

ELAN 4400: Teaching as Planning in Context
Fall 2006
Tuesdays 11:00 – 1:45
Room 116 Aderhold

Instructors:

Amy Sanford
amysan@uga.edu
home phone: 706-255-8344

Peg Graham
grahamp@uga.edu
home phone: 706-354-7924

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.

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

Required Texts:

- 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.

Texts on WebCT:

- Smagorinsky, P. (2002). *Teaching English through principled practice*. Upper Saddle River, N.J.: Merrill Prentice Hall. (Selected chapters)

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

- Glossary
- Think Piece – Standards and Assessment
- November Unit Plan Proposal
- November Unit Plan (component parts due at intervals)
- Think Piece – Reflections on Teaching November Unit

See Assessment/Grading Policy on WebCTCourse Overview Calendar

Week #	Readings	TUESDAYS
Week 1	<i>First class meets on Thursday, August 17.</i>	
Week 2		8/22 – Pre-assessment on planning

Introductions: Preassessment		<ul style="list-style-type: none"> - Introduce the Georgia Framework for Teaching (GFT) - Save the Last Word for Me - Introduce glossary - MT interview questions
Week 3 Introduction: Standards	Smags, Chapter 15 GPS McWhorter –History of Planning (BRIDGE)	8/29 - Standards Chalk Talk - Autobiography (bring hard copy): “Learner in Adolescent Culture” Due: 3 – 5 page Think Piece - Teacher interview on standards, assessments, planning processes, student dispositions
Week 4 Goals & targets	Stiggins, Chapters 1-3	9/5 – Goals and targets Introduce Backward Planning Due: Unit Plan Topic Final Word Protocol
Week 5 Assessment	Black & Wiliams Inside the Black Box Former Student Teacher Writings: Amanda Smith Sailors Carie King & Nissa Morehead (From The BRIDGE)	9/12 – Goals and targets/Assessment Exercises on aligning goals and assessments
Week 6 Assessment	Stiggins, Chapters 4-8 (jigsaw)	9/19 – Assessment - Jigsaw – Stiggins, Chapters 4-8 Due: One-page summary of assigned chapter Due: Unit Plan Proposal due
Week 7 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 	9/26 – Assessment Analyze sample unit plans (Units and daily plans) CFG- Tuning protocol Creating pathways from goals to assessments
Week 8 Planning	Tomlinson	10/3 – Issues in planning: Differentiated instruction
Week 9 Planning		10/10 – Issues in planning Continuum Dialogue, p.111

		Due: Draft of Unit Overview What is a rationale?
Week 10 Planning	←MID	TERM→ 10/17 - Workshop for Unit Plans Read sample rationales and daily lesson plans. Due: Draft of Instructions for Culminating Assessment
Week 11 Planning	<i>Wednesday 10/25 – Bi-weekly meeting of supervisors to go over unit plans. TCs receive feedback before Fall Break on 10/26</i>	10/24 – Workshop TC self-assessment Due: Rough drafts of unit plan due <ul style="list-style-type: none"> • Unit Overview Chart • Rationale • Instructions for Culminating Assessment • Daily Lesson Plans Feedback: Provided electronically by 10/26
Week 12 Planning & teaching	Friday 11/3 - Final draft feedback sent to TCs	10/31 Micro-teaching for practice and for CFG feedback Due: Final draft of Unit Plan – copies to supervisors & mentor teachers
Week 13 Planning & teaching		11/7 - Individual conferences: Final draft revisions due. Final OK to teach from unit plans.
Week 13 Teaching & reflection		11/9 In schools/November unit
Week 14 Teaching & reflection	11/14 In schools/November unit	11/16 In schools/November unit
Week 15 Teaching & reflection	11/21 In schools/November unit	11/23 THANKSGIVING
Week 16 Reflections on teaching & revision		11/28 – Consultancies on Dilemmas from Teaching Unit.. Due: 3-5 page Focused Think Piece – Selective reflection on teaching November Unit (insights on assessment, implementing differentiated instruction, etc.) –

		must include video observation and rereading of selected texts connected to your focal topic Due: List of all spring student teaching units Due: Unit Plan Overview for First Student Teaching Unit
Week 17	12/5 (Thursday schedule)	