

**Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University**

EDF 7758 Trends in Analyzing Instructional Practices

COURSE DESCRIPTION:

Participants examine teaching practices as “models” or “structures” that guide teaching. Participants analyze their own teaching, conduct analysis of student work, and explore research on pedagogy.

COURSE CONNECTION TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

This course enables participants to be *informed* about the research and theoretical models and structures that describe and name teaching practices. Participants will, in the process of investigating their own teaching through episodes and student work analysis, will consider the *ethical* implications of their pedagogical decisions and strategies in the interest of helping all students learn. Participants will become more *capable* practitioners, as they analyze their own practice, explore the research on teaching, and then pose challenges for themselves as educators who are constantly improving their approaches to teaching and learning.

REQUIRED TEXTS:

Daniels, H., & Bizar, M. (2nd ed.) (2005). *Teaching the best practice way: Methods that matter*. Portsmouth, NH: Stenhouse.

Eggen, P. D., & Kauchak, D. P. (2006). 5th ed. *Strategies for teachers: Teaching content and thinking skills*. Needham Heights, MA: Allyn & Bacon.

Hiltz, S.R. & Goldman, R. (2005). *Learning together online: Research on asynchronous learning networks*. Mahwah, NJ: Lawrence Erlbaum Associates.

McDonald, J.P., Mohr, N., Dichter, A. & McDonald, E.C. (2003). *The power of protocols: An educator's guide to better practice*. New York: Teachers College Press.

And/or

Richardson, V. (Ed.) (4th ed.) (2001). Handbook of research on teaching. Washington, DC: American Educational Research Association.

Additional handouts for classroom teaching/observation analysis will be distributed by the instructor.

AUDIO/VISUAL/TECHNOLOGY:

Websites
Videotapes
Power point presentations

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Florida Educators Accomplished Practices (EAPs)

COURSE OBJECTIVES:

1. Identify different models and structures that can guide our thinking about teaching practices. (EAP 4, 5, 6, & 7)
2. Analyze teaching episodes to examine the quality of teaching and learning. (EAP 4, 7, 8, & 10)
3. Examine our own models of instruction and our repertoire of teaching strategies. (EAP 3)
4. Develop analytical skills related to teaching practice. (EAP 1, 4, 7, & 12)
5. Engage in cooperative experiences with classroom colleagues to identify, practice, and assess effective innovative teaching practices. (EAP 1, 2, 4, 6, 7, 9, & 11)

EDG 7758 Schedule**Session One Core Instructional Practices: Conceptualizing and Defining**

Course overview and focus

Introductions

“Essential” teaching strategies (Eggen and Kauchak) vs. “Core”

What we want to learn; what we want to improve

PLEASE READ PRIOR TO THIS CLASS:

Eggen and Kauchak, Chapters 1 - 3

Session Two Models for Looking at Teaching

Constructing a matrix for models and methods

Readings: Eggen and Kauchak, Chapters 4-7

Session Three Models for Looking at Teaching

Matrix, continued

Readings: Eggen and Kauchak, Chapters 8-10

Session Four Teacher Change: Shifting Models, Adding to the Repertoire

Readings: Richardson, V. & Placier, P. *Teacher Change*

Or

Shepard, L. A. *The Role of Classroom Assessment in Teaching and Learning* (Both are handouts)

Outline your chapter individually and make copies for the class.

(Outlines will look different for different readers; this is intentional.)

Session Five Methods vs. Models: Revisiting Core and Essentials

Matrix, continued

Analyzing and Observing Teaching (yours and others): Video tools

Readings: Daniels and Bizar, Chapters 1 – 4

Session Six Methods vs. Models: Revisiting Core and Essentials Matrix, continued
Analyzing and Observing Teaching (yours and others): Video tools

Readings: Daniels and Bizar, Chapters 5 – 8 & Gamoran Sherin and van Es. *A New Lens on Teaching: Learning to Notice* (Handout)

Session Seven Research Regarding Online Teaching Part One

Readings: Hiltz and Goldman – Each participant will read one chapter from Part 1: Foundations of Research on Learning Networks (to be determined in class)
 &

Due: One-two page summary and critical analysis of your Hiltz and Goldman chapters. Please make copies of this summary for class members and instructor.

Session Eight Research Regarding Online Teaching Part Two

Readings: Hiltz and Goldman – Each participant will read one chapter from Part 2: What We Know and What We Need to Know (to be determined in class)

Due: One-two page summary and critical analysis of your Hiltz and Goldman chapters. Please make copies of this summary for class members and instructor.

Due: Teaching Episode Analysis #1 - 10 minute slice and analysis (per rubric)

Session Nine Analyzing teaching through the study of student work

Readings: McDonald, Mohr, Dichter and McDonald, Chapters 1, 2, 5

Session Ten Analyzing teaching through the study of student work

Readings: McDonald, et al, Chapters 3, 4

Session Eleven Analyzing teaching through video: What we have learned and what we Need to learn

No Reading assignment

Due: Teaching Episode Analysis #2 – 10 minute slice and analysis (per rubric)

Session Twelve Analyzing teaching through the study of student work

BRING: 4 copies of a single student's work, name removed, that you would like to use for your student work protocol exercise. We will use the Collaborative Assessment Protocol in class to address your student work sample in small groups –

Due: Student Work Presentation using the Collaborative Assessment Protocol - (Follow up written analysis is due next week)

**Session Thirteen Conclusions we can and can't draw about teaching from Student Work
Implications for Instructional Practice derived from Student Work**

**DUE – YOUR ANALYSIS OF THE STUDENT WORK SESSION ON YOUR
PRESENTED WORK FROM LAST WEEK**

Session Fourteen Analyzing teaching through the study of student work

BRING: 4 copies of student work or other curriculum material that you would like to use for your student work protocol exercise. This time, you will select which protocol you would like to us to use. Be prepared with copies of the protocol, or refer us to the appropriate protocol in McDonald, et al.

Due: Student Work Presentation Using a Protocol from the materials and readings of your choice (Tuning, Collaborative Assessment or other) (Follow up analysis is due next week)

Session Fifteen

**DUE – YOUR ANALYSIS OF THE STUDENT WORK SESSION ON YOUR
PRESENTED WORK FROM LAST WEEK**

**In-class synthesis: Two teaching episode analyses and two student work follow up
analyses**

Research-based Profile of core instructional practices

Course evaluations

Grading and Evaluation

Assignments:

- 1) Richard/Placier OR Shepard article outline (10)
- 2) Hiltz and Goldman chapter summaries, parts 1 and 2
(10 + 10)
- 3) Video or Teaching Episode #1 – slice and analysis (50)
- 4) Video or Teaching Episode #2 – slice and analysis (50)
- 5) 5) Student work protocol analysis (40)
- 6) Student work protocol analysis (40)

TOTAL POINTS: 210

189-210 – A

168-199 – B

147-167 – C

126-146 – D

As doctoral students, you are of course expected to read all assigned readings and come to class prepared with specific Talking Points to help guide the discussion. The Talking Points may either be written or highlighted.

Four Main Topic Areas for EDG 7758

Models and Methods for Core Instructional Practices

Research Regarding Technology and Online Teaching Tools

Teaching Episode/Analysis in order to Understand and Improve Teaching

Analyzing Student Work in order to Understand and Improve Teaching

Assignment Descriptions**Chapter Outlines and summaries (Richardson/Placier or Shepard & two Hiltz and Goldman chapters)**

These assignments are intended to contribute to your 'data bank' of research and theory regarding teaching and instructional practices. Sharing highlights via outlines and summaries will help you be deeply familiar with part of the reading, while sharing access to general ideas for parts you were not assigned. This group collection method should assist you in studying for qualifying examinations as well as contribute to your general knowledge base as researchers and doctoral students.

Teaching Episode Analyses (# 1 AND #2)

We will develop a rubric for these assignments. Ideally you are asked to videotape yourself teaching a lesson and then choosing a maximum of ten minutes from that video that best illustrates your method or model. Or, if videotaping is not advisable, you are asked to provide a detailed script from a ten minute teaching episode for this analysis. You will use the readings, particularly the Eggen/Kauchak and the Daniels/Bizar texts as frames for specific methods or models. You will also be introduced to specific tools and instruments that allow you to quantitatively and qualitatively analyze your teaching episode.

The teaching episode analysis will also address a specific inquiry question regarding understanding and improving your teaching. We will begin thinking about possible inquiry questions on the first night of class. Here are some prompts to consider:

- What question do you hope to answer about your teaching through a careful observational analysis?
- What troubles you about your teaching right now?
- What do you need to work on?
- What are the 'critical incidents' in a typical teaching session for you?
- If you have videotaped teaching before, what do you notice? What can you learn by watching?
- What method or model from the two core texts intrigues you?
- What method or model might you like to try?
- What method or model are you comfortable with – too comfortable with, perhaps?

What method or model do you feel you are most accomplished with? How do you know that you are successful with that method or model?

BIBLIOGRAPHY:

STUDENT WORK ANALYSIS/FOLLOW UPS (# 1 AND #2)

A criteria checklist will be provided for these assignments.

Research on teaching indicates that teachers can learn much about what they do simply by analyzing what their students do – on projects, work sheets, tests, writing essays, art work, class notes, etc. Samples, of course, should be rich enough to evoke conversation or should be focused on a problem or challenge that you are finding in your teaching.

For this class, you will be asked to collect student work in two ways. For the first assignment (Student Work Analysis/Followup #1, you are asked to bring a sample of just one student's work and we will follow a specific protocol called the Collaborative Assessment Conference protocol to examine it, discuss it, and provide you with data. You will then take those notes from the CAC and write a reflective follow up.

The second Student Work Analysis/Follow Up assignment can be a different type of sample – a lesson plan, a set of work from several students, or a worksheet/ assessment, etc. that you are developing or have developed. You will also choose the specific protocol from those described in the readings and handouts you wish us to use for this second assignment looking at student work.

As with the teaching episode analysis assignments, you should be prepared to address a specific inquiry question that you have about your teaching and your students' learning through these analyses of work. More detail on this later in class and in your readings.

McLaughlin, M. W., & Oberman, L. (Eds.) (1996). *Teacher learning: new policies, new practices*. New York: Teachers College Press.

Oakes, J., & Lipson, M. (2nd ed.) (2001). *Teaching to change the world*. New York: McGraw Hill.

Pate P. E., Homestead, E. R., & McGibous K. L. (1997). *Making integrated curriculum work: Teachers, students, and the quest for coherent curriculum*. New York: Teachers College Press.

Raths, J., & McAninch, A.C. (Eds.) (2003). *Teacher beliefs and classroom performance: The impact of teacher education*. *Advances in Teacher Education*, Vol. 6. Hartford, CT: Information Age Publishing.

Rodgers, C. (2002, Summer). Seeing student learning: Teacher change and the role of reflection. *Harvard Educational Review*, 72 (2).

Saphier, J., & Gower, R. (1987). *The skillful teacher: Building your teaching skills*. Boston, MA: Research for Better Teaching.

Short, K. G., Schneider, J., Laird, J., Kaufman, G., Ferguson, M. J., & Crawford, K. M. (1996). *Learning together through inquiry: From Columbus to integrated curriculum*. ME: Stenhouse.

BIBLIOGRAPHY:

- Allen, J. B., Michalove, B., & Shockley, B. (1993). *Engaging children: Community and chaos in the lives of young literacy learners*. Portsmouth, NH: Heinemann.
- Anderson, L. W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, NJ: Lawrence Erlbaum.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Good T. J., & Brophy J. E. (9th ed.) (2003). *Looking in classrooms*. New York: Allyn Bacon.
- Johnson, S. M. (1990). *Teachers at work: Achieving success in our schools*. New York: Basic Books.
- Joyce, B. & Weil, M. (3rd ed.) (1986). *Models of teaching*. Princeton, NJ: Prentice Hall.
- Kumashiro. K. K. (2002, Spring). Against repetition: Addressing resistance to anti-oppressive change in the practices of learning, teaching, supervising and researching. *Harvard Educational Review*, 72(1).
- Lieberman, A., & Miller, J. (Eds.) (2001). *Teachers caught in the action: Professional development that matters*. New York: Teachers College Press.
- McLaughlin, M. W., & Oberman, I. (Eds.) (1996). *Teacher learning: new policies, new practices*. New York: Teachers College Press.
- Oakes, J., & Lipton, M. (2nd ed.) (2003). *Teaching to change the world*. New York: McGraw Hill.
- Pate P. E., Homestead, E. R., & McGinnis K. L. (1997). *Making integrated curriculum work: Teachers, students, and the quest for coherent curriculum*. New York: Teachers College Press.
- Raths, J., & McAninch, A.C. (Eds.) (2003). *Teacher beliefs and classroom performance: The impact of teacher education*. Advances in Teacher Education, Vol. 6. Hartford, CT: Information Age Publishing.
- Rodgers, C. (2002, Summer). Seeing student learning: Teacher change and the role of reflection. *Harvard Educational Review*, 72 (2).
- Saphier, J., & Gower, R. (1987). *The skillful teacher: Building your teaching skills*. Boston, MA: Research for Better Teaching.
- Short, K. G., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M. J., & Crawford, K. M. (1996). *Learning together through inquiry: From Columbus to integrated curriculum*. ME: Stenhouse.

Strickland, J. (1997). *From disk to hard copy: Teaching writing with computers*. Portsmouth, NH: Heinemann.

Wilten, W., Ishler, M., Hutchison, J., & Kindsvatter, R. (4th ed.) (2000). *Dynamics of effective teaching*. New York: Longman.

Wilson, S. M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. *Review of Research in Education*, 24, 173-209.

Zemelman, S., Daniels, H., & Hyde, A. (2nd ed.) (1998). *Best practice: New standards for teaching and learning in America's schools*. Portsmouth, NH: Heinemann.

Expectations

Attending Florida Atlantic University is a privilege. Professional conduct is expected, and includes, but is not limited to, showing respect to colleagues and the instructor; being on time for class; completing assignments prior to entering class; preparing assignments with substantive content and accurate spelling, grammar, and mechanics; and displaying a positive interest in class.

It is your responsibility to read and study all texts, class notes, Internet resources, journal articles, and handouts, and to complete all assignments in a meticulous and professional manner. A student should spend 3 hours studying for each hour s/he is in class. (3 hours in class = 9 hours out of class preparation).

Dropping the Course It is the student's responsibility to complete all forms. Forms may be obtained in the office of the Registrar located in the Admissions Building. If this is not done, I must assign a grade of F at the end of the semester.

Bringing Children to Class Because of safety and liability issues, minor children are not permitted in class or in the hallways during class time.

Communication Devices In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers, and cellular phones must be disabled in class session.

Attendance is expected in all classes, not only because of what you will learn during class, but also because of what you will contribute. According to university policy, a student will receive an F in the course if 4 or more classes (12 clock hours) are missed. Class is only to be missed in the case of illness or emergency; in these cases, please see me for makeup work that will benefit you and the class. Consequences affecting your grade for absences of less than 4 classes will be at the discretion of the instructor.

Punctuality Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

Assignments are due at the beginning of class on the due date. Plan ahead. Graduate work should reflect the highest degree of care, scholarship, and accuracy. An assignment not received during class

may be considered late and will result in a grade being lowered one letter grade; please see me if there are extenuating circumstances. Assignments may be turned in electronically. No handwritten assignments please.

Readings Graduate courses depend on the preparation that students do for discussion, critique, and analysis. To that end, please read assigned pieces before coming to class. Highlight or use margin notes. These will help to facilitate a discussion in which each of you is a leader and you are not dependent on the instructor to guide what should be a conversation among professionals.

Students with Disabilities: Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.”

Grading

Each assignment has clear, stated Criteria or a Rubric, representing the essentials required. Students are invited to discuss assessment, seek feedback on assignment drafts before they are due, or discuss progress at any time.

Plagiarism

Florida Atlantic University Regulation 4.001 Honor Code, Academic Irregularities, and Student’s Academic Grievances states:

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom.”

APA defines plagiarism as:

“Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.”