ED 42-43-44: Elementary Student Teaching and Seminar

Seminar meets Tuesdays 3:30-6:30 (Location TBA depending on the week)

Instructor: Mandy Bean
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Email: mandybean@dartmouth.edu
Office Phone: (603) 646-1502
Office Hours: By appointment

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

Martin Luther King, Jr.

“Children must be taught how to think, not what to think.”

Margaret Mead

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Course Description:

Unlike most courses at Dartmouth, the teaching practica require you to apprentice yourself in the professional world. As a student teacher, you will have the privilege of working with other people’s children while you cultivate the skills and understandings you need to help young people develop the power and capability they need to exercise choice and lead satisfying, meaningful lives. With this opportunity comes tremendous responsibility. The moves you make as a teacher shape how young people understand themselves and their aspirations. To that end, this course is designed to introduce you to key elements of practitioner knowledge and skill, as outlined in the NH State Standards for teachers. In addition, we will cultivate the professional norms and practices you will need to thrive as a teacher and continuously improve your effectiveness.
Course Pedagogy:

The culmination of the Dartmouth Teacher Education Program in the fall term is a three-course sequence that involves an evidence-based seminar, full-time student teaching in a local public school, and a candidate assessment of performance (TCAP). The special component of the practicum that distinguishes the Dartmouth program from others is again made clear: the connections between, and ways to deepen, department coursework in Mind, Brain and Education theory and research and the practice of teaching.

What does it mean to be evidenced-based?

Our goal is to build the habit of looking at a variety of evidence to continuously assess and tune the effectiveness of your instruction. In the seminar, you will read peer reviewed articles and compare research findings to recommendations in practitioner texts on best practice. You will also examine data about student engagement and learning through Instructional Rounds, an Action Research Project, and reflection on data gathered through classroom observations.

Throughout, we will challenge you to seek out and share appropriate research related to questions you have with respect to your practice. Two examples:

➤ For your action research project: you will gather literature and classroom evidence related to a research question of your choice, and identify and share the practical implications of at least one peer-reviewed article.
➤ Through an analysis of your classroom assessments and assessment data held at your school, you will learn to design appropriate instructional objectives and fine-tune instructional strategies.

OVERVIEW OF COURSES

As a unit, Education 42, 43, and 44 comprise the culminating experience for candidates for NH State Certification as public elementary school teachers. After each overview below is a list of the major criteria for evaluation in each course. More detailed descriptions of each assessment will be handed out during the term.

Over the course of the term, you will:

• Use your MBE background to plan a classroom culture and classroom routines that set high expectations and support learning
• Learn how to use curriculum standards to define and use clear learning goals and objectives
• Learn how to use your MBE background and knowledge of non-cognitive factors that shape learning to create a classroom culture and classroom routines that support learning

• Learn how to use assessment (formal and informal, formative and summative) to plan, deliver and evaluate your instruction in order to improve student learning

• Learn how to design a clear unit of instruction that is appropriately scaffolded, meets needs of diverse learners and fosters higher order thinking

• Learn how to stimulate general thinking ability through strategic use of:
  ✓ cognitive conflict (e.g. providing students with challenging activities which are just beyond their current capabilities but which, with appropriate scaffolding, they can master (Zone of Proximal Development),
  ✓ shared social construction of knowledge (e.g. students are encouraged to explain their thinking, argue and to seek justification from others) and
  ✓ attention to metacognition.

• Develop a set of professional habits and dispositions that will help you continue growing and learning as an evidence-based teacher once you have your own classroom

**Fall Assessment:** All three courses are assessed C/NC. You will receive credit for each course through the completion of the following work products for the seminar (42), your student teaching (43), and the NH Teacher Candidate Assessment of Performance (TCAP) (44). To be eligible for certification at the end of the term, you must have received credit for each course AND have demonstrated beginning teacher competence on all work products. Please refer to the assessment section at the end of each description.

**NH Professional Education and Elementary Education Requirements:** Become familiar (if you aren’t already!) with these standards. These guide your receiving NH teacher certification.

• Ed 610.02 Professional Education Competencies
  http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html

• Ed 612.04 Elementary Education Competencies - elementary content standards
  http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html
**Education 42** is designed to continue the synthesis of theory and practice begun in Education 41 last spring. In the weekly seminar, you will connect course readings and writings with the teaching you are doing for Education 43. The course explores curriculum planning and implementation, classroom management, assessment, identifying ways of learning, and professionalism through a variety of methods. These six areas, called competency domains, are the focus of the Ed 42 seminar, and will be addressed through a combination of readings, student-led projects and class discussion. Grounded in the belief that theory must both inform and be informed by practice, Education 42 provides student teachers and college instructors with the crucial opportunity to reflect together about the intersection of educational research and classroom practice.

Mentor teachers are invited to attend any of the class meetings. We will use various protocols that allow for a highly structured group processing of issues encountered in student teaching. Students will have the opportunity to present and receive focused feedback on dilemmas with which they are struggling at school. Students will be constantly challenged to develop both pragmatic and theoretically informed approaches to their work with their students, using a wealth of resources to better understand this work. Above all else, students will be expected to act on the belief that **the best teachers are the best learners**.

Assessment is based on the following components:
- On time attendance and active, informed discussion of readings during seminars.
- Participation in instructional rounds (October 20, 2015 @ Samuel Morey)
- Timely completion of activities required of the student teaching experience listed including reflections, journals, lesson plans and other individual assignments assigned by your mentor or college faculty deemed necessary for you to meet the goals of student teaching.

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**Education 43** is a fifteen-week teaching practicum that places you in an area host school every day (Samuel Morey Elementary), for the entire school work day, beginning August 19th and ending on December 4th.

As a student teacher, you will participate in all regular faculty duties, meetings and activities. Under the supervision of your mentor teacher and Prof. Bean, you will gradually assume planning and instructional responsibilities, “taking over” both the planning and teaching of one subject area at a time. (For example, you may begin taking over the science curriculum, adding math the following week, etc. This is at the discretion of your mentor teacher.) Plan regularly with your mentor toward a co-teaching model, ultimately toward a time when you are the sole person in charge: six “Solo Days” (ideally from a Wednesday to the following Wednesday for a total of six school days). You will take responsibility for all of your mentor teacher’s classes for these six consecutive days, gaining a more accurate perspective on the rhythms and responsibilities of a teacher’s week. This may happen at different times for each student teacher, **but expectations are for you to be teaching the class around the beginning to mid-November.**

(Continued on next page)
Education 43 (continued)

Prof. Bean will observe your teaching several times over the course of the term. Each observation will consist of a pre-conference, the actual observation, and a post-observation opportunity for reflection together, at times with the mentor teacher as well. As a student teacher, you should take every opportunity to observe other teachers and their classes; you are expected to visit other classrooms at least twice during the practicum experience. Perhaps most importantly, it is crucial that you and your mentor teacher have regular meeting times every week. Such times provide the foundation for reflective, collaborative work – work that not only benefits you as a learner, but also ultimately benefits the school children themselves.

Evaluation is based on the following components:

- **Action research** process and projects (see Action Research Project Directions)
- **Plan and Teach: 5 Lessons and One Unit:**
  - Prof. Bean will observe your teaching throughout the fall, but will observe FIVE official times. They will need to be accompanied by formal lesson plans emailed to Prof. Bean at least 3 school days prior to teaching them. Similar to the spring, all plans need to include grade-level standards (i.e. Common Core), learning objectives, how you will differentiate/accommodate, and how you will assess learning.
  - In addition to these formal lessons, you will create a unit you will teach in alignment with the classroom/district curriculum. It does NOT need to be an original unit; one that is modified from classroom curriculum to demonstrate knowledge of the students you are teaching is a reasonable expectation. Your unit CAN include TCAP lessons if you wish.
  - Research suggests that teachers who receive frequent, formative assessment on their practice are more likely to demonstrate growth, both through observations of their teaching and through collaborative review of videos of their practice. To that end, we will provide frequent feedback on your planning and instruction of five lessons using the Danielson Framework for Observations and TCAP rubrics for Planning. (see Appendix A and B for details)

- **Video Club:** a session of you working with students with a problem of practice, analyzed and presented during seminar on Nov 17th.
- **Midway and Final three-way conferences** among you, your mentor teacher, and your college instructor, based on classroom performance and NH DOE 610/612’s
Education 44

This course centers on the completion of the NH TCAP (Teacher Candidate Assessment of Performance) and your composition of a certification portfolio. The NH TCAP is modeled after performance assessments that are positively associated with K–12 student achievement and tap into the kind of planning, instructing, assessing, and reflecting that you will be expected to perform in your professional capacity as a beginning teacher.

You will plan and teach 3-5 lessons of focused instruction, assess what your students have learned, and reflect on your practice. The five strands of the TCAP involve your use of practices that we will work on throughout the fall. Your certification portfolio will consist of selected artifacts that demonstrate your competence of the NH Professional Education (610.02) and Elementary Education Competencies (612.04). Below are artifacts that will meet each standard. You will need TWO artifacts that demonstrate competence for each standard.

<table>
<thead>
<tr>
<th>Assessments and Artifacts that demonstrate competence as a Teacher Candidate</th>
<th>Ed 610.02(a): Learner and Learning</th>
<th>Ed 610.02(b): Content Knowledge, Applications of Content</th>
<th>Ed 610.02(c): Learning Facilitation (Planning, Instruction, &amp; Assessment)</th>
<th>Ed 610.02(d) &amp; Ed 612.04(b): Professional Responsibilities</th>
<th>Ed 612.04(a) &amp; Ed 612.04(c): Content Specific Curriculum and Assessment (Literacy, Math, Science, Social Studies, Technology, Arts Integration, Wellness)</th>
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<tr>
<td>Domain</td>
<td>Performance Task</td>
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<tr>
<td>Ed 610.02(a): Learner and Learning</td>
<td>• TCAP Contextualizing and Instructing Strands</td>
<td>• TCAP Contextualizing and Instructing Strands</td>
<td>• TCAP Planning, Instructing, and Assessing Strands</td>
<td>• TCAP Reflecting Strand</td>
<td>• Dartmouth coursework</td>
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<td>• Formal Lesson Plans and Formal Lesson Observations</td>
<td>• Formal Lesson Plans and Formal Lesson Observations</td>
<td>• Formal Lesson Observations</td>
<td>• Action Research Project</td>
<td>• TCAP Planning, Instructing, and Assessing Strands</td>
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<td></td>
<td>• Action Research Project</td>
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<td></td>
<td>• Video Club Participation</td>
<td>• Formal Lesson Plans and Formal Lesson Observations</td>
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<td></td>
<td>• Context of Our Work: School and Community Study</td>
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<td></td>
<td>• Daily work during field experience</td>
<td>• Daily work during field experience</td>
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<td>Assessed by</td>
<td>TEP faculty, Mentor Teacher</td>
<td>TEP faculty, Mentor Teacher</td>
<td>TEP faculty, Mentor Teacher</td>
<td>TEP faculty, Mentor Teacher</td>
<td>TEP faculty</td>
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We will work together through the TCAP tasks in order for your portfolio to be completed by the end of the term.
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 and adults with whom you work deserve the same level of respect and confidentiality. In your written work for seminar and your portfolio, please remove any personally identifying information. Under no circumstances remove confidential materials from the school or the place where they are kept. Please be extremely careful to never discuss children or colleagues 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 you, and remember that a comment taken out of context can do damage.

Action research

Action research is a term used in education to describe research—usually at a school site—in which investigation is directly linked, in context, to a particular problem or challenge the investigator seeks to address (McFarland & Stansell, 1993). Noffke and Stevenson (1995, p. 2) characterize it as a “non-linear pattern of planning, acting, observing, and reflecting on the changes in the social situations.” Because any decisions or interventions put in place may reshape the culture of context in which learning takes place, the focus on inquiry is likely to evolve over the course of the research. New situations and circumstances may pose new questions or challenges, and lead discussion and inquiry to focus in new directions (Ferrance, 2000). What remains consistent is a focus on increasing knowledge and capacity for instructional improvement.

In some schools, action research is an individual enterprise. Sometimes, it is a school-wide initiative organized around shared school goals and questions. (Example: How do we increase cognitive demand and challenge students to engage in higher order thinking across the curriculum?) A byproduct of successful collaborative action research is an increase in collegiality and collective efficacy at the school site.

In the practicum, our emerging teachers will all engage in action research related to the goals of the schools in which they are placed, as well as the 612 standards with which they are working in their classrooms.

Your action research project and presentation is due December 1. Refer to pages 16-17.
Students with Disabilities
Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations should register with the Student Accessibility Service office. Once SAS has authorized accommodations, students should show the originally signed SAS Accommodations/Consent Form and/or a letter on SAS letterhead to me. 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. If you have any questions, please do not hesitate to ask.

Academic Honor Principle
You are expected to familiarize yourself with and uphold all aspects of the Academic Honor Principle. See the ORC Bulletin or http://www.dartmouth.edu/~uja/honor for the official statement. I expect you to make use of the work of others as you develop your ideas and articulate your views. However, I also fully expect you to acknowledge those others who were formative in your thinking, by carefully distinguishing between your ideas, and ideas that you derived from other sources. You must cite all sources according to the formal APA guidelines.

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

Religious Observances
Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance which conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.
NOTE ON PROFESSIONLISM AT THE SCHOOL SITE AND ONLINE

Each week, you will work full time in your school, and often late after school as well. Remember that the school is a professional workplace. One hallmark of your professionalism will be your proactive pursuit of opportunities to learn and grow. In addition, while at the school site remember that you are an authority figure and not a student. Your dress and behavior should be professional, and conform to norms at the school site. In particular, your dress should not be too casual or too suggestive. This is especially important given your relative youth and inexperience. Casual dress and revealing clothing erode the authority you are trying to cultivate as a teacher. Before you go on-site, think through how students will address you, and how your language and behavior will convey your respect for the work of teaching and learning. Of course, we expect you to keep an appropriate social stance with respect to the students, though there will be students who challenge you with respect to this role. Remember – they are children, and you are the adult entrusted with their care.

Furthermore, social media has created the ability to search for individuals quite easy. PLEASE review any social media account you might have (Facebook, Instagram, etc.) and make sure to change your privacy settings, if necessary. Parents WILL google search you, and you want to make sure there is nothing out there you wouldn’t want someone in your professional circle to see. [This is true for future employers as well!]

Late Policy

Assume I will not accept late work. Work needs to be handed in at or in advance of dates/times specified in the syllabus. In the event of medical or other emergency, you will need to provide a letter from a dean or doctor with your request to submit work late. Exceptions will be granted at my discretion on my terms, and only in the case of true emergencies or under unusual circumstances, if arranged with me prior to the due date.
### Pre-class meetings/obligations

**Tuesday, August 18th: Orientation to the course:**

3-5 at Raven House

- Introduction to the course
- Dartmouth College Student Teacher handbook
- Overview of the TCAP
- Review: Danielson Framework for Professional Feedback (used for formal observations)
- School and Community Study Assignment (due September 1)
- Paperwork

**Wednesday, August 19th-Friday, August 21st**

- Attend full day teacher preparation days at Samuel Morey Elementary
- Have a three-way meeting with Prof. Bean, you and your mentor

**Monday, August 24th: First day of school**

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**Quick View of the Assignments:**

- School/Community Assignment (due on Sept. 1)
- Action Research Project and Presentation (see page 16-17) (due on Dec. 1)
- Plan and Teach 5 lessons (on-going throughout term) (due on Dec.4)
- Plan and Teach 1 Unit (on-going throughout term) – This can overlap with TCAP lessons (due on Dec.4)
- TCAP Portfolio (see page 6) (due on Dec. 11)
### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic and Questions</th>
<th>Readings</th>
<th>Assignments/Observations</th>
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<tbody>
<tr>
<td></td>
<td><strong>Goals and Big Ideas</strong></td>
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<tr>
<td></td>
<td>What are the big ideas with which my students will grapple this fall? What are the learning goals for students for the time between now and the end of my student teaching?</td>
<td></td>
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</tr>
</tbody>
</table>
• Petty, G. (2006.) “Evidence based classroom management and discipline” in Evidence Based Teaching  
• Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college (K-12)*. John Wiley & Sons. (Chapter 5)  
 ✗ **Assignment: School and Community Study Due (email to Mandy)**                                            |
<table>
<thead>
<tr>
<th>Sept 8</th>
<th>Common Core Standards</th>
<th>Bring the standards for your grade, as well as any curriculum materials provided by your school/mentor</th>
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<tr>
<td></td>
<td><strong>What are the direct ways we teach the standards? Indirect ways? How does the common core align with classroom curriculum?</strong></td>
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<td><strong>TCAP</strong></td>
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<td><strong>What strand will you focus on? (Literacy or Math) What will completing the TCAP entail?</strong></td>
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<td><strong>Review the NH standards for your grade level at:</strong></td>
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<td><a href="http://education.nh.gov/instruction/curriculum/index.htm">http://education.nh.gov/instruction/curriculum/index.htm</a></td>
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<td>Sept 15</td>
<td>Big Ideas, Curriculum Goals, Standards-based Planning: What is UBD?</td>
<td>With your teacher, write down the main learning goals and objectives for the student teaching in as much detail as you can. Address understandings, skills and habits you (collectively) want students to develop.</td>
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<td><strong>What do we want students to know, understand and be able to do? What habits do you want to cultivate? What are the learning goals for students? What is a standards-based approach, and how do standards relate to my learning goals?</strong></td>
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<td><strong>Review the UBD Guide to Creating High-Quality Units (2011): Find the appropriate section for your TCAP unit</strong></td>
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<tr>
<td>Sept 22</td>
<td>Setting up Action Research Project</td>
<td>Bring 2-3 ideas for your action research project.</td>
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<td><strong>What interests you in your current classroom setting? What research can you conduct during your student teaching that will add to the knowledge base in that area?</strong></td>
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<td><strong>Conducting Action Research: Chapter 11. Found at:</strong></td>
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<td></td>
<td><strong>Review action research at</strong></td>
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<td><a href="http://teachersnetwork.org/tnii/research/">http://teachersnetwork.org/tnii/research/</a></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td>Sept 29</td>
<td>Performance Assessments and Grading Practices</td>
<td>How will I know if students understand and can do the things I want them to learn? What will it look like if they do and can (e.g. what is acceptable evidence of learning)?</td>
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<td>Oct 6</td>
<td>Working with parents to support learning</td>
<td>How do I work effectively with parents to support learning?</td>
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<td>* Review the website: <a href="http://www.edutopia.org/parent-leadership-education-resources">http://www.edutopia.org/parent-leadership-education-resources</a></td>
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<td></td>
<td></td>
<td>M.Ed. in Special Education focused on Learning Disabilities</td>
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</table>
| Oct 20 | **Feedback for Learning**  
How do I provide concrete feedback that students can use to improve their work and motivates further learning?  
**Student Assessments**  
How do I track and record learning in a way that accurately capture and conveys growth and learning? How do I achieve reliability and accuracy in grading?  
**Focus on Literacy** |
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| Oct 27 | **Disability Awareness: Guest Speaker: Sam Drazin from “Changing Perspectives”**  
Using questioning to develop academic discourse and higher order thinking How can I use questioning to develop academic discourse and press for understanding?  
**Maintaining High Expectations**  
How do I maintain high expectations? How do I challenge my students? |
| |  
- Polacio, R., (2012) Wonder. (From summer reading)  
- Review the website: [http://www.cpne.org](http://www.cpne.org)  

- Bring several ways that you (or your mentor teacher) give feedback to the students  
- Bring several ways you (or your mentor teacher) record academic growth  
- **INSTRUCTIONAL ROUNDS**  
  @SAMPLER MOREY TODAY: PARTICIPATE AS A GROUP MEMBER  
- Make note of the ways teachers in your schools ask questions and how they respond to students
| Nov 24 | Open Class: Revisiting past topics or discussing new ones  
* What haven't we covered that we should? Anything we should revisit? | TBA |
|--------|-------------------------------------------------------------|-----|
| Dec 1  | Presentation of Action Research Projects  
Review TCAP portfolios | Action Research Project due  
Lessons completed and turned in by Dec. 4  
TCAP completed by Dec. 11 |
Action Research in the Practicum

Meets requirement: NH Ed 610.02(a) Learner Development; 610.02(d) Professional Responsibility

In the practicum, you will complete a SMALL action research project, in which you identify a problem of practice you want to pursue, consult with colleagues and research/pedagogical texts, and then conduct some small-scale, classroom-based research and/or experimentation to develop some perspective on your question. This is an opportunity to address the NH expectation that you understand learner development and are engaged in ongoing reflection and research-informed improvement of practice. You will present your findings on December 1.

Step 1: Read articles listed on Sept. 22: Action Research. Observe your classroom, consult with your mentor teacher, reflect on past readings and work, and identify a possible question to pursue. Your question must relate to the NH standards for beginning educators and a teaching opportunity you may have in the practicum.

Step 2: Gather and read 3–5 research articles related to your question. In a few paragraphs, summarize their key findings and their relation to your question.

Step 3: Draft a brief proposal with the following parts:

1. Introduction. A couple of paragraphs on the big idea behind what you are trying to learn.

   ¶ 1: Motivation for the study: Give a concrete example of why your proposed work is interesting/important—why should we care?

   ¶ 2: Clearly state the broad research theme that drives your work, establishes its educational, practical, or scholarly significance—what is the specific problem of practice you want to investigate?

2. Background and Context of the Proposed Research. Present the logic of your study, and make an argument for what you are going to do that turns the theme you stated above into a specific research question that you can pursue in your classroom. As you do:

   a. Put your argument in the context of what you know, based on your reading of related research about your problem of practice.

   b. Set up the design for your study. Given your argument and your problem of practice, what would you need to examine and how would you need to examine it in order to better understand what you seek to know?

   c. What is the specific research question you hope to answer with this work? Be specific, focused, and limited here—choose something manageable. The purpose
is to develop the habit of systematically gathering and examining evidence related to your work in order to become more effective at promoting student learning. Your question should derive from the argument and logic you lay out above, and be the bridge between what you know and what you want to find out.

3. **Research Design.** Your logistics—how will you answer your question? Include any of the following that are relevant in whatever order makes sense to you.

   a. **Site.** Briefly explain the class or context in which you are doing the work.

   b. **Dataset.** Describe the data you will collect (no identifying information). Describe their broad features and justify your choice.

   c. **Procedures.** Document the physical procedures you will use to collect your data.

   d. **Instruments.** If applicable, list and briefly describe any survey instruments that you propose to administer to participants, linking to appendices that contain the measures themselves.

4. **Data-Analytic Plan.** Here, you give an overview all the data analyses that you propose to perform: How will you make sense of the data in order to inform your problem of practice? How will you approach it in a systematic way?

5. **Threats to Validity.** Acknowledge any limits to what you can accomplish and know.

6. **References.** Include every article, text, tool, or person you cite.

**Step 4: Complete the Study.**

**Step 5: Present the work you did and what you learned in a short write-up and 10 minute presentation. Due on December 1.**