Course Description
Education 41 marks a unique place in students’ college experience: For the first time you are intensely involved on both sides of the classroom desk simultaneously. This course is designed to prepare Dartmouth undergraduates for an immensely challenging, rewarding and powerful undertaking: teaching children. For all students in this course, the most formative experiences will occur in the schools and with the teachers with whom you are paired; accordingly, all students spend 4-6 hours a week in their schools.

Using the New Hampshire State Standards to help guide your work and development as beginning teachers, as well as the courses you have taken in the Dartmouth Education department, this course will help you shape a vision for teaching reading, science, math, social studies and the arts in the twenty-first century by combining experiences of in-class modeling; activities; reflections; readings; workshops; demonstrations; group site visits; observations; practice with both peers and children in field settings; discussion; guest speakers; drama; lectures; designing, implementing and evaluating lesson plans and curricular materials; and, ultimately, analyzing your own videotaped teaching.

Course Goals
Over the course of the term, we will grapple with the questions: What is good teaching? How will we know it when we see it? How do we do it ourselves? The answers to these questions will come in the form of practical field experiences, field assignments, course readings and class meetings. We will explore these questions through essential questions derived from Charlotte Danielson’s Framework for Teaching with the corresponding domains from NH 610.02 “Professional Education Requirements”:

I. Essential Questions for Planning and Preparation and Classroom Environment: What is the culture of the school and classroom? How is this set and maintained? How does it support diverse learners? How is the classroom structured to best meet the intellectual and social development of individual children?

Domain 1: In the area of the learner and learning:
(1) Learner development, as demonstrated by:
   a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic
dimensions; and
b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

(2) Learning differences, as demonstrated by:
   a. An understanding of individual differences and diverse cultures and communities;
   b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
   c. The ability to employ universal design principles and assistive technology; and

(3) Learning environment, as demonstrated by:
   a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learners’ interests and passions; and
   b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences.

II. Essential Questions for Knowledge of Content and Pedagogy: What are the students learning? How do we teach it in a way the students will learn?

Domain 2: In the area of content:
   (4) Content knowledge, as demonstrated by:
      a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
      b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and
   (5) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues.

III. Essential Questions for Instruction: How do we teach it? How do we know what students understand and can do (and have learned)?

Domain 3: In the area of learning facilitation practice:
   (6) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:
      a. Engage learners in their own growth;
      b. Document learner progress;
      c. Provide learner feedback; and
      d. Inform the educator’s ongoing planning and instructional abilities.
   (7) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and
   (8) Learning facilitation strategies, as demonstrated by:
      a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and
      b. An ability to build skills in accessing, applying, and communicating information.

IV. Essential Question for Professional Responsibilities: What professional habits and practices will enable us to continually improve our practice?

Domain 4: In the area of professional responsibility:
   (9) Reflection and continuous growth, as demonstrated by:
      a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in
the learning community; and
b. Ability to adapt practice to meet the needs of each learner; and

(10) Collaboration, as demonstrated by:
a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

**Course Pedagogy**

Together, the class and your work in schools comprise a “laboratory” for learning about teaching. In our meetings at Dartmouth, you will engage in close examination of teaching, have time to practice teaching and receive focused, descriptive feedback on your teaching. We will be a community of learners and expect all to participate in constructive dialogue about the readings and your classroom experiences.

At times, you will explore course concepts in the context of a specific discipline, such as literacy. Much of the time, we will examine what effective teaching looks like across disciplines and age spans, to better understand which qualities of effective teaching are generalizable and which are specific to context.

We will explore the “how” of teaching through case studies, close examination and analysis of scripts of classroom dialogue and video clips of instruction. In class, you will have opportunities to present material and structure learning for your colleagues. You will also practice giving specific, descriptive feedback that helps your colleagues improve their teaching, and you will practice receiving the same. We will read articles, problem solve around case studies and design interventions to test (when appropriate and possible) at our practicum sites.

Since your work in the classroom will be in large part of the class, the success of the pre-practicum will rely on your level of preparedness, the examples of teaching you bring to class, as well as the quality of your interactions with your colleagues. In class I will require you to summarize key aspects of assigned readings. I will also call on someone to facilitate the discussion of the readings. In addition, as we work to become better at teaching, seminar members need to challenge each other, name what is sometimes difficult for your colleagues to hear and apply the principles and concepts learned in the class in the here and now. We need to give each other the gift of specific and descriptive feedback, so that we can all get better at this challenging work.

**Course Texts**

The two main course texts provide both developmental research on how kids best learn to read and become mathematically proficient and strategies and examples of research-based, developmental instruction. **Keep them around for the fall.**

- Templeton & Gehsmann (2014). *Teaching Reading and Writing: The Developmental Approach*
- Van de Wall et al. (2013). *Elementary and Middle School Mathematics: Teaching Developmentally* (8th edition)
- Other readings will be available through Canvas.

**Confidentiality**

This course is a lab for learning that demands authenticity, honesty and courage from all class members. Issues raised in class related to the work site must not leave the room once class ends. Class members
are expected to demonstrate a degree of vulnerability in the context of learning that must be respected and honored by colleagues. Please use good judgment when it comes to the proper treatment of sensitive issues. A violation of this expectation can impact negatively in our goal of becoming a network for learning and a community of practice.

In addition, please remember that the children in the class you observe deserve the same level of respect and confidentiality. For written work in class, please give students pseudonyms, and under no circumstances remove confidential material from school. Please be extremely careful to never discuss children using names or identifiable characteristics or events in public. The Upper Valley is very small: the person sitting at the table next to you in a coffee shop or working behind the counter in a store or teaching one of your Dartmouth courses may be the parent of a child in your classroom. Always honor the trust that has been given to you, and remember that a comment taken out of context in a public area can do damage.

**Expectations and Professionalism**

Each week, you will spend 6–8 hours in your school. Remember that the school is a professional workplace, so all your time on site must be pre-scheduled with your mentor teacher. Each week we will provide a series of tasks you can use to help structure your time onsite. Keep in mind that your primary role there is to observe and learn as much as possible, but you will spend most of your time in later weeks working with kids individually, in small groups, or practicing some whole class instruction. Thus, you should be proactive in seeking opportunities to learn. Your mentor teacher is busy; don’t rely on him or her to take initiative for you. A hallmark of your professionalism will be your proactive pursuit of opportunities to learn and grow.

In addition, while at your school, remember that you are an authority figure and will be moving around a lot. Your dress and behavior should be professional and conform to norms of your school. In particular, your dress should not be too casual or too suggestive, but make sure you are comfortable and can bend, squat, and kneel with ease. Think through how students will address you ("Mr. or Ms. ________"), and how your language and behavior will convey your respect for the work of teaching and learning. As in all of your interactions in school, your modus operandi must be “do no harm.” We are asking you to collect data on the classroom and students as a way to further your understanding of the complexity of teaching. However, we ask that you do so in an unobtrusive way, so that you do not interrupt the important work of learning in the class. When students ask what you are doing, you can always tell them you are taking notes and studying their class, to help you learn to be a better teacher. When you interview your focal students, choose times that do not interfere with their learning.

**General Requirements**

- All students are expected to read the material indicated in the reading list by class below before each class and be prepared to discuss that material in class.
- All students are expected to attend class (including x-periods), on time, and each student is responsible for all material presented and discussed in every class. If you must miss a class, it is your responsibility to borrow the notes from another student, acquire any materials that were handed out, and learn if changes have been made to the syllabus.
- Each student may have two excused absences from class. An absence is excused if a note or e-mail from a doctor, coach, or other college official is provided in a timely manner. All other absences
An effective practice in work will be focus on strategies for improvement and movement towards from “emerging” to “effective” practice throughout the spring and not become an expert teacher over the quarter! Therefore, in assessing your work will be focus on strategies for improvement and movement towards from “emerging” to “effective” practice in line with the 610 and 612 standards. Note: The designing and teaching of your
lessons in May will not be graded as part of this set of assignments—only your reflections will be. Your planning and teaching will be assessed using observational frameworks of teaching practice based on both the NH standards and Danielson framework of effective practice. By not implicating your teaching with grades, your goals can be learning and improvement.

Simply put: This is a course about developing: developing as a teacher, a critical thinker, and colleague to those around you. You will be graded accordingly in each of the following assignments. I expect assignments to be turned in on the due date. There will be a loss of one point a day for each late assignment.

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1. **Analysis of School and Classroom Culture**  
   **DUE: April 24th by midnight**  
   How do your school and classroom define norms for behavior and learning? What routines and processes are in place to shape behavior? How do individuals in your classroom interact around learning, and how does this shape the nature and quality of learning in your discipline? How do adults in your school and classroom address disruptions to learning, and to what effect? For this assignment, you will complete a case study of your school and classroom, documenting
   - How children’s behavior is regulated, reinforced, guided, and punished by teachers and by the children themselves (e.g., whole school behavior interventions, how teachers foster high quality relationships, how students hold each other accountable for being fair, how they solve problems).
   - The important norms in the classroom related to how teacher and students talk to one another during and outside of instructional time
   - The organization of the classroom and how it seems to influence student engagement

I will provide a more comprehensive set of questions and criteria in class.

*Fulfills requirements: Ed 610, Learner Development (1a); 610, Learning Differences (1a); Professionalism (d1–2)*

2. **Understanding Students’ Learning and Development**  
   With the assistance of your mentor teacher, you will select two students (referred to as “focal students”) whose knowledge, skills, motivation, and needs you will work towards understanding over the term. For each focal student, you will document their literacy learning and skills, mathematics learning and understanding, and social-emotional needs (including motivation, behavioral needs, and social interactions). Using formal and informal assessments, close observation, and review of student work products, you will develop a more comprehensive portrait of students’ experience in the
classroom and use data and reflection to plan and execute short instructional conferences with your focal students.

A. **Literacy Assessment and Reflection. DUE May 1st by midnight.** Over the term, you will document your focal students’ reading and writing development and use the data you collect to craft your literacy lesson in May (Assignment 3). Literacy is a collection of broad skills used to interact with and produce text. We will want to keep this broad sense of literacy in mind as you pay close attention to and collect data on how your focal students practice reading, writing, and language tasks in a variety of settings in the classroom. An analysis of your focal student’s literacy skills and learning will be due in towards the end of the term. In order to provide a comprehensive account, you will do the following:

- In the 4th week of the pre-practicum (week of April 20th), you will conduct a reading assessment (using an assessment from your mentor teacher) with each focal student and analyze it to provide a baseline of reading skills.
- Review the Language Arts Common Core State Standards (CCSS) in your grade level to gain perspective on the competencies that are guiding your mentor teacher’s instruction.
- Discuss with your mentor teacher their specific goals for literacy in the spring and what instruction helps students achieve these goals.
- With the permission of your mentor teacher, review a variety of your focal students’ literacy work (writing, spelling quizzes, reading comprehension tasks) each week.
- Closely observe your focal students’ literacy patterns: which books they choose, how they participate in literacy lessons, their motivation to read and write, what they seem to do with ease and what they seem to struggle with.
- Informally talk with your focal students about how they interpret reading and writing tasks.

As you compile and organize your data, you will synthesize what you know about your focal students’ literacy skills from the literacy assessment and other observations to create a short (10–15 min) “instructional conference” in which you individually assist them in decoding and/or comprehending an instructionally appropriate passage.

This component of the project will culminate with a comprehensive written assessment of your students’ literacy skills and competencies including:

- How they are meeting grade-level Common Core Language Arts standards (You will likely not be able to speak to all of CCSS competencies, but note as many as you can.)
- An analysis of data collected from your literacy assessment. This should involve your research-based conclusions of their strengths and weaknesses and suggestions for instruction to assist their literacy development
- A report of their reading and writing engagement in classroom. What patterns did you notice? Describe their motivation to read and write? What are their beliefs about reading, writing and language? How social is literacy for them in the classroom? Include anything of note that can help form a comprehensive picture of their literacy “life.”

B. **Mathematics Tasks and Interviews. DUE MAY 8th by midnight** In order to become more sensitive to the diverse ways in which students think and learn mathematically, you will track the same two focal students’ mathematical development throughout the pre-practicum. A crucial piece will be conducting a math interview with each student in which you prepare math tasks through which you can assess a range of grade-level Common Core math competencies
(they can be hands-on activities, paper-pencil tasks, or a combination of the two), have your students work and talk through them, and then closely examine their work products to infer their thinking, problem solving, and mathematical representations. Like in 2a, you will use these data to both write up a case study of your students’ mathematical strengths and weaknesses and to develop a math lesson that you will teach in May. You will engage in the following that will lead up to these:

- Attend closely to your students’ participation in lessons, noting what they seem to do with ease and what they struggle with, how they approach a variety of problems and tasks.
- Discuss with your mentor teacher their specific goals for mathematics in the spring and what instruction helps students achieve these goals.
- Review the Mathematics Common Core State Standards (CCSS) in your grade level to gain perspective on the competencies that are guiding your mentor teacher’s instruction.
- With the permission of your mentor teacher, review a variety of your focal students’ mathematical products (worksheets, worked-out problems, written explanations) each week.
- Conduct a “math interview” with your students in which you pose 2–3 challenging (for them) problems and document how they work through them.

As you compile and organize your data, you will synthesize what you know about your focal students’ mathematical skills from your task analysis and other observations to create a short (10–15 min) “instructional conference” in which you individually assist them in working through a challenging problem.

This component of the project will culminate with a comprehensive written assessment of your focal students’ mathematical and problem solving skills, knowledge, and dispositions, which will include

- How they are meeting grade-level Common Core Mathematics standards (You will likely not be able to speak to all of CCSS competencies, but note as many as you can.)
- An analysis of their thinking and performance during the math interview/task. Document as much detail as possible regarding how they made sense of the problems you presented, what strategies they used, and what you can infer about their number sense and operational thinking.
- A report of their mathematical engagement in classroom. What patterns did you notice? Describe their motivation in math? What are their beliefs and goals about math? Include anything of note that can help form a comprehensive picture of their mathematical “life” in the classroom?

C. Social-emotional and Motivational Profiles. DUE MAY 22nd by midnight Students’ social, emotional, and motivational lives are always relevant to their classroom learning and engagement. Effective teachers understand their students’ feelings, motivations, and social relations in order ensure they have meaningful, challenging, and positive experiences in school. For this component, you will work towards understanding how your focal students experience the classroom environment in a holistic way. Components of this will include:

- An analysis of your two focal students social relations in the classroom. How do they interact with their peers? What things do they do with their peers? Which peers?
• What motivates your focal students as members of the classroom community? What do they seem to enjoy about school? What seems to frustrate them? How can you tell? What situations seem to elicit particular emotions from your students?
• Suggestions for meeting their emotional, social, and motivational needs.

Fulfills requirements: Ed 610: Learner Development (1a–b); Learning Differences (2a–b); Content Knowledge (4a-b); Assessment (6a–d); Ed 612.04: Language Arts content (a1); Mathematics content (a2)

3. Design, Teach, and Reflect on Two Lessons—One Literacy, One Math

Please make sure you teach these lessons sometime during the weeks of May 11 or May 18—no earlier or later.

Teaching that is informed by assessment and data—called “formative assessment”—is a crucial component of high-quality, research-based practice. Instead of teaching, assessing, and then moving on to a different topic, you will continually use assessments of student learning and thinking to guide your future instructional decisions. What questions should I ask to see if students really understand? Now that I know students need more assistance, what activities can help students develop the core concept? This is the Assessment–Reflection–Planning–Instruction–Assessment cycle.

You will have two opportunities to engage in this cycle by reflecting on data collected in Assignment 2 to guide your planning and instruction for two lessons taught in May. With your mentor teacher’s guidance, you will identify an opportunity to teach and then collectively discuss with your mentor the goals of lesson as they help students work towards specific Common Core competencies. In your planning, you will need to refer to your focal students strengths and weaknesses in order to create a lesson in which all students, and especially your focal students, can participate and make strides in their learning—this is one of the principles of “Universal Design,” which we will discuss in class.

Additionally, in leading up to your lessons, you will pay close attention to the range of understandings that students in your class seem to have and base your these assessment data.

In sum, you will:

a. Design a lesson to achieve relevant learning goals
b. Revise the lesson plan based on TEP faculty and mentor teacher feedback
c. Teach the lesson
d. Assess what your students learned from your lesson.

You will also videotape your lessons and reflect on the videos. If any work products were created for the lessons, include work samples when you turn your work in. Before you review your lesson video, revisit the specific learning goals you had for the lesson. Review the videotape of your lesson with these in mind, and document evidence in the video with respect to those goals. You will then submit a reflection on your lesson and meet to debrief. Select two short excerpts from the lesson to share with the class: one that shows how you set up the lesson, and one that illustrates a continuing problem of practice with which you are grappling.

Fulfills requirements: Ed 610 (all); Ed 612.04 (a, b, d3, c, f, g)

4. Weekly Reflections on Observations (Due on April 6, April 13, April 27, May 4, May 11, May 18)
Each week your classroom observations will focus on a particular theme or question relating to student learning and engagement (formative assessment, problem solving, student communication). You’ll collect data on these themes/questions and use these written reflections to synthesize your data and pose further questions for our class regarding the importance or relevance of these themes.
We will use some of our Monday X hours to discuss your weekly questions and your reflections. Your reflections should be around 500 words.

_Fulfills requirements: Ed 610 Professional Responsibility 1a_

5. Video Club (present on either May 26 or May 28)
In class sessions, we will engage as a group in video club: a process through which we examine specific video data of teaching and develop our understanding of high quality instruction through focused analysis of specific problems of practice. On one occasion you will be the presenter for video club. You will prepare a problem of practice, bring in a short video clip of your work with students, and engage in the inquiry process around your own teaching.
In addition, you will practice giving specific, focused descriptive feedback (a critical component of effective teaching) by providing your peers with specific detailed descriptions of their practice as you observed it, and you will engage constructively through the video club inquiry process with your colleagues’ problems of practice.

_Fulfills requirements: Ed 610 Professional Responsibility (1&2)_

6. Summer Work Plan (Due June 1st by midnight)
Write a plan for how you will continue to grow as a professional over the summer. Describe specific texts you will read and for what purpose, additional steps you will take towards certification (e.g., complete Praxis Elementary and Foundations of Readings Exams), and specific experiences or opportunities you will pursue to enhance your preparedness as a teacher.

_Fulfills requirements: Selected 610 and 612 Standards_

**Academic Honor**

All students are expected to uphold all aspects of the Academic Honor Principle (http://www.dartmouth.edu/~uja/honor). Your work should be your own and should be prepared specifically for this class. Whenever you make use of outside sources for findings, facts, language, or ideas (including web sites, books, articles, roommates, etc.) you must acknowledge them in formal APA citations. Failure to do so constitutes plagiarism, a serious academic offense that typically involves suspension from the College for a number of terms.
Class and Topic Schedule
(May change to accommodate guest presenters & student needs)

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."
Margaret Mead

The complexity and knowledge base of teaching

March 30:
• Course overview
• What is the Common Core? What are the NH standards for teacher practice?
• What makes teaching is a complex practice?

Readings:
• Read over syllabus, esp. course goals
• Lampert, (2001). Teaching Problems, Chapters 1–2
• http://www.corestandards.org/

April 2:
• What guides beginning teacher competency?
• What is the importance of classroom culture?

Readings:

April 6: X-class
• Debrief first class visit, using weekly reflection as a guide
• Discuss assignments especially Analysis of School and Classroom Culture (due April 24th)

Assignment:
• Weekly Reflection on Observation (a guide for each will be sent by email from Prof. Bean on Tuesday before class, posted on Canvas by Monday at 3pm - prior to class)

Foundations of Literacy

April 7:
• What does it mean to be literate?

Readings:
• Templeton & Gehsman (T&G) Chapters 1-3.

April 9:
• What are the characteristics of [emergent, beginning, transitional, intermediate] readers?

Readings:
• T&G – you will read one chapter and present on your stage in class (either Chapter 6,7,8, or 9). We will decide which one to read in class the previous week.
• Review Fountas & Pinnell Guided Reading Text Level Descriptions on Canvas
### April 13: X-class

**ATTENTION:** NO SCHOOL OBSERVATIONS THIS WEEK, DOTHAN BROOK SPRING BREAK

- Debrief on school visits
- What do effective readers do? Why do students go off track? What do their reading behaviors tell us?

**Readings:**

**Assignment:**
- *Weekly Reflection on Observation*

### April 14:

- What types of experiences are there for literacy throughout the day?
- What are some assessments used in literacy?
- How do you do a running record?

**Readings:**
- T&G: Chapter 4

### April 16:

Prof. Bean is at a conference. No class. Read about Math instruction for 21st century learners.

**Readings:**
- Van de Walle, Karp & Bay-Williams (VdW, K & B-W): Chapters 1-2

### April 20: X-class

Prof. Bean is at a conference. No X-class.

→ This week you will conduct the **Literacy Assessment and Reflection** (assignment 2A). Prepare for that during this time. It is due May 1.

### Foundations of Math

### April 21:

- What does it mean to be mathematically proficient?
- How do we teach thru problem solving?

**Readings:**
- VdW, K & B-W: Chapters 3
- Stein et al. (2009). Chapter 1: Analyzing Mathematics Instructional Tasks

### April 23:

- Early Numeracy
- Developing meaning for the operations
- Developing whole-number place-value concepts
- Developing Strategies for Addition and Subtraction Computation
- How does teacher questioning impact mathematical thinking?
Readings:
- VdW, K & B-W: you will read one chapter and present on your concept in class (either Chapter 8,10,11,12). We will decide which one to read in class the previous week.
- Frankie et al. (2009). “Teacher Questioning to Elicit Students’ Mathematical Thinking”

Assignment: (1) Analysis of School and Classroom Culture DUE: April 24th by midnight

April 27: X-class
- Debrief on school visits

→This week or next you will conduct the Mathematics Tasks and Interviews (assignment 2B). It is due May 8th.

Assignment:
- Weekly Reflection on Observation

April 28:
- How can we assess students’ mathematical understandings to inform instructional decisions?

Readings:
- VdW, K & B-W: Chapter 5
- Various readings on “Bridges” curriculum (TBA)

Planning High Quality Instruction

April 30:
- Instructional Design: Who and What is it for?
- Writing objectives for student learning

Readings:
- Reeves “Where Great Teaching Begins” Chapters 1-5

Assignment: (2a) Literacy Assessment and Reflection. DUE May 1st by midnight.

May 4: X-class:
- Debrief on school visits

Assignment:
- Weekly Reflection on Observation

May 5:
- Lesson Planning: Creating plans for learning

Readings:
- Reeves “Where Great Teaching Begins” Chapters 6-10

Meeting needs of all learners: RTI

May 7:
- What is RTI?
- Interventions for all readers
- How can we make math transparent for all learners?

Readings:
- VdW, K & B-W: Chapter 6
- T&G: Chapter 11

Assignment: (2b) Mathematics Tasks and Interviews. DUE MAY 8th by midnight

May 11: X-class:
• Debrief on school visits/talk about lesson plans
• Talk about social studies interview (not a formal assignment)

→ This week or next you will conduct the Design, Teach, and Reflect on Two Lessons—One Literacy, One Math

Assignment:
• Weekly Reflection on Observation

Students’ Social-Emotional Development and Classroom/School Environments

May 12:
• What makes a “positive” classroom culture?

Readings:
• http://www.teachthought.com/learning/20-tips-to-promote-a-self-directed-classroom-culture/

May 14:
• What is your role in developing a safe, inclusive, and trusting classroom culture?

Readings: TBA

May 18: X-class
• Debrief on school visit

→ This week (or the previous week) you will conduct the Design, Teach, and Reflect on Two Lessons—One Literacy, One Math

Assignment:
• Weekly Reflection on Observation

Social Studies and Science in the elementary classroom

May 19:
• Social Studies in the classroom: why it matters

Readings:
• Loewen (2008). Lies my teacher told me: Everything your American history textbook got wrong. Chapter 2: The true importance of Christopher Columbus

May 21:
• How can elementary students think like scientists?

Readings:
• Miller (2009). Thinking like a scientist: Exploring transference of science inquiry skills to literacy applications with kindergarten students 41-52.
• http://www.edutopia.org/blog/how-to-teach-students-to-think-like-scientists
• http://www.learnnc.org/lp/pages/1949?ref=search
• http://discovermagazine.com/2013/dec/15-e-is-for-engineering
• https://student.societyforscience.org/article/science-fairs-teaching-students-think-scientists

Assignment: (2c): Social-emotional and Motivational Profiles. DUE MAY 22™ by midnight

May 25: No X-class, Memorial Day
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<td>• <strong>Assignment: Summer Work Plan (Due June 1st by midnight)</strong></td>
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<table>
<thead>
<tr>
<th>June 2:</th>
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<tbody>
<tr>
<td>Wrap up and discuss summer work plans</td>
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