Syllabus EDU 603: Analysis of Teaching (Fall, 2009)

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Office hours: By appointment or
Monday Portland LB lobby:3-4:00
Tuesday: Lewiston: café: 3-4:00
Wednesday: Gorham: 2:30-3:30

What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy. (John Dewey)

Reading, writing, and arithmetic are important only if they serve to make our children more human. (Haim Ginott)

Course Description: This course focuses on the theoretical foundations of learning and their practical applications to classroom teaching and instructional leadership. The course is based on these basic premises: Curriculum doesn’t make students smarter; assessments don’t make students smarter; teachers make students smarter; and teachers have the capacity to be leaders in instruction. We will explore several topics including, but not limited to: current research on human learning, teaching strategies that decrease the achievement gap, issues of gender, class, and ethnicity in schools and classrooms, universal design in learning (UDL), technology enhanced teaching and learning, and contemporary debates and policies concerning “teacher quality.”

Texts and Resources
Levine, M. A mind at a time.
Postings on Blackboard
Book Group Texts

Outcomes and Standards

Course Outcomes: As participants in EDU 603, you will the opportunity demonstrate...
1. An understanding of neuro-developmental themes and an ability to apply this understanding to your teaching practice
2. An understanding of current research on learning and cognition and an ability to apply this understanding to your teaching
practice.
3. An understanding of technology enhanced learning and an ability to apply this understanding to your teaching practice
4. An understanding of universal design for learning (UDL) and an ability to apply this understanding to your teaching practice
5. An understanding of research based instructional strategies and an ability to apply this understanding to your teaching practice, especially in relation to the RTI initiative
6. An understanding of how gender, race, and class impact student learning and an ability to apply this understanding to your teaching practice
7. An understanding of the public debate about teaching and an ability to contribute to it
8. An ability to collaborate with colleagues in reading and writing about texts, identifying problems of practice, and seeking solutions
9. An ability to assume leadership in teaching and learning

**ISLLC Standards:** The Educational Leadership Program adheres to the Educational Leadership Policy Standards (ISLLC 2008). EDU 603 aligns with the six standards and specific functions for educational leaders.

- **Standard #1: Promotes a vision of learning**
  - (C) Create and implement plans to achieve goals
  - (D) Promote continuous and sustainable improvement

- **Standard #2: Promotes school culture, instructional program and staff growth**
  - (A) Nurture and sustain a culture of collaboration, trust, learning, and high expectations
  - (C) Create a personalized and motivating learning environment for students
  - (F) Develop the instructional and leadership capacity of staff
  - (G) Maximize time spent on quality instruction
  - (H) Promote the use of the most effective and appropriate technologies to support teaching and learning

- **Standard #3: Manages a safe, efficient, effective learning environment**
  - (D) Develop the capacity for distributed leadership
  - (E) Support quality instruction and student learning

- **Standard #4: Collaborates with faculty and community**
  - (A) Collect and analyze data and information pertinent to the educational environment

- **Standard #5: Acts with integrity**
(B) Model principles of self-awareness, reflective practice, transparency, and ethical behavior
(C) Safeguard the values of democracy, equity, and diversity
(D) Consider and evaluate the potential moral and legal consequences of decision-making.
(E) Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard#6: Responds to the wider political, social, cultural context
(C) Assess, analyze, and anticipate emerging trends and initiatives

Assessments and Grading

Assessments are matched to course outcomes and ISLLC standards and are designed to engage you in thinking and re-thinking about your own teaching and about the craft of teaching in general. Each assessment has a specific point value and due date, as indicated below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Outcomes</th>
<th>ISLLC Standards</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to Collegial Learning in Class</td>
<td>1,2,3,4,5,6, 7, 8, 9</td>
<td>5 (B, C, D, E)</td>
<td>15</td>
<td>On-going</td>
</tr>
<tr>
<td>Student Learning Profile</td>
<td>1, 2</td>
<td>2(C); 4(A)</td>
<td>15</td>
<td>9/21</td>
</tr>
<tr>
<td>Posting on Portaportal</td>
<td>3, 8, 9</td>
<td>2(H)</td>
<td>5</td>
<td>10/12</td>
</tr>
<tr>
<td>Technology Enhanced Lesson</td>
<td>3, 9</td>
<td>1(C); 2 (G, H) 3(E)</td>
<td>15</td>
<td>11/2</td>
</tr>
<tr>
<td>Book Review</td>
<td>7, 8</td>
<td>2(A); 6(C)</td>
<td>10</td>
<td>11/16</td>
</tr>
<tr>
<td>Task Analysis</td>
<td>1,2,3,4,5,6,</td>
<td>2(G, H); 3(E); 4(A); 5 (B, C, D, E)</td>
<td>20</td>
<td>11/30</td>
</tr>
<tr>
<td>Leadership Project</td>
<td>9 + (1,2,3, 4,5,6,7,or 8)</td>
<td>1(C, D); 2(F), 3(D); 6 (B, C, D, E)</td>
<td>20</td>
<td>12/14</td>
</tr>
</tbody>
</table>

Grading Scale
## Schedule of Classes and Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>Introduction to course</td>
<td>Order Levine book</td>
</tr>
<tr>
<td>9/14</td>
<td>Neuro-development</td>
<td>Read: assigned chapters from Levine</td>
</tr>
</tbody>
</table>
| 9/21  | Learning Profiles and Neuro Development                                 | Read: All Kinds of minds website on Blackboard  
*Due:* Learning Profile                                                                 |
| 9/28  | Novices and Experts                                                    | Read: Blackboard: *How People Learn, Chapter Two Novices and Experts*  
Read: Blackboard: *Application of the Expertise Model*                                                                             |
| 10/5  | Acquisition of Knowledge                                               | Read: *Planning and Implementing Acquisition Settings*  
Read: Blackboard: *The theory underlying concept maps and how to construct them*                                                        |
| 10/12 | No Class meeting: October break                                       | *Due:* Portaportal posting                                                                                                                   |
| 10/19 | Transfer of Knowledge                                                  | Read: *How People Learn, Chapter 3: Learning and Transfer*  
Read: Assigned Postings on UDL and Digital Literacy                                                                                |
| 10/26 | Technology Enhanced Learning and Teaching                              | Read: Assigned Postings on UDL and Digital Literacy  
Read: Blackboard postings on gender                                                                                                     |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read/Prepare/Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/2</td>
<td>Social Class and Learning</td>
<td>Read: Blackboard postings on social class</td>
</tr>
<tr>
<td></td>
<td>Collaborative Reading of Texts</td>
<td>Prepare: for book group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Technology Enhanced Lesson</td>
</tr>
<tr>
<td>11/9</td>
<td>Ethnicity, Race, and Learning</td>
<td>Read: Postings on ethnicity and race</td>
</tr>
<tr>
<td></td>
<td>Collaborative Reading of Texts: Book Groups</td>
<td>Prepare: for book group</td>
</tr>
<tr>
<td>11/16</td>
<td>Strategies</td>
<td>Read: Marzano folder on Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Book Review</td>
</tr>
<tr>
<td>11/23</td>
<td>Strategies</td>
<td>TBA</td>
</tr>
<tr>
<td>11/30</td>
<td>Public dialog on teaching</td>
<td>Read: TBA</td>
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<tr>
<td></td>
<td></td>
<td>Due: Task Analysis</td>
</tr>
<tr>
<td>12/7</td>
<td>No class</td>
<td>Prepare: the Leadership Project presentation</td>
</tr>
<tr>
<td>12/14</td>
<td>Leading in Instruction</td>
<td>Due: Leadership Project presentation</td>
</tr>
</tbody>
</table>
University Policies

Adaptations/ Accommodations/Academic Support If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. Please consult with me if you are encountering difficulty with the course or feel you could be performing at a higher level.

Incompletes: Incompletes are entered as temporary grades and will, in compliance with university policy, convert to a grade of F if the work is not completed within one semester. Please consult with me about incompletes before the end of the term.

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Cancellations: Cancellations are reported on the USM website. Local media outlets and by calling 780-4800