

Education 604: Knowledge Construction and Accomplished Teaching  
(3 units) Fall 2004

**Mission Statement of the College of Education, CSUSM**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**Senate Bill (SB) 2042**

This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

**Instructor**

Anne René Elsbree, Ph.D.  
aelsbree@csusm.edu

**Office Hours**

By appointment in  
University Hall 417

**Phone #s**

(760) 750-4384 office  
(619) 226-3118 home

**Class meeting times:** Thursday 5:30 - 8:15 pm

**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.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ [www.TaskStream.com](http://www.TaskStream.com) (register for 1 year minimum).
- Ladson-Billings, Gloria. (2001). *Crossing Over to Canaan: the journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.

**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. Also *American Psychological Association Manual 5<sup>th</sup> ed.* Will be useful in learning how to write for academic purposes.

**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.

**Readings:** Reading requirements are critical to productive class discussion and assignments and will need your time and attention. The dates the readings and homework assignments are listed on the calendar indicate the date the readings and homework assignments are due.

**Course Load:** In all master course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

**Professional Demeanor:** Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- Attendance;
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

If instructor has to address any of the above with you – you most likely will not earn full credit.

**Please note assignments are due whether or not you are present in class that day.**

**While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.**

**College of Education Attendance Policy:** Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course. If a student misses more than 5.5 hours (2 classes) or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". **Notification of absences does not allow students to assume they are automatically excused.**

_____		_____
student's name printed		school
_____		_____
signature		date
_____	_____	_____
home telephone	cell phone	email

**Attendance/Participation/Artifact & Assignment Grade (22 %)**

9/2	_____ reflection	10/21	_____ ch. 3
9/9	_____ quiz	10/28	_____ ch. 4
9/16	_____ centers	11/4	_____ ch. 5
9/23	group work	11/11	_____ ch. 6
9/30	_____ portfolio	11/18	_____ portfolio workshop
10/7	_____ ch. 1	12/2	ind. portfolio prep
10/14	_____ ch. 2	12/9	_____ final

(1 free absence or + 2% for perfect attendance  
See above ^ for more info)

Total Points \_\_\_\_\_ / 22 %  
\_\_\_\_\_ / 8 %

**Professional Demeanor**

<u>Assignments</u>	<u>Due Dates</u>	<u>Percentage</u>
Best Practice Group Demonstration	10/7 – 11/11	_____ / 25 %
Philosophy Paper Drafts	9/16 & 11/4	_____ / 25 %
Electronic Portfolios of Best Practice	9/23, 11/18, 12/3	_____ / 20 %

<b>Total</b>	_____ / 100 % = _____ <b>Grade</b>
--------------	------------------------------------

**Course Grading & Evaluation**

90-100 pts = A      80-89 pts = B      70-79 pts = C      0-69 pts = No Credit

## **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.**

### Session 1 Sept 2

Course overview (Syllabus, Assignments & Class Norms)

Define Conceptions of Knowledge

WebCt Lesson

#### ***Syllabus***

**Sign Up for a Best Practice Demonstration.**

**Confirm Class Schedule & Assignments**

**Post on WebCT by Monday Sept 6th @ midnight a 1 pg reading reflection, connecting Palmer's ideas to your teaching practice. (2 pts go towards S-1)**

### Session 2 Sept 9

#### **Syllabus Quiz: (2 pts.)**

Discuss Parker Palmer's Courage to Teach

Building Community

**Bring an artifact to share that represents who you are as a teacher.**

Plan a Best Practice Demonstration

- Plan for a 20-minute presentation modeling best practice
- Use videotape from lessons used in your classrooms to model your best practice;
- Be creative, do your best work;
- In your (videotaped) K-12 lesson as well as class presentation
  - use visuals, props, and varied activities that engage the entire group;
  - address the needs of different learning styles, cultures, readiness levels, interests, and talents;
  - create a culturally relevant pedagogy that addresses academic achievement, cultural competence, and sociopolitical consciousness.
- *Remember your peers have read the appropriate chapter, so DO NOT teach the content extensively, rather bring it to life with a model demonstration.*
- Plan individually for 5 minutes, as a group for one hour. Determine:
  - when you will meet (2-4 planning session)
  - **who will type up the plan and email to group and Anne René by Monday,**
  - who will create the group email and send it,
  - who will model & videotape lesson, and
  - who will respond to feedback from the instructor
  - materials needed for the lesson and who will bring/create them.

**In class create a Rubric for the Best Practice Demonstrations.**

**Post on WebCT by Monday Sept 6th @ midnight a 1 pg reading reflection, connecting Palmer's ideas to your teaching practice. (2 pts go towards S-1)**

**Read - *Syllabus***

**- *Parker Palmer's Courage to Teach (entire text)***

**- *Peers' reflections***

**- *Harvey Daniel's p. v-vii, 247-249, & your chap***

## **Tenative Class Session Continued**

### **Session 3 Sept 16**

Center Activity on Culturally Relevant Pedagogy

***Read Gloria Ladson Billing's Crossing Over to Canaan (Entire text)***

Philosophy Paper

**Bring 4 copies of your 3-page philosophy of education draft #1.**

Philosophy should address:

- your beliefs about knowledge and learning
- how you enact your beliefs in your choice curriculum, your instructional strategies and your management style
- how your identity plays a role in your pedagogy and how you meet the needs of your students

- Then get in groups of 3 (no larger), pass out copies of philosophy statement drafts.
- Focus on one at a time as a group, 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.
  - Discuss the draft as a group, by asking the author the questions generated in the written response.
  - Allow about 30 minutes of undivided attention per draft, roughly 10 minutes to read, 10 minutes to write response, and 10 minutes to discuss as a triad. Attach peer response, one from each member of the group, to draft. Be sure group names are clearly indicated on draft, along with the author's name clearly delineated.
  - In the last 10 minutes, as a large group we will discuss what you learned by reflecting on your own philosophy and the philosophies of your peers.

**Create rubric for philosophy paper in class**

**Jigsaw Lyon's *With Portfolio in Hand*.**

**Session 4 Sept. 23** Best Practice Demonstration Group Preparation – Meet with group.

### **Session 5 Sept. 30**

Portfolios: Task Stream & NBPTS Certification Process

Develop portfolio design rubric

**Register for Task Stream prior to Sept 30th**

**National Board website ([www.nbpts.org](http://www.nbpts.org)),**

**National Boards in California web interactive CDROM (provided)**

**Bring portfolio vessel, navigation plan and list of planned entries.**

**Create Portfolio Rubric in class**

**Review expectations for Best Practice Demonstrations**

**Read Jigsawed Reading of Lyons' *With Portfolio in Hand***

## **Tenative Class Session Continued**

### **Session 6    Oct 7**

Portfolio Discussion

Review expectations

Integrated Instruction

- Review best practice
- Address cultural relevancy of practice
- Group model
- Discuss other applications of best practice

**Class participants respond with written reflections.**

***Read Daniels p. 0-56***

### **Session 7    Oct 14**

Small Group Activities

- Review best practice
- Address cultural relevancy of practice
- Group model
- Discuss other applications of best practice

**Class participants respond with written reflections.**

***Read Daniels p. 57-95***

### **Session 8    Oct 21**

Representing to Learn

- Review best practice
- Address cultural relevancy of practice
- Group model
- Discuss other applications of best practice

**Class participants respond with written reflections.**

***Read Daniels p. 96-129***

### **Session 9    Oct 28**

Classroom Workshop

- Review best practice
- Address cultural relevancy of practice
- Group model
- Discuss other applications of best practice

**Class participants respond with written reflections.**

***Read Daniels p. 130-169***

## **Tenative Class Session Continued**

### Session 10 Nov 4

#### Authentic Experiences

- Review best practice
- Address cultural relevancy of practice
- Group model
- Discuss other applications of best practice

**Class participants respond with written reflections.**

**Philosophy Draft #2 Due with self, peer, instructor feedback and draft #1 attached.**

***Read Daniels p. 170-201***

### Session 11 Nov 11

#### Reflective Assessment

- Review best practice
- Address cultural relevancy of practice
- Group model
- Discuss other applications of best practice

**Class participants respond with written reflections.**

***Read Daniels p. 202-246***

### Session 12 Nov 18

Portfolio Workshop – **Come prepared to work in class.**

**Conference with Anne René**

### Session 13 Dec 2

Independent Work on Portfolios

**Post Electronic Portfolios Dec 3rd– No exceptions!**

### Session 14 Dec 9

Portfolio Sharing & Potluck

Reflections on the semester

Implications for education reform & accomplished teaching

Discuss next semester coursework

**Assignments are due when noted even if absent.**

## EDUC 604 Best Practice Demonstration

**Objective:** To research and apply a current teaching model to share with the class. The student will learn about and apply diverse teaching models or discipline strategies with their classmates.

**Behavioral Outcome:** The student(s) will conduct an inquiry about a teaching model to learn the rationale of the model and how to apply the model to classrooms. The student(s) will also demonstrate their teaching model to the class using videotape from their K-12 classrooms. The student(s) will debrief the teaching demonstration with their classmates to determine the merits of the teaching method and what beliefs are implemented in the best practice.

**Step One:** In a group of two to three select a teaching method or discipline strategy that interests you from your assigned jigsaw reading. Conduct an inquiry to gather as much information as you can about your chosen teaching method or model. You may choose any method or model you prefer from the jigsaw reading. Examples could include guided reading, writer's workshop, inquiry process, station work, etc. You will need to gather enough information about your teaching method to share with the group. Write a small report about your teaching model stressing the instructional implications of your model, how to apply it, etc.

**Step Two:** Create a handout reviewing key concepts of best practice, resources for using best practice, critical analysis of best practice (pros & cons/cost & benefits), lesson, etc.

**Step Three:** Videotape modeling of best practice in the field. Edit video for effective use in class demonstration.

**Step Four:** Before your demonstration, assign roles to each member. Decide how you will conduct a debriefing session with the class. You will need to determine what materials you will need to insure a successful demonstration. Your group should also consider activities to debrief with the group, for example, quick writes, worksheets, PowerPoint slide shows of field teaching, etc.

**Step Five:** Practice demonstration to fit 20 minute requirement.

**Step Six:** Conduct the demonstration on your chosen date. Make sure all members of the group participate in MEANINGFUL ways. You will be graded on membership contribution to the process. Good Luck and Have Fun!

Representation of Best Practice	10 points
Handout	5 points
Critical Analysis of Best Practice	5 points
<u>Debriefing</u>	<u>5 points</u>
Total	25 points