

---

 Dr. Margaret A. “Peg” Graham

Email: grahamp@uga.edu

Home phone: 354-7924

Office phone: 542-5674

Ms. Amy Sanford

Email: amysan@uga.edu

Home phone: 255-8344

 Office hours: by appointment
 

---

### Course Overview

This course is designed to get you ready for student teaching and your own classroom in the months ahead. The course will be a place to synthesize what you have learned as you continue to develop your own teaching philosophy. We will explore a variety of instructional strategies and assessments to appeal to different learners in the classroom. We will create lessons and unit plans you can adapt to your own classroom and share your ideas with each other. We will discuss the current realities of teaching today and explore how different societal aspects impact your classroom and your teaching.

It is our intent that students from diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups.

### Required Texts

*\*The book is available on Amazon.com and the UGA Book Store*

- Smagorinsky, P. (2002). *Teaching English Through Principled Practice*. Upper Saddle River, NJ: Merrill Prentice Hall <http://www.coe.uga.edu/~smago/VirtualLibrary/index.html>

### Required Assignments

For each of these assignments, detailed handouts explaining the assignments will be available.

- **Assignment #1:** Students, School and Community notes – **Due Sept. 8**
- **Assignment #2:** Small Group Planning (collaborative) 3-5 day sequence – **Due Sept. 22**
- **Assignment #3:** Individual Planning 3-5 day sequence
  - Rough draft due **Oct. 6** (Peg/Amy respond electronically by Sun, Oct. 9)
  - Monday **Oct 10** – share plans with MT
  - Revised plan – due **Oct. 13:** Individualized conferences with Amy/Peg
  - **Teach from individual plans – October 19-25**
  - Student work samples/reflective journals about teaching from plans – **Due Nov. 3**
- **Assignment #4:** Unit plan (for spring student teaching) combining multiple forms of literacy; includes 10 daily lesson plans and 2 types of assessments.
  - Unit topic/issue/theme – **Due Nov. 3**
  - Assign collaborative workshop groups – bring rough drafts (TBA) – **Due Nov. 10**
  - Small group workshops – arrange **at least TWO** group workshop times; accountability for group work time [date/time/comments on group work]. Evidence of MT having read the unit **Nov. 10 – Nov. 30**
  - Individual planning conferences with Amy/Peg – by appointment only, **Nov. 10- Nov. 30**
  - Final Unit copies to: 1) mentor teacher, 2) university supervisor, 3) Amy and Peg (We’ll discuss whether these need to be hard copy or electronic) – **Due Dec. 1**

### GSTEP Framework Elements:

#### Elements of Course Focus:

**Element 5: Planning and Instruction.** Candidates design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

**Element 4: Assessment.** Candidates understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

**Other Elements Addressed:**

**Element 1: Content and Curriculum.** Candidates demonstrate a strong knowledge of content area appropriate for their certification level.

**Element 2: Knowledge of Student Learning.** Candidates support the intellectual, social, physical, and personal development of all students.

**Element 3: Classroom Environments.** Candidates create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

**Grading**

We will respond to all assignments in written margin notes and commentaries, in audiotaped comments, or in individual conferences. Since you will soon be assessing and grading student work, we will do the same in this course by providing a grade on each assignment. [See “Planning Rubric” for Assignments 2, 3, and 4.] You may revise any assignment that is turned in on time. (We do not accept revisions on late work without prior approval.) All revisions are due the week after the assignment is returned to students in class--unless you make other arrangements with Peg or Amy or different timeframes are announced in class. Late work does not receive full credit unless you make arrangements with us before the assignment is due. Grades will be determined as follows:

<b>Attendance and active participation</b> [Includes completing reading assignments, written exercises; chapter summaries; one-pagers]	20pts
<b>Assign. 1:</b> Students, school and community	5 pts
<b>Assign. 2:</b> Small Group Planning 3-5 days on theme or issue/teach	15 pts
<b>Assign. 3:</b> Individual Planning 3-5 days - plan/teach in November	20 pts
<b>Assign. 4:</b> Unit plan – 10 daily lesson plans + two assessments	<u>40 pts</u>
<b>Total:</b>	<b>100 pts</b>

Attendance and active participation in this class means you both speak and *listen* during small and large group discussions, come to class regularly without being late, accept responsibility in small group collaborations, and meet all project deadlines. Please feel free to make an appointment with Amy/Peg to discuss your grade or any aspect of your work. Teachers are held to high standards for attendance and for completion of work under pressing deadlines. You will be held to the same high standards.

**Course Schedule**

Date	Topic/Class Events	Readings (to be completed for discussion on this day)	Major Assignments Due
<b>Week 1a 8/18</b>	Pre-assessment data: Who are you and what are your ideas about teaching?  Model: One page highlight summary of TETPP chapter  Program portfolio instructions: What is <i>evidence</i> ?  INTRODUCTION: GSTEP Framework (computer lab)  Assignment #1 handout: School & community Due Week 4, Sept. 8		

<b>Week 1b</b> <b>8/25</b>	Assessment-based planning vs content-based planning.  Exercise: goals/assessment alignment charts  Small group jigsaw: TETPP  Reflection: Evidence for Portfolio	Assessment rdgs. on the BRIDGE <ul style="list-style-type: none"> <li>• Carie</li> <li>• Nissa</li> <li>• Mandy</li> </ul> Read <i>TETPP</i> Introduction & Chapters 1-5	<b>Download GPS</b> for 3 grade levels  <b>One-page highlight</b> summary of assigned chapter. <u>Bring 6 copies to class.</u>
<b>Week 2</b> <b>9/1</b>	Assignment #2: Small Group Planning (3-5 days) <ul style="list-style-type: none"> <li>• Transforming ideas into a teachable lesson plan</li> <li>• Templates for daily lesson plans</li> <li>• Rubrics/evaluation criteria. Why are we using the same rubric for most assignments in this class?</li> </ul> <b>Teacher Panel:</b> Georgia Performance Standards & Planning Instruction	Read BRIDGE Guiding Questions:  Assigned articles on assessment	Bring <b>2-3 Guiding Questions</b> to ask teacher panel
<b>Week 3</b> <b>9/8</b>	Presentations on Assignment #1: What do I know about students, my school & community, and my mentor’s approach to planning?  Amy/Peg Model: Sequenced plans  Workshop: Small group planning #2 – Goals & Introductory Activities (computer lab)	<i>ICYTE</i> : Prepare to discuss assigned case.     <i>TETPP</i> Chapters 6 -7	<b>Assignment 1: One-pager</b> summarizing what’s important to remember: 1) MT interview notes on planning 2) notes on school & community
<b>Week 4</b> <b>9/15</b>	Whole group: Q & A on planning  Workshop Assignment #2		Bring planning materials for workshop.
<b>Week 5</b> <b>9/22</b>	Small group presentations (#2) of sequenced plans  <b>Workshop:</b> Assignment #3: Individual sequenced plan topic and goal(s)  Conferences with Peg- Amy	Read three sample units in Virtual Library <i>*web site above</i>	<b>One-page written reflection:</b> What makes a unit “good”?
<b>Week 6</b> <b>9/29</b>	Differentiation: teaching diverse students/Speaker  <b>Workshop:</b> Assignment #3 (at end of workshop, turn in “Progress Commentary”)	Read articles and websites on differentiated learning.	<b>Rough draft:</b> Assignment #3  <b>One-page evaluation/review</b> of 2 internet resources and mentor’s comments on differentiating

			instruction. (See handout.) <b>Bring 6 copies.</b>
<b>Week 7 10/6</b>	<p><b>Small group:</b> Teach a 30-minute segment of your plan to others</p> <p><b>Turn in:</b> Final draft of Assignment #3 to be graded</p> <p>Discuss case.</p>	<i>ICYTE:</i> Prepare to discuss assigned case.	<p><b>Final draft:</b> Assignment #3</p> <p>Prepare <b>lesson plan</b> for the segment you will teach to small group.</p>
<b>Week 8 10/13</b>	<p>Assignment #3: Feedback sent electronically by Sunday, Oct. 9</p> <p>Individual conferences <b>with Peg/Amy</b></p> <p><b>NO CLASS</b></p>		<p><b>BRING:</b> <b>MT feedback</b> <b>Amy/Peg feedback</b> <b>Revisions of #3</b></p>
<b>Week 9 10/20</b>	<p><b>Teach 3-5 planning sequence in your school. No class on campus. Follow school calendar.</b></p>		<p>Keep daily reflection in your journals about your teaching experience. Include “next time” thinking.</p> <p>Collect samples of student work.</p>
<b>Week 10 10/27</b>	<p>Fall Break Oct. 27 &amp; 28</p> <p>No Thursday classes</p>		
<b>Week 11 11/3</b>	<p>Debrief on teaching experience</p> <p>List topics for spring unit plan.</p> <p>Jigsaw: TETPP 8,9,10, 13</p> <p>Workshop: Goals/assessment charts for Assignment #4</p>	<p><b>TETPP</b> Chapters 8-10, 13 (jigsaw- be prepared to talk about the chapter assigned to you.)</p>	<p>Hand in journal reflections on teaching</p> <p>Final spring unit plan topic(s) due</p> <p><b>One-page highlight</b> summary of assigned chapter. <u>Bring 6 copies to class.</u></p>
<b>Week 12 11/10</b>	<p><b>WORKSHOP #4 unit plans</b></p> <p>Assign #4 collaborative planning groups.</p>		<p><b>DRAFT: Unit plan rationale and calendar due. Also bring revised goals/ assessment charts.</b></p>
<b>Week 13 11/17</b>	<p>Middle School Experience</p> <p>No campus class</p>		<p>Schedule individual conferences with Peg and Amy, as needed.</p>

			Meet with collaborative planning group
<b>Week 14</b> <b>11/24</b>	Thanksgiving Break  No campus class		Schedule individual conferences with Peg and Amy, as needed  Meet with collaborative planning group
<b>Week 15</b> <b>12/1</b>	Preparing for student teaching	<b>Share ENTIRE unit plan with mentor teacher and get written feedback.</b>  <b>Provide copy of unit plan to university supervisor.</b>	<b>DRAFT: Bring copy of <u>entire</u> unit plan</b> <ul style="list-style-type: none"> <li>• <b>Goal/assess chart</b></li> <li>• <b>Rationale</b></li> <li>• <b>Overview calendar</b></li> </ul> <b>ten detailed daily lessons, including all handouts, 2 assessments + rubrics/grading criteria.</b>  <b>Assignment 4:</b> Copy of unit plans and reflections (date/time & comments on collaborative planning groups) due to Peg and Amy.
<b>Week 16</b> <b>12/8</b>	<b>EXAM WEEK</b> Final conferences with Peg and Amy		

The course syllabus is a general plan for the course; changes in the course plan will be announced by the instructors.

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work.