School of Education  
University of Puget Sound  
Spring 2014

EDUC 615  
Professional Issues Seminar: Documenting and Differentiating Instruction

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COURSE DESCRIPTION

The cycle of teacher inquiry involves a continuous link between planning, teaching, and reflecting as portrayed below.

![Cycle Diagram](image)

This course will deepen your involvement with this cycle. You will
- work toward making your practice public, sharing teaching experiences, and problem-solving issues through collegial dialogue;
- critically reflect on teaching experiences, naming tensions and negotiating dilemmas of practice, questioning assumptions, and reflecting on the many stances teachers assume in classrooms;
- explore ways of modifying instruction and management to positively affect the learning of all students;
- complete all aspects of the Teacher Performance Assessment.
We will explore the following questions in this course:

- What do I want my students to understand and be able to do, and why?
- How do I respond to the strengths, needs and life contexts of the students in my class?
- Who am I becoming as a teacher?
- How do my ongoing assessments impact my planning and instruction?
- What instructional and management dilemmas am I facing?

**TUESDAY EVENING SCHEDULE**

On usual Tuesday evenings, elementary and secondary cohorts will follow different schedules, as indicated below.

<table>
<thead>
<tr>
<th>Time</th>
<th>K-8 Candidates</th>
<th>Secondary Candidates</th>
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<tbody>
<tr>
<td>3:00 – 4:20</td>
<td>Debriefing Seminar with Molly &amp; Jennice</td>
<td>Curricular Issues Seminar with Amy &amp; Fred</td>
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<tr>
<td>4:20 – 4:40</td>
<td>BREAK</td>
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<tr>
<td>4:40 – 6:00</td>
<td>Curricular Issues Seminar with Amy &amp; Fred</td>
<td>Debriefing Seminar with Molly &amp; Jennice</td>
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**Debriefing Seminar**: emphasizes the multi-faceted experiential component of student teaching. This seminar emphasizes describing joys and challenges in teaching, considering the complex layers that inform classroom decision-making, and working through and reframing every-day experiences. Candidates strive to listen professionally, attentively and compassionately, engaging the emotional aspects of teaching and exploring teacher identity in the process.

**Curricular Issues Seminar**: emphasizes critical reflection on specific issues of curriculum and teaching practice. Students describe specific instructional wonderings, bring classroom-based artifacts (e.g., curriculum materials, student work samples) to sponsor analysis, and reflect with colleagues to articulate developing insights and possible action steps. Candidates strive to listen professionally, attentively and compassionately, engaging the dilemmas of colleagues as learning opportunities and sharing alternative perspectives.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignments</th>
<th>TPA Dates</th>
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<tbody>
<tr>
<td>January 7</td>
<td>Orientation to Student Teaching 10:00 – 12:00</td>
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<tr>
<td>January 9</td>
<td>Orientation to edTPA 4:00-6:00</td>
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<td>January 14</td>
<td>Debriefing Seminar &amp; Curricular Issues Seminar</td>
<td>Read Sample TPA</td>
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<td>January 16</td>
<td>Career &amp; Employment Services 4:00 – 5:00</td>
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<td>January 21</td>
<td>Debriefing Seminar &amp; Curricular Issues Seminar</td>
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<td>January 23</td>
<td>Mentor Teacher Orientation 4:30 – 6:00, Wheelock Rotunda</td>
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<td>January 28</td>
<td>Debriefing Seminar &amp; Curricular Issues Seminar</td>
<td>Plan for Student Teaching</td>
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<td>February 4</td>
<td>Debriefing Seminar &amp; Curricular Issues Seminar</td>
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<td>February 11</td>
<td>Communication Journals TPA workshop</td>
<td>Knowing My Students</td>
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<td>February 18</td>
<td>Debriefing Seminar &amp; Curricular Issues Seminar</td>
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<td>February 25</td>
<td>Debriefing Seminar &amp; Curricular Issues Seminar</td>
<td>TPA: Plan and Rationale</td>
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<td>March 4</td>
<td>Debriefing Seminar &amp; Curricular Issues Seminar</td>
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<td>March 11</td>
<td>Communication Journals TPA Workshop</td>
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<td>March 18</td>
<td>Debriefing Seminar &amp; Curricular Issues Seminar</td>
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<td>March 25</td>
<td>Supervisor Groups TPA workshop</td>
<td>TPA: Assessing Student Learning</td>
<td>Due March 29</td>
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<td>Not in Schools March 31-April 11</td>
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<td>April 1</td>
<td>No class – Spring Break</td>
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<td>April 8</td>
<td>TPA workshop Final Two Week Plan</td>
<td>Final TPA due April 12 Sat. by midnight</td>
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<td>April 15</td>
<td>Speakers: Principals</td>
<td>TPA CD</td>
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<td>April 22</td>
<td>MAT Photo Mock Interviews</td>
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<td>April 29</td>
<td>Self-Assessment MAT Graduates Celebration</td>
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<td>May 6</td>
<td>Summer Project Planning</td>
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STUDENT REQUIREMENTS AND EVALUATION

DOCUMENTING
You will engage the teacher inquiry cycle by documenting your teaching practices in multiple ways as listed below:

• Plan for Student Teaching
• Knowing My Students
• Teacher Performance Assessment

Task 1: Planning for Instruction and Assessment
Task 2: Instructing and Engaging Students in Learning
Task 3: Assessing Student Learning

A detailed handout of requirements will be distributed in class. edTPA Handbooks will be made available electronically.

PARTICIPATION
You will take multiple roles in class by engaging in activities such as: completing in-class writing assignments, presenting teaching dilemmas, sharing insights and curriculum and student work from school-based experiences, and participating as a positive and productive community member.

The criteria for attendance and participation are:
• One hundred percent attendance. If you are unable to attend due to illness or an emergency, call or send an email to your instructors before missing class. In addition, make arrangements with another student to get information about the session.

• Participation: listening mindfully, sharing experiences, in-class writing, asking appropriate questions, role play; consideration of community, being aware of and responding to various needs in your group; awareness of and appropriate response to the learning dynamics required in a large group forum.
EVALUATION
Because the School of Education is a graduate professional school and you are being prepared for a professional role, assignments are not given letter grades. We draw on adult learning theory, emphasizing feedback throughout the term and using professional judgment to evaluate the ways you engage in the activities of the profession. We look for consistency, purposefulness, and intentionality in your efforts in this class. Specific criteria that we emphasize in final course grading are:

- quality & timeliness of assignments
- quality of reflection & depth of questioning, both orally and in writing
- effort to bring school-based evidence to class
- participation that advances the thinking of others and the entire group
- attendance, including professional communication about missed sessions

Your final grade will be determined through the following process:

- You will complete a self-evaluation during seminar focusing on a range of goals for this course and giving yourself a course grade.
- Course faculty will meet together to review student performance, including our documentation of the criteria above and the student’s self-evaluation, to determine the appropriate grade.

Professional Behavior
The School of Education holds students to high standards of professional behavior both on campus and in the schools. The “MAT Candidate as Professional” describes specific areas on which we evaluate candidates throughout student teaching. Please review this document, attached to the EDUC 622 syllabus (p.7). If issues arise, a faculty member may hold a conversation with you. Significant difficulty in any of the professional behavior areas can impact your grade and can potentially result in removal from a school placement.
WASHINGTON ADMINISTRATIVE CODE (W.A.C.) TOPICS

The Washington Administrative Code W.A.C. 181-78A-220(5) identifies four knowledge and skill areas for teacher certification (1. knowledge of subject matter and curriculum goals, 2. knowledge of teaching, 3. knowledge of learners and their development in social contexts, 4. understanding teaching as a profession). Many of the items we explore in this course are given complementary coverage in additional MAT courses. We often treat important topics in a spiral fashion, raising them more than once during your coursework to place them in a broader, more meaningful context. The following W.A.C. topics are incorporated in this course:

Knowledge of Subject Matter and Curriculum Goals
(a) Teacher candidates positively impact student learning that is:
   (i) **Content driven.** All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.
   (ii) **Aligned with curriculum standards and outcomes.** All students know the learning targets and their progress toward meeting them.
   (iii) **Integrated across content areas.** All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.

Knowledge of Teaching
(b) Teacher candidates positively impact student learning that is:
   (i) **Informed by standards-based assessment.** All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.
   (ii) **Intentionally planned.** All students benefit from standards-based planning that is personalized.
   (iii) **Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.
   (iv) **Informed by technology.** All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.

Knowledge of Learners and their Development in Social Contexts
(c) Evidence of teacher candidate practice reflects planning, instruction and communication that is:
   (i) **Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.
   (ii) **Classroom/school centered.** Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.
   (iii) **Family/neighborhood centered.** Student learning is informed by collaboration with families and neighborhoods.
   (iv) **Contextual community centered.** All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

Understanding Teaching as a Profession
(d) Teacher candidates positively impact student learning that is:
   (i) **Informed by professional responsibilities and policies.** All students benefit from a collegial and professional school setting.
   (ii) **Enhanced by a reflective, collaborative, professional growth-centered practice.** All students benefit from the professional growth of their teachers.
   (iii) **Informed by legal and ethical responsibilities.** All students benefit from a safe and respectful learning environment.
UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

UNIVERSITY MISSION STATEMENT
As teachers we must think carefully and intentionally about the enduring understandings that will focus learning experiences. The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

ACADEMIC INTEGRITY
Teachers in public schools teach not only subject matter content, but also ethics and dispositions. The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University's Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

UNIVERSITY DIVERSITY STATEMENT
As teachers we must critically examine our own educational and life biographies and work to understand students who have had experiences that are both similar to and very different from our own. The university shares this commitment to building a learning community based on a respect and appreciation for all persons.

We Acknowledge
the richness of commonalities and differences we share as a university community.
the intrinsic worth of all who work and study here.
that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire


to create respect for and appreciation of all persons as a key characteristic of our campus community.
to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to ensure full educational opportunity for all who teach and learn here.
to prepare effectively citizen-leaders for a pluralistic world.

CAMPUS EMERGENCY RESPONSE GUIDANCE
Teachers in public school settings have many responsibilities, including ensuring student safety. The University of Puget Sound, like public schools, takes this responsibility very seriously. Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency. Familiarize yourself with hall exit doors and the designated gathering area for your class buildings. For this class our designated gathering area is in Jones Circle at the fountain. In the event of an emergency remain calm, be prepared to act quickly, and listen for instructions from campus personnel.

ACCESSIBILITY AND ACCOMMODATIONS
As teachers we must personalize instruction to addresses students’ learning strengths and needs. The University of Puget Sound is committed to accessibility for all learners. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.