EDUC 41: Principles of Teaching and Learning in the Elementary School: Theory and Practice
Spring 2016
Raven House Room 104
Tuesdays and Thursdays 4:00-5:50pm
School Placement: 6-8 hours at the assigned elementary school

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Office Phone: (603) 646-1502
Office Hours: Mondays 3-5pm and by appointment
X-hours: Mondays 5-5:50

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. Since your work in the K-8 classroom will be a 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 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**


- 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.
Additionally, 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.

**General Requirements**

- All students are expected to read the material indicated in the reading list **prior to** 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 (but see next item) are considered unexcused and will negatively affect the portion of the grade related to attendance and class participation.
- I recognize that some students may wish to take part in religious observances that fall during this academic term. Should you have a religious observance that conflicts with your participation in the course, please speak with me within the first week of the term to discuss appropriate accommodations.
- All students are expected to hand in the assignments outlined below on the dates specified below. No extensions of deadlines will be granted. Late assignments will be accepted with a loss of 5 points on the first day, 2 points each subsequent day.
- All students are expected to uphold all aspects of the Academic Honor Principle (refer to [http://www.dartmouth.edu/~uja/honor](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.
- Students with disabilities enrolled in this course who may need disability-related classroom accommodations are encouraged to make an office appointment to see me early in the term. Students requiring disability-related accommodations must register with the Student Accessibility Service (SAS) office. Once SAS has authorized accommodations, students must show the originally signed SAS Accommodations/Consent Form and/or a
letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

• RWIT: The Student Center for Research, Writing and Information Technology. RWIT is a free service dedicated to helping students develop more effective strategies for generating and organizing ideas, finding and evaluating research sources, and revising compositions. At RWIT, you can meet one-on-one with a tutor to discuss a paper, research project, or assignment. Whether you are brainstorming, drafting, or polishing, the tutors can provide feedback that will help improve your work. This is a wonderful service that you are lucky to have as a Dartmouth student. Take advantage of it. To make an appointment, please see http://www.dartmouth.edu/~rwit/students/appointment.html

Assignments and Work Products

The following assignments follow a developmental pathway that is recommended by the Council for the Accreditation of Educator Preparation (CAEP) for “clinical practice” of teacher candidates. They are designed for you to approximate the work of professional teachers through structured and guided observations, assessments, lesson plans, teaching, and close analysis of your own and your colleagues’ teaching. Through these tasks, you will participate in the Assessment–Reflection–Planning–Instruction–Assessment cycle, which has a strong research base of improving student learning. These assignments are also designed to meet a variety of the NH Professional Educator Standards (610s and 612s), which are based on nationally recognized professional standards of teacher excellence.

As you are beginning teachers, I expect that you will develop your proficiency, knowledge, and skills 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 teaching of your lessons in May will not be graded as part of this set of assignments—only the timeliness of completing your lesson plans and subsequent reflections will be. Your 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:
### Assignment Points

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<tr>
<th>Assignment</th>
<th>Points</th>
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<td>1. Analysis of School and Classroom Culture</td>
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<td>2. Understanding Students’ Learning and Development</td>
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<tr>
<td>A. Literacy Analysis and Profile</td>
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<td>B. Math Analysis and Profile</td>
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<tr>
<td>C. Social-emotional Profile</td>
<td>10</td>
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<td>3. Design, teach, and reflect on two lessons (15 each)</td>
<td>30</td>
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<td>4. Weekly Reflections on Observations (5 times at 3 each)</td>
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<td>5. Video Club Presentation and Participation</td>
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<td>6. Summer/Post ED-41 Work Plan</td>
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1. **Analysis of School and Classroom Culture**  **DUE Wednesday April 27th 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 disciplined 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, and
- 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 (Parts A, B, and C)**

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 Analysis and Profile  DUE Sunday May 8th at 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 on May 8th. In order to provide a comprehensive account, you will do the following:

- In the 4th week of the pre-practicum (week of April 18-22), you will conduct a reading assessment (using an assessment from your mentor teacher and/or Fountas & Pinnell) 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” (i.e., one-on-one lesson) in which you individually work with them in decoding and/or comprehending an instructionally appropriate passage.

The project will culminate with a 4-5 page narrative (double-spaced, 12 point font, Times New Roman) of your students’ literacy skills and competencies including:

- An outline of your instructional conference: What books did you read with your students? What were the objective(s) of the conference? Provide details.
- 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. Feel free to use references from course texts.
- A report of their reading and writing engagement in classroom/profile of who they are as “readers and writers”. 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.”

- Include any examples of their work, with names blacked out. This is not included in the page count.

B. Mathematics Analysis and Profile

DUE Sunday May 15th by midnight

In order to become more aware of 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 one-on-one session with each student in which you prepare 5 challenging math problems 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 (pg. 8), you will use these data to write up a case study of your students’ mathematical strengths and weaknesses. You will engage in the following to add to your narrative:

- 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. Jot down occurrences that seem significant to their acquisition of mathematical knowledge.
- 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.
- In the 6th week of the pre-practicum (week of May 2-6), conduct a one-on-one session with your students in which you pose 5 challenging problems and document how the students work through them.

After this session, you will synthesize what you know about your focal students’ mathematical skills from your one-on-one session and other observations to create a short (5-10 min.) “instructional conference” in which you individually assist them in working through a new problem that was a challenge during the initial one-on-one time.

This component of the project will culminate with a 4-5 page narrative (double-spaced, 12 point font, Times New Roman) of your focal students’ mathematical and problem solving skills, knowledge, and dispositions, which will include:
• An analysis of their thinking and performance during the math one-on-one sessions. 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. Then reference and analyze the “instructional conference” as well.

• A report of their mathematical engagement in classroom/profile of who they are as “mathematicians”. 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? Include anything of note that can help form a comprehensive picture of their math “life.”

• Include any examples of their work, with names blacked out. This is not included in the page count.

C. Social-emotional and Motivational Profile   DUE Sunday 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 assignment, you will work towards understanding how your focal students experience the classroom environment in a holistic way.

This component of the project will culminate with a 3-4 page narrative (double-spaced, 12 point font, Times New Roman) that includes:

• 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 must be in either Math or Literacy)   DUE Sunday May 29th by midnight

******Please make sure you teach these two lessons sometime between May 9th - May 20th — no earlier or later. Plan accordingly.******
With your mentor teacher’s guidance as well as Prof. Bean’s, you will identify an opportunity to teach (either to a small group or the whole class) and then collectively discuss with your mentors the objectives of lesson as they help students work towards specific Common Core competencies.

In sum, you will:

a. Design a lesson to achieve relevant learning goals using format learned in Class 11 on May 3rd (due to Prof. Bean/mentor teacher 3 days prior to teaching)

b. If needed, revise the lesson plan based on feedback (completed and sent to Prof. Bean/mentor teacher 24 hours in advance)

c. Teach the lesson ☺ (the fun part!)

d. Assess what your students learned from your lesson (should be part of the lesson)

You will turn in the following in one document on the due date of May 29th:

- Final copies of both lesson plans (using the format learned in Class 11)
- 2-3 page reflection on each lesson (How did it go? What would you do differently? What did you learn?)
- Any documentation/student work to aid with clarity/explanations

***You will also videotape your lessons. It is your responsibility to have these recorded. Please ask your mentor teacher to assist you. If you need a recording device, please let Prof. Bean know. Review the videotape of your lesson with specific learning goals you had for the lesson, and document evidence in the video with respect to those goals. This is what you will show for your Video Club assignment. You will show your video either May 24th or May 26th. Refer to Assignment 5 for more details.

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

4. Five Reflections on Observations

The reflections must be from 5 different weeks of the 9-week school placement.

You choose the weeks.

Your school placement will provide an experience as an observer in the classroom, as you will be witnessing many daily happenings of the classroom: lessons, students’ behaviors, assessments… the list goes on and on. You’ll need to write notes/collect data/jot down questions while you are there. You will then use these written reflections to synthesize your notes/data and pose further questions in five written reflections. Your reflections should no more than 600 words, double spaced, 12 point font, Times New Roman. We will use the beginning of most classes to discuss your reflections.

During some weeks, field guides will be provided to you and sent to your mentor teachers to provide direction on specific things to look for that week. Data collected from these guides can be used in your reflections.

Fulfills requirements: Ed 610 Professional Responsibility 1a
5. Video Club Presentations PRESENT on either Tuesday May 24 or Thursday May 26

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 (something you found challenging in the lesson and would like to have feedback on), bring in a short video clip of your work with students, and engage in the inquiry process around your own teaching. Come prepared to lead the discussion regarding your video.

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 / Post ED-41 plan DUE Monday May 30th by midnight

Write a plan (3-4 pages, double spaced, 12 point font, Times New Roman) for how you will continue to grow as a professional (interested in K-8 education) over the summer/after this course ends. Describe specific texts you will read and for what purpose; if applicable, 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 in the field of education.

Fulfills requirements: Selected 610 and 612 Standards
<table>
<thead>
<tr>
<th>Week</th>
<th>ED 41 Assignment Outline</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>1st week in school placement (have a plan for 6-8 hrs/week)</td>
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<tr>
<td>3</td>
<td>Spring Break in K-8 Schools</td>
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<tr>
<td>4</td>
<td>Choose 2 focal students; Do Literacy Analysis/Profile</td>
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<td>5</td>
<td>School/Classroom Analysis due April 27th</td>
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<td>6</td>
<td>Do Math Analysis/Profile; Literacy Analysis/Profile due May 8th</td>
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<tr>
<td>7</td>
<td>Math Analysis/Profile due May 15th; Teach lessons this week</td>
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<tr>
<td>8</td>
<td>Social/Emotional Profile due May 22nd; Teach lessons this week</td>
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<tr>
<td>9</td>
<td>Video Club this week; All Lesson plans/reflections due May 29th</td>
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<td>10</td>
<td>Summer/Post ED41 plan due May 30th; Final weekly reflection due May 31st- need five total</td>
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**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*

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<thead>
<tr>
<th>Class 1: Tuesday March 29:</th>
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<tr>
<td>- Course overview</td>
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<tr>
<td>- What is the Common Core? What are the NH standards for teacher practice?</td>
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<tr>
<td>- What makes teaching is a complex practice in the 21st Century</td>
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<tr>
<td>- Discuss assignments especially Analysis of School and Classroom Culture (due April 24th)</td>
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📖 Readings:
- Read over syllabus
- Lampert, (2001). Teaching Problems, Chapters 1–2
- [http://www.corestandards.org/](http://www.corestandards.org/) (skim but in particular review NH state standards)

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<tr>
<th>Class 2: Thursday March 31:</th>
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<tbody>
<tr>
<td>- Importance of classroom culture</td>
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<tr>
<td>- Growth Mindset in the classroom</td>
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<tr>
<td>- Organize final field placements</td>
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📖 Readings:

**Literacy/Language Arts/ELA**

*First week at school placements*

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<tr>
<th>Class 3: Tuesday April 5:</th>
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<tbody>
<tr>
<td>- The Science of Reading</td>
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<tr>
<td>- Balanced Literacy Approach: Developing a Diverse Literacy Block</td>
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📖 Readings:
- Culham (2014). The Writing Thief, Chapter 1, 10-29.
Class 4: Thursday April 7:

• What do effective readers do? Why do students go off track? What do their literacy behaviors tell us?
• What are reading levels?

📖 Readings:
  ⇒ “Getting Started”, p. xii – 19
  ⇒ “Supporting Pre-Emergent and Emergent Readers” p.20-23
  ⇒ “Teaching Reading Engagement”, p. 44-47
  ⇒ Skim strategies on pages 24-43 and 48-74
• Review Fountas and Pinnell Guided Reading Text Level Descriptions and Text Level Ladder on Canvas

Class 5: Tuesday April 12: SPRING BREAK IN K-8 SCHOOLS

• What are some assessments used in literacy?
• How do you do a running record?

📖 Readings:
• Templeton, S., & Gehsmann, K. (2014). Teaching Reading and Writing: The Developmental Approach, Chapter 4: Prioritizing Student Centered Assessment and Instruction, p. 112-152

Class 6: Thursday April 14:

• What types of experiences are there for literacy throughout the day?

📖 Readings:
• Prior to class, you will be assigned one section of the Serravello text to present in class

Class 7: Tuesday April 19:

• The Power of Mentor Texts
• Writer’s Workshop and Beyond

📖 Readings:
• Culham (2014). The Writing Thief, Chapter 2 -5; p. 30-174; skim sections with book synopsises
### Foundations of Math Instruction

#### Class 8: Thursday April 21:
- Importance of being flexible with numbers and creating a “mathematical mindset”
- Teaching through Problem Solving

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<th>Readings:</th>
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#### Monday April 25: X-class at 5pm:
- Presentation by Terry Ashley and Riley O’Connor: “Creating a Positive Classroom Culture: A Look into Recess Chat… and Beyond”

#### Class 9: Tuesday April 26:
- Rich Mathematical Tasks: Teaching with a Growth Mindset
- Types of problems: result unknown, change unknown, start unknown

<table>
<thead>
<tr>
<th>Readings:</th>
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<tbody>
<tr>
<td>Carpenter et al. (2015). Children’s Mathematics: Cognitively Guided Instruction. Chapter 2, Addition and Subtraction Problem Types, p. 7-16 and Chapter 4, Multiplication and Division Problem Types, p. 49-76</td>
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#### Class 10: Thursday April 28:
- Math assessment for learning and instruction

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<tr>
<th>Readings:</th>
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<tbody>
<tr>
<td>Van De Walle, J., Karp, K., # Bay-Williams, J (2013). Elementary and Middle School Mathematics: Teaching Developmentally. Chapter 5; Building Assessment intro Instruction p. 78-92</td>
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# Planning High Quality Instruction

**Class 11: Tuesday May 3:**

- Lesson Planning: Creating plans for learning
- Writing objectives for student learning
- Technology guest speaker: Erin DeSilva, Instructional Designer at Dartmouth

Readings:
- Other readings - TBA

### Meeting the needs of all learners

**Class 12: Thursday May 5:**

- What is Response To Intervention (RTI)?
- Interventions for all readers
- Math Growth Mindset Grouping

Readings:

**Monday May 9: X-class:**

One-on-one Lesson Planning session with Prof. Bean from 10am-6pm. Sign up for a 30-minute time slot.

### Social Studies and Science in the K-8 classroom

**Class 13: Tuesday May 10:**

- Social Studies in the classroom: Using Primary Sources
- The questionable accuracy of textbooks

Readings:
- Vest, K. (2005). Using Primary Sources in the Classroom. p. 4-18

**Class 14: Thursday May 12:**

- How can K-8 students think like scientists?

Readings:
- http://discovermagazine.com/2013/dec/15-e-is-for-engineering
### Monday May 16: X-class at 5pm (and other times as well)
- Presentation by Dr. Daniel Willingham, Professor of Psychology at the University of Virginia, who strongly advocates for the use of scientific knowledge in classroom teaching and in education policy.

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<tr>
<th>Reading</th>
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<tbody>
<tr>
<td>Google “Ask the Cognitive Scientist” – a blog by Willingham for topics of your interest</td>
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### Students’ Social-Emotional Development and Classroom/School Environments

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<th>Class 15: Tuesday May 17:</th>
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<td>Developing a safe, inclusive, and trusting classroom culture</td>
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### Class 16: Thursday May 19:
- Social Justice in the K-8 Classroom

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### Critical Friends Group: Video Club

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<th>Class 17: Tuesday May 24:</th>
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<td>How do you give constructive, detailed feedback?</td>
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<td>Video presentations</td>
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<tr>
<td>National School Reform Faculty: Pocket Guide to Probing Questions</td>
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<td><a href="http://www.eschoolnews.com/2014/03/12/power-learning-communities-804/">http://www.eschoolnews.com/2014/03/12/power-learning-communities-804/</a></td>
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<td>Class 18: Thursday, May 26</td>
<td>Class 19: Tuesday, May 31</td>
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<td>• Video presentations</td>
<td>• Discuss summer work plans</td>
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