

Education 604: Knowledge Construction and Accomplished Teaching  
(3 units) Fall 2003

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

The mission of the College of Education 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 on-going 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.

<b>Instructor</b>	<b>Office</b>	<b>Office Phone</b>	<b>E-mail Address</b>
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**Office Hours:** Thirty minutes before and after class and by appointment

**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.

**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.

**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 credential 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:

- 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.

**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 two class sessions 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**

\_\_\_\_\_ **signature**

\_\_\_\_\_ **date**

\_\_\_\_\_ **home telephone**

\_\_\_\_\_ **cell phone**

\_\_\_\_\_ **email**

**Attendance/Participation/Artifact & Assignment Grade (24 %)**

9/4	_____	10/30	_____
9/11	_____	11/6	<u>group work</u>
9/18	_____	11/13	_____
9/25	_____	11/20	_____
10/2	_____	12/4	_____
10/9	_____	12/11	_____
10/16	_____	Total Points	_____ / 24 %
10/23	_____	(1 free absence or 2% bonus for perfect attendance)	

**Professional Demeanor**

\_\_\_\_\_ / 6 %

**Assignments**

**Due Dates**

**Percentage**

Best Practice Group Demonstration	TBA	_____ / 25 %
Philosophy Paper Drafts	9/25 & 10/30	_____ / 25 %
Portfolios of Best Practice	10/2, 10/23 & 12/11	_____ / 20 %

**Total**

\_\_\_\_\_ / 100 % = \_\_\_\_\_ **Grade**

**Course Grading & Evaluation (no plus or minus grades)**

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.*

I=instructor facilitated or present, P=peer facilitated

### **Who are we as teachers? Who are our students?**

S1 – Sept 4 - I Course overview (Syllabus, Assignments & Class Norms)  
Conceptions of Knowledge: What do we know about knowledge?

**One page reading reflection, connecting to your teaching practice.**  
**Email Top 3 choices of Best Practice to explore in more depth.**

S2 – Sept 11 - P Presentation planning:

Meet in groups to lay out Best Practice modeling presentation.

- Plan for a two-hour lesson, a 15 minute break and a 30 minute large group reflection;
- Be creative, do your best work;
- Use visuals, props, and varied activities that engage the entire group;
- Address the needs of different learning style;
- Model the Best Practice upon which you are focused.

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

Plan individually for 30 minutes, as a group for one hour. Take a 15 minute break. Finalize the group 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
- 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. Each group will videotape the entire two-hour lesson and the 30-minute group reflection.**

**Each class participant will write a reflection on the presentation, and in it connect the Best Practice model demonstrated to their own teaching practice/classroom.**

**All materials will be collected by the group presenting, and delivered to the course instructor by Monday of the following week.**

*Read: Daniels p. v-vii & 247-249  
Palmer p. xi-88*

**Write a one-page reflection about how the reading relates to your own practice and submit it electronically to the instructor by midnight on Monday, Sept 8th prior to the S2 meeting night.**

- S3 – Sept 18 - I The teacher’s inner life / Cultivating the inner ground  
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.**  
*Read: Palmer p. 89-162*

- S4 – Sept 25 - P Self-reflections and peer response to draft one (3-5 pages)  
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 (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 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 the complete class set with attachments to instructor by the following Monday.

**Draft one of philosophy statement / bring 3 copies.**

**Self and peer response to draft (written in class)**

## **Exploring Structures & Processes of Best Practice Accomplished Classrooms**

- S5 – Oct 2 - I Representations of knowledge / Prologue to portfolios  
 Sampler of portfolio practice / Purpose and design  
 NBPTS Certification Process / CD Rom – NBCT visit  
 Analyzing your practice: NBPTS entries  
 Develop portfolio design rubric  
*Read/Explore the following sites:*
- *National Board website ([www.nbpts.org](http://www.nbpts.org)),*
  - *Proceedings from an NCATE / NBPTS conference, spring 2001 ([ali.apple.com/events/ncate2](http://ali.apple.com/events/ncate2)),*
  - *National Boards in California web interactive CD Rom (provided) and*
  - *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.**  
**Bring classroom examples of portfolios to share**  
*Read Lyons p. 1-38 and one chapter from Ch. 3-7 p. 39-120*

- S6 – Oct 9 - P Method one: Integrative curriculum  
**Group one:**
- **facilitates demonstration of best practice and stories from classrooms;**
  - **videotapes;**
  - **turns in lesson plan with changes noted;**
  - **collects peer reflections;**
  - **and delivers above to instructor by the following Monday.**
- Class participants respond with written reflections (see session 2).**  
*Read Daniels p. 0-56*

- S7 – Oct 16 - I Method two: Small group activities  
**Group two:**
- **facilitates demonstration of best practice and stories from classrooms;**
  - **videotapes;**

- turns in lesson plan with changes noted;
- collects peer reflections;
- and delivers above to instructor by the following Monday.

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

*Read Daniels p. 57-95*

S8 – Oct 23 - P Tensions surrounding portfolios / Validating portfolio evidence  
**Bring portfolio vessel, navigation plan and list of planned Entries.**

*Read Lyons p. 121 & Ch. 9-10 p. 143-171, p. 187  
And either Ch. 12, 13, or 15*

S9 – Oct 30 – I Method three: Representing to learn

**Group three:**

- facilitates demonstration of best practice and stories from classrooms;
- videotapes;
- turns in lesson plan with changes noted;
- collects peer reflections;
- and delivers above to instructor by the following Monday.

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

*Read Daniels p. 96-129*

**Draft two of philosophy statement due with self, peer and Instructor feedback and draft one attached.**

S10 – Nov 6 - P Individual/Group Work & Conferences with Instructor

S11 – Nov 13 -P Method four: Classroom workshop

**Group four:**

- facilitates demonstration of best practice and stories from classrooms;
- videotapes;
- turns in lesson plan with changes noted;
- collects peer reflections;
- and delivers above to instructor by the following Monday.

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

*Read Daniels p. 130-169*

S12 – Nov 20- P Method five: Authentic Experiences

**Group five:**

- facilitates demonstration of best practice and stories from classrooms;
- videotapes;
- turns in lesson plan with changes noted;
- collects peer reflections;
- and delivers above to instructor by the following Monday.

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

*Read Daniels p. 170-201*

S13 – Dec 4 - I Method six: Reflective Assessment

**Group six:**

- facilitates demonstration of best practice and stories from classrooms;
- videotapes;
- turns in lesson plan with changes noted;
- collects peer reflections;
- and delivers above to instructor by the following Monday.

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

*Read Daniels p. 202-246*

## **Reflections and Implications**

S14 – Dec 11 - I Portfolio Sharing & Potluck

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*

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

**Rubrics for Philosophy Paper and Portfolio will be negotiated as a class.**



## 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 whatever medium they decide to implement. The student(s) will debrief the teaching demonstration with their classmates to determine the merits of the teaching method and what beliefs are implemented.

**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:** As a group, you will need to organize in order to demonstrate your teaching method to the class. Your demonstration can take on a variety of forms. For example, you may choose to videotape a lesson in the field and show the class the video. You may wish to select a small group of students to teach in front of the class before debriefing the methodology. You may wish to teach the entire class and discuss your method after you lesson.

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 Three:** 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
Debriefing	5 points
<hr/> Total	25 points