTS Certification Process / CD Rom – NBCT visit

T 10/24 Analyzing your practice: NBPTS entries

Develop portfolio design rubric

Explore the following sites:

- o *National Board website (www.nbpts.org),*
- o *Proceedings from an NCATE / NBPTS conference, spring 2001 (ali.apple.com/events/ncate2),*
- o *National Boards in California web interactive CD Rom (provided) and*
- o *other resources about National Boards at your disposal.*

One-page typed reflection on the NBPTS process/standards focused on revelations and challenges uncovered while exploring.

S8 – C 10/24 Method two: Small group activities

T 10/31 **Group two facilitates demonstration of best practice and stories from classrooms/videotapes/lesson plan with changes noted/peer reflections, delivered to instructor by following Monday.**

Class participants respond with written reflections (see session 2).

Read Daniels p. 57-95

S9 – C 10/31 Tensions surrounding portfolios / Validating portfolio evidence
T 11/7 **Bring portfolio vessel, navigation plan and list of planned entries**
Read Lyons p. 121 & Ch. 9-10 p. 143-171, p. 187 and Ch. 12, 13, or 15

S10 – C 11/7 Method three: Representing to learn
T 11/14 **Group three facilitates / Stories of teaching practice**
Read Daniels p. 96-129
Draft two of philosophy statement due with self, peer and instructor feedback and draft one attached.

OPTIONAL – MAKEUP FOR ABSENCE

C & T National Board for Professional Teaching Standards Conference
11/8 or 9 **Bring back an artifact from the conference, and be ready to share something you learned about the NB process with the whole group.**

S11 – C 11/14 Method four: Classroom workshop
T 11/21 **Group four facilitates / Stories of teaching practice**
Read Daniels p. 130-169

S13 – C 11/21 Method five: Authentic Experiences
T 12/5 **Group five facilitates / Stories of teaching practice**
Read Daniels p. 170-201

S14 – C 12/5 Method six: Reflective Assessment
T 12/12 **Group six facilitates / Stories of teaching practice**
Read Daniels p. 202-246

No class for C 12/12

Reflections and Implications

S 15 – all cohort on campus
Portfolio Sharing
Reflections on the semester
Implications for education reform & accomplished teaching
Next semester coursework / check in with advisor
Portfolios due
Read Lyons p 245-268
Read Palmer p. 163-184

Grading policies and assignments:

Points possible -

Attendance, preparation for class, respectful participation	10 points
Classroom artifacts/assignments to share	15 points
8/30 Artifact that represents your teaching	
9/06 Community observation, three perspectives	
9/13 Self-reflection, peer response	
9/27 Example portfolios	
10/11 One page reflection on National Board process/resources	
Philosophy statement (First draft – 10 pts, Second draft – 15 points)	25 points
Best practice group facilitation / presentation	25 points
Portfolios of best practice / Accomplished teaching	<u>25 points</u>
(Vessel, navigation system, entry choice, and introduction to each entry – 15 pts, and five entries – 10 points)	
Total	100 points

Assignments are due when noted even if absent.

All assignments should be thoughtfully completed, high quality, edited, and proofed.