

School of Education  
University of Puget Sound  
Spring 2017

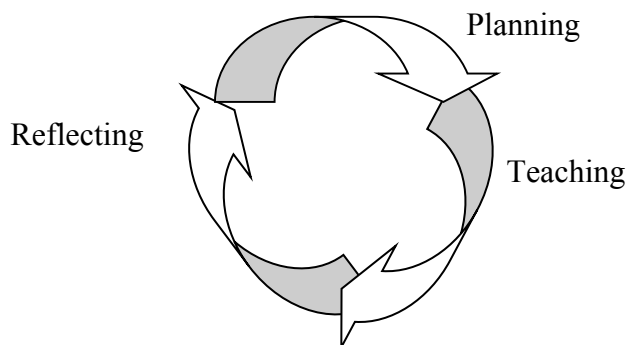
Tuesday, 3:00-6:00 pm  
Howarth 212

EDUC 615  
Professional Issues Seminar: Documenting and Differentiating Instruction

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COURSE DESCRIPTION

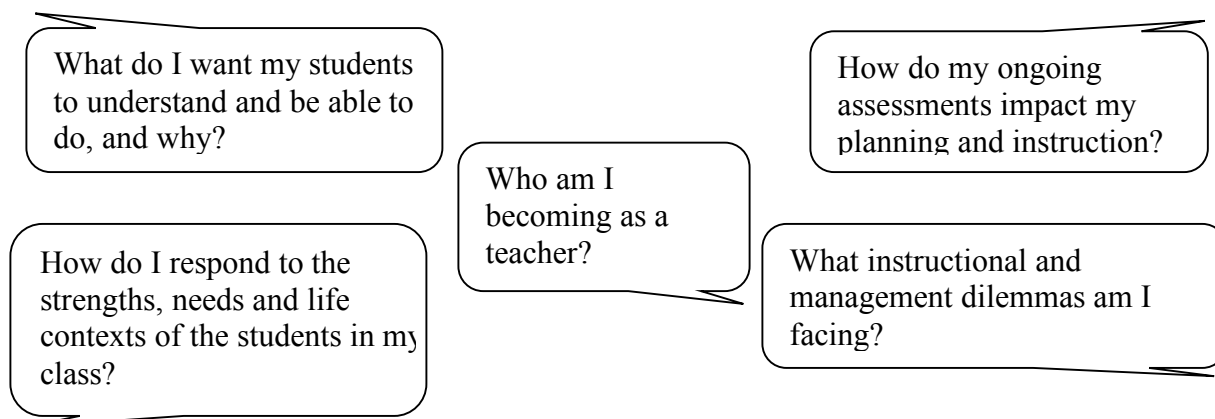
The cycle of teacher inquiry involves a continuous link between planning, teaching, and reflecting as portrayed below.



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:



### TUESDAY EVENING SCHEDULE

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

Time	K-8 Candidates	Secondary Candidates
3:00 – 4:20	Debriefing Seminar with Molly & Mary	Curricular Issues Seminar with Fred
4:20 – 4:40	BREAK	
4:40 – 6:00	Curricular Issues Seminar with Fred & Amy*	Debriefing Seminar with Molly & Mary

\*Amy Ryken will provide additional teaching support for part of the semester.

**Debriefing Seminar:** emphasizes the multi-faceted experiential component of student teaching. This seminar focuses on considering the complex layers that inform classroom decision-making, describing joys and challenges in teaching, 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.

**OUTLINE OF CONTENT AND SCHEDULE OF COURSE WORK**

<b>Date</b>	<b>Activity</b>	<b>Assignments</b>	<b>TPA Dates</b>	
January 3	Orientation to Student Teaching 10:00 – 12:00			
January 4	Report to placements			
January 5 *Thursday	Orientation to edTPA 4:00 – 6:00	Read Sample edTPA		
January 10	Debriefing Seminar & Curricular Issues Seminar	Plan for Student Teaching		
January 12 *Thursday	Mentor Teacher Orientation 4:30 – 6:00, Tahoma Room			
January 17	Debriefing Seminar & Curricular Issues Seminar	Knowing My Students		
January 24	Debriefing Seminar & Curricular Issues Seminar			
January 31	edTPA workshop			
February 7	Debriefing Seminar & Curricular Issues Seminar			
February 14	Debriefing Seminar & Curricular Issues Seminar	edTPA Learning Segment Lesson Plans due		
February 21	edTPA Workshop	edTPA: Plan and Rationale		TPA Learning Segment & edTPA taping
February 28	Debriefing Seminar & Curricular Issues Seminar			
March 7	Debriefing Seminar & Curricular Issues Seminar			
March 14	edTPA Workshop		March 6: Task 1 upload to Moodle	
March 21	Debriefing Seminar & Curricular Issues Seminar	edTPA: Assessing Student Learning	March 27: Task 3 due	
March 28	edTPA workshop			
March 29 *Wednesday	Educator Fair, Tacoma Dome			
April 4	No class – Spring Break	edTPA: Completed	April 8 Sat. by midnight	
April 11	MAT photo Joint Debriefing Seminar	edTPA: Flash Drive		
April 18	Debriefing Seminar & Curricular Issues Seminar			
April 25	Debriefing Seminar Speakers: Principals			
May 2	Self -Assessment MAT Alums			
May 6 *Saturday		Upload Professional Growth Plan (PGP) to Moodle		
May 9	Summer Project Planning			

## 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

- Professional Growth Plan

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.

## AREAS OF INQUIRY: STATE STANDARDS FOR TEACHER EDUCATION

The Washington Administrative Code identifies knowledge and skill areas for teacher certification. In this course (EDUC 615), you will work with M.A.T. colleagues and faculty to document and explore instructional dilemmas related to the standards below:

### **Standard V (WAC 181-78A-270(1))**

#### **5a. Effective Teaching**

- (i) Using multiple instructional strategies to address individual student needs.
- (ii) Integrating subjects across content areas.
- (iii) Using a variety of assessments to monitor and improve instruction.
- (iv) Creating a safe, productive learning environment.
- (v) Planning and/or adapting curricula for diverse student needs.
- (vi) Ensuring all students articulate learning targets and monitor own progress.
- (vii) Planning Standards-driven curricula to develop problem solving strategies in content areas.
- (viii) Preparing responsible citizens for a diverse society.
- (ix) Ensuring cultural competence in teaching: Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;
- (x) Integrating technology: Using technology that is effectively integrated to create technologically proficient learners
- (xi) Involving and collaborating with families and community.

#### **5b. Professional Development**

- (i) Utilizing feedback and reflection to improve teaching practice: Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection

#### **5c. Teaching as a Profession and Professional Contributions**

- (i) Collaborating in and contributing to school improvement: Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.

## UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

### **UNIVERSITY MISSION STATEMENT**

The University of Puget Sound has a commitment to enduring understandings for student learning: “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.”

### **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.

### **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/>.

**ACCESSIBILITY AND ACCOMODATIONS**

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.

**CAMPUS EMERGENCY RESPONSE GUIDANCE**

Teachers in all school settings have many responsibilities, including ensuring student safety. The University of Puget Sound, like P-12 schools, takes this responsibility very seriously. Please review university emergency preparedness and response procedures posted at <<http://www.pugetsound.edu/emergency>>. Familiarize yourself with hall exit doors. Should we need to evacuate the building during this class (e.g., after an earthquake), our designated gathering area is in Jones Circle at the fountain. Please check in with one of your instructors when you arrive in Jones Circle, so we can account for your presence. In the event of any emergency, remain calm, be prepared to act quickly, and listen for instructions from campus personnel.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

**STUDENT BEREAVEMENT POLICY**

Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the university's Academic Handbook.