

ÉLAN_4400_Graham_f08

**ELAN 4400: Teaching as Planning in Context
Fall 2008**

Thursdays 10:45 – 12:45

Room 116 Aderhold

Instructor:

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Office Hours: by appointment

Course Overview

This course is designed to prepare you 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. All five courses you will take in the fall semester will contribute to your thinking about how and what to teach in your own classroom. Thus, every course you take and every experience you have in your school setting will contribute to your emerging thoughts about planning curriculum and instruction.

In particular, we will explore a variety of instructional strategies and methods of assessments to appeal to different learners and address their learning needs. Our central purpose in ELAN 4400 will be to construct lessons and unit plans that you will actually teach to one of your classes in November. Our approach to planning will be collaborative in order to benefit from sharing ideas with one another, critiquing the plans we create, and reflecting upon ways to improve those plans after enacting them during the November unit. In this way, we will sustain an ongoing conversation about the current realities of teaching and explore how different aspects of society, state and federal policy, and standards and accountability impact your students and their learning.

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.

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.

Texts: Selected chapters on WebCT

- Stiggins, R. (2005). *Student Involved Assessment FOR Learning*. (4th ed.) Pearson Prentice Hall: Columbus, OH.

- Tomlinson (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. ASCD: Alexandria, VA.
- Smagorinsky, P. (2002). *Teaching English through principled practice*. Upper Saddle River, N.J.: Merrill Prentice Hall.
- Articles by former Teacher Candidates (Parsons, Sewall-Schultz, King, Morehead, Smith-Sailors)
- Articles by McWhorter, Black and Williams, and Labaree

WebCT Links:

- GPS
- The BRIDGE

Course Goals The student will be able to:

1. Design goals for student learning, based on Georgia Performance Standards and knowledge of student needs and interests.
2. Differentiate instruction.
3. Select appropriate assessment methods.
4. Implement backward planning processes.
5. Construct rationales for instructional decision-making based on sound theory and research.
6. Modify instructional methods and revise plans using formative assessment data and reflections on teaching.

Course Questions

1. What does a “good” unit plan look like?
2. What processes, tools, and strategies will help me become an effective instructional planner?
3. What problems might I encounter during the planning process? How can I address those problems?
4. How can I teach for understanding and for transfer?
5. What do I know about myself as planner? What can I do well? What do I need to work on?

Major Assignments

- 5-page Reflection – MT interview on Standards and Assessment (due 9/4)
- November Unit Plan (component parts due at intervals)
 1. Unit Plan Topic (due 9/4)
 2. Goals-Assessment Chart: (due 9/18)
 3. Collections: (due 9/25)
 4. Unit Overview Chart (due 10/9)
 5. Instructions for Culminating/Summative Assessment/Major Assignment + Scoring Guide/Rubric (10/16)
 6. Rationale, Calendar and 2-3 Daily Lesson Plans (10/23)
 7. Prepare a 15-30 minute segment of your unit plan to teach to a small group of your peers on campus. (10/23 or 11/6)
 8. Rough Draft of complete November Unit (10/30)
Conference: Bring completed unit draft

9. Final Draft: (due 11/6) 1) Unit overview chart, 2) Bibliography, 3) Rationale, 4) Instructions for major assignment + scoring guide, 5) Calendar, and 6) Two or three daily lesson plans. **Copies to MT, UGA & Peg**

10. Memo: Revisions to unit plan (due 11/6)

11. TEACH UNIT PLAN: 11/10 – 21 (11 teaching days)

- Final Reflections on Teaching November Unit (12/2)
- List of spring student teaching units. (12/4)
- Unit Overview Chart – first spring unit for student teaching (**portfolio requirement- Planning & Instruction Standard**)

Course Overview Calendar

Week #	Readings	THURSDAYS
Week 1	8/19 (Tuesday) First class/Team intro to program Reading assignment for 4400: 8/21 Labaree chapter Letters of advice from former TCs: <ul style="list-style-type: none"> • On re-reading texts (Lesley Parsons) • On time management & personal health (Holly Sewall Schultz) • On campus classes (Class of 2000) 	8/21 Autobiography (bring hard copy): “Learner in Adolescent Culture” Discuss TC letters and Labaree’s “Teacher Education in the Present”
Week 2 Introductions: Preassessment	Smags, Chapter 15 GPS McWhorter –History of Planning (BRIDGE)	8/28 – Pre-assessment on planning <ul style="list-style-type: none"> - MT interview questions - Standards Chalk Talk
Week 3 Introduction: Standards	<ul style="list-style-type: none"> • Black & Williams Inside the Black Box • Analyze GPS – 9th & 11th grade 	9/4 - GPS exercise/targets & goals - Due: 3 – 5 page Reflection - Teacher interview on standards, assessments, planning processes, student dispositions Due: Unit Plan Topic (1 page)
Week 4 Goals & targets	<ul style="list-style-type: none"> • Stiggins, Chapters 1-3 • Former Student Teacher Writings: Amanda Smith Sailors • Carie King & Nissa Morehead (From The BRIDGE) 	9/11 – Goals and targets Introduce Backward Planning Sample Unit Plan Proposal Exercises on aligning goals and assessments
Week 5	Stiggins, Chapters 4-8 (jigsaw)	9/18 – Goals and targets/Assessment - Jigsaw – Stiggins, Chapters 4-8

Assessment		Due: One-page summary of assigned chapter Due: Goals-Assessment Chart for Nov. unit
Week 6 Planning	Collections of Activities & Sample Performances <ul style="list-style-type: none"> • Share from MTs • Search the BRIDGE – Content and Curriculum/Planning and Instruction: Language Arts • Performances & Benchmarks 	9/25 – Assessment Analyze sample unit plans (Units and daily plans) CFG- Tuning protocol Creating pathways from goals to assessments
Week 7 Planning	Tomlinson	10/2 – Issues in planning: Differentiated instruction Due: One-page summary of assigned chapter(s)
Week 8 Planning	← MID	TERM →
	Samples of student assignments & culminating assessments	10/9 – – Issues in planning Due: Draft of Unit Overview Chart
Week 9 Planning	Sample rationales and daily lesson plans.	10/16 - Workshop for Unit Plans Due: Draft of Instructions for Culminating Assessment & Scoring guide/Rubric
Week 10 Planning & teaching		10/23 –Workshop Rationales, Calendars & Daily Lesson Plans --Micro-teaching for practice and for CFG feedback Due: Draft of Unit Rationale, Calendar & 2-3 Daily Lesson Plans
<u>Week 11</u> <u>Planning & teaching</u>	<i>Individual conferences</i> <i>MT feedback on plans by 11/6/08</i> <u>Monday 11/3 – TCs receive electronic feedback</u>	<u>10/30: CONFERENCES ((BRING COMPLETE ROUGH DRAFT TO CONFERENCE))</u> <u>Due: Rough drafts of unit plan</u> <ul style="list-style-type: none"> • <u>Unit Overview Chart</u> • <u>Bibliography</u> • <u>Rationale</u> • <u>Instructions and Scoring Guide for Culminating Assessment</u> • <u>Calendar</u> • <u>Daily Lesson Plans</u>
Week 12 Planning &		11/6 Micro-teaching for practice and for CFG feedback Due: MT feedback on/approval of

teaching		unit plan to Peg Due: Final draft of Unit Plan – copies to supervisors & mentor teachers (provide hard copy or electronic copy) <i>Write memo explaining revisions made to November Unit, based on feedback from MT, UGA, and Peg</i>
Week 13 Teaching & reflection	November Unit 11/10 - 21	11/13 - In schools/ November unit
Week 14 Teaching & reflection		11/20 In schools/November unit
Week 15 Reflection	11/25 Thanksgiving Break	11/27 THANKSGIVING
Week 16 Teaching & reflection	12/2 Back on campus <ul style="list-style-type: none"> • WHOLE TEACHING TEAM DE-BRIEFING. • Reflections on teaching experiences. • Set up groups to re-read texts 	12/4 Due: List of courses and units for Spring student teaching <ul style="list-style-type: none"> • UNIT WRITING WORKSHOP • Unit Plan Overview & Rationale for First Student Teaching Unit <u>REQUIRED EVIDENCE IN LIVETEXT PORTFOLIO: PLANNING & INSTRUCTION STANDARD</u>
Week 17 Reflections on teaching & revision	12/9 <ul style="list-style-type: none"> • Final Class • Celebration & closure 	Dec 11-12, 15-17 Portfolio Defenses