

**University of Illinois at Chicago-College of Education
Council for Teacher Education Syllabus Format For Teacher Licensure Courses**

**Course Numbers: ED 416
ED 450**

Course Titles:

ED 416: Practical Inquiry I: Teacher Competencies and Performance-Based Assessment; Credit Hours: 3

**ED 450: Pre-Student Teaching in the Urban Elementary Classroom: Fieldwork III
Credit Hours: 4**

Department: Curriculum & Instruction

Catalogue Descriptions:

ED 416: Introduction to examining teaching through practitioner inquiry, including teacher performance assessment, as a way of learning to teach and beginning a lifelong process of professional development.

ED 450: This pre-student teaching experience immerses teacher candidates in classrooms in a supervised experience of learning to teach and developing effective practices.

Authorized Instructor: Arthi B. Rao Ed.D.

Office: ETMSW 1420

Office Hours: By Appointment

Contact Information: (773)-677-6585; arao6@uic.edu

Course meeting time: Mondays 1-3:50pm ETMSW 2419

Prerequisites: Senior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education.

Required Textbooks(s), materials, and readings:

- Responsive Classroom (2016). *The joyful classroom: Practical ways to engage and challenge students*. New York: Center for Responsive Schools, Inc.
- Skowron, J. (2006). *Powerful lesson planning: Every teacher's guide to effective instruction*. New York: Skyhorse Publishing.

Recommended Textbooks:

- Daniels, K., Patterson, G., & Dunston, Y. (2015). *The ultimate student teaching guide* 2nd Edition. Los Angeles: Sage.
- Kriete, Roxann. (2002). *The morning meeting book*. Turner Falls, MA: Northeast Foundation for Children, Inc.

***Additional readings will be available on the course Blackboard site.**

Methods of instruction:

This seminar will be discussion and workshop based and student focused. On occasion, there will be mini-lectures to elaborate on course related content.

Course Background/Purpose:

In this course, we will explore issues of pedagogical theory into practice as you begin to compose your life as a student of teaching and learning. The seminar is designed to assist you in making sense of educational theory and practice by drawing on coursework, your own school and classroom experiences, and other sources that will inform your developing professional knowledge. We will emphasize questioning, observation, and reflection throughout the term; together with your teaching efforts, these are an integral part of the teacher preparation program and of your developing professional teaching practice.

You should be **professional** and **proactive** in the practicum, in both the field and the seminar. Make and take opportunities to learn about teaching practice and professionalism through observation, conversation, and participation. Develop strong working relationships with your Cooperating Teacher and others in the school setting, your field instructor, and your teaching colleagues.

My goals for our seminar, specifically, are to:

- Establish an environment conducive to a fair, equitable and meaningful exchange of questions and ideas
- Nurture a forum through which you critically reflect upon what you are learning from and about the practice of teaching
- Develop seminar sessions that focus upon issues, concerns, questions, and wonderings that are specific to personal, professional and collective growth and development
- Create a connection between your professional coursework and classroom experiences that reflect the program goals of helping you think critically about teaching and learning in an urban schooling environment.

Course Objectives/Learning Goals:

1. To develop competencies in the planning and delivery of lessons and units of study (IPTS 1; 2; 3; 5; 6; 7) **(ED 416)**
2. To critically examine and become familiar with the edTPA, with appropriate content area focus (IPTS 2; 3; 5; 6; 7) **(ED 416)**
3. To develop a vision of equity and the courage to be an advocate for all children (IPTS 1) **(ED 450)**
4. To develop an understanding and competency of all areas of the K-8 curriculum, planning, instruction, and assessment in schools (IPTS 1; 2; 3; 5; 6; 7) **(ED 450)**
5. To examine and implement effective, culturally responsive, and caring approaches in the education of all students (IPTS 1; 3) **(ED 450)**

**Illinois State standards addressed (Illinois Professional Teaching Standards-
http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf)**

Standard 1: Teaching Diverse Students
Knowledge E
Performance B, C, E

Standard 2 Content Area and Pedagogical Knowledge
Performance C, H

Standard 3 Planning for Differentiated Instruction
Performance C, E, J

Standard 4 Learning Environment
Performance A, B, C, D, E, G, H, I

Standard 5 Instructional Delivery
Knowledge C, H
Performance A, H

Standard 7 Assessment
Performance A, B, H, I

Standard 8 Collaborative Relationships
Performance C

This course aligns with the Council on Teacher Education (CTE) Conceptual Framework: <https://cte.uic.edu/>

Basic Needs Security

Any student who faces challenges securing food (for example, affording groceries or accessing sufficient food to eat every day) or housing and believes that this may affect their performance in the course is urged to contact the Office of Student Services in the College of Education for support. Additionally, the College of Education maintains a modest, open-access food pantry of non-perishable items on the third floor in the copy room (next to the Commons). Furthermore, please notify the professor if you are comfortable in doing so. This will enable me to provide any resources that I may possess or can access on your behalf.

Title IX, Sexual Misconduct, Mandatory Reporting

UIC is committed to providing an educational and work environment that is free from all forms of sex discrimination, sexual violence, and sexual and gender-based harassment (collectively referred to as “sexual misconduct”). Title IX seeks to reduce or eliminate barriers to educational opportunity caused by sex discrimination in institutions that receives federal funding. UIC prohibits and will not tolerate sexual misconduct of or by students, employees, patients, or visitors. UIC will take prompt and fair action to eliminate such conduct, prevent its recurrence, and remedy its effects through interim protective measures and accommodations, equitable investigations, and disciplinary processes. Employees and students in violation of this policy may face sanctions up to and including termination or expulsion. All employees are considered to be “responsible employees” with the authority and responsibility to report sexual misconduct to university officials. As a mandatory reporter, the professor is required to report any instances, utterances, or writing that exhibit sexual misconduct (past or present). For more information, visit <http://oae.uic.edu/sexual-misconduct/>.

Course Expectations:

(ED 416) Seminar Responsibilities:

The purpose of seminar is to help you make connections between what you are learning in your university courses and what you are observing and doing in your field placement classroom. The seminar is also the forum to bring up concerns and questions about your role as a teacher. In addition, you practice collegiality with your peers through the exchange of ideas and by listening to and respecting one another. Every week I will assign readings from various sources. I expect you to be prepared to discuss and reflect upon those readings. Everyone should self-monitor to keep discussion on-topic. **You are also expected to synthesize the weekly readings and capture the main points on a graphic organizer** (posted on blackboard). **This will help deepen your understanding of the course topics, as well as keep you organized as you refer back to the readings when completing assignments (e.g.: edTPA).**

***Professional behavior is expected** (silence mobile phones, no texting, e-mailing, internet surfing, side-bar conversations, working on assignments from other classes, etc.). The use of laptops/tablets is limited to group work, individual reflection, or to access online course readings. Readings should not be accessed in class via mobile phones. **Any exhibited unprofessional behavior will result in half an absence.**

Mobile Phones, Texting, and Social Media

Please do not send text messages or use your mobile phone during class. Set phones to silent/vibrate settings so they do not adversely impact your learning experience or the learning experience of others, and keep them off of your work surface and out of view. Laptops and tablets are permitted for note-taking purposes and to access course materials electronically. There may be times, however, in which mobile phones, laptops, and tablets may be directly useful for activities in class. Social media sites (e.g., Facebook) will not be used in the course, and they are strictly prohibited during class. Also, please do not audio or video record participants in this class without permission.

Procedures:

- Attendance: Attendance at seminar is **mandatory**. These classes are as much a part of your professional development as are your other courses. Please be **prompt**, so we can also end on time.
- Absences: **If you must be absent from a seminar, you are required to provide documentation, no later than the date of the next seminar meeting, of the emergency that kept you from attending.** In addition, you must notify me in advance of the class meeting time. Absence from more than one seminar may result in a failing grade for the practicum. Additionally, **tardiness of more than 15 minutes results in half an absence.**

(ED 450) Field experience and/or clinical practice:

Responsibilities:

You will be in your field placement classrooms three days a week (Wednesdays-Fridays). **The required dates are: September 4-November 16, 2018.** During your pre-student teaching practicum placement, you will participate in a wide range of classroom activities. These activities may involve working one-on-one with students, teaching a lesson, working with a small group, etc. It is very important to keep lines of communication open with your Cooperating Teacher (CT). Please ask any questions and request clarifications when you are unsure. If you feel that you are spending too much time only in observation or on tasks that take you away from interactions in the classroom, and you have spoken to your CT about your concerns, please let me know as soon as possible.

Procedures:

- Attendance: Attendance at the school site is mandatory. **You are expected every Wednesday, Thursday and Friday.** Please be prompt; arriving a few minutes prior to your expected start time is a good indication of your dedication. To avoid any confusion, ask your CT what time you are expected to arrive each morning.
- Dress: Professional attire is expected. Please ask if you have any questions about appropriate dress.
- Absences: If you must miss a day because of documented illness or emergency, you must reschedule the time with your CT. **You must let both of us know as soon as possible via phone and/or email. Repeated absences—even if made up—will be reported to me and will affect your grade.**

A word about professionalism:

Remember that you are a guest in your field placement classroom. CTs are extremely busy and have volunteered, as a commitment to their profession, to welcome students into their work domains. The CTs are committed to the important work of helping to guide new teachers in their professional growth. Your responsibility is to learn by

observing and questioning, but not to make public judgments. Your focus should be on interactions, patterns of behaviors of teachers and students, school issues, practical ideas for management and planning, and so on.

Remember that the people in the schools (adults and children) look at you as a colleague and a professional. Often, exemplary student teachers may be offered positions in schools. Do not underestimate the impression that you make. You are reminded not to be disruptive. For example, you should not use your mobile phones in front of students or work on schoolwork when in your field placement classroom. If you need to speak with or ask questions of the Cooperating Teacher, find a time to do so outside of instructional time. **The learning time of students always takes priority.**

Confidentiality should always be of paramount concern. We are guests in the fieldwork classrooms; we need to honor each classroom with kindness and sensitivity that ensures our time spent there will not in any way disrupt or cause harm. Take great care with the information you gather in your classroom. For example, individual students' or teachers' names should never be used in discussions with your friends or colleagues, neither in conversations nor in writing. Your judgments concerning the classroom activities should be kept to yourself. You will have the opportunity to discuss classroom experiences during the seminar and within other university coursework. In written assignments, you must use pseudonyms for students and teachers.

Field Instructor's Role:

It is my responsibility to help you negotiate your relationship with your CT and your responsibilities in their classroom. If, for example, you are not participating in the teaching of literacy in the classroom, I will help you work with your CT to resolve this issue, allowing you to successfully complete your assignments. Again, you should always talk with your CT about classroom-related issues before approaching me. You need to develop the ability to work with colleagues in a professional manner.

Together we will critically reflect upon what you are learning from and about the art and practice of teaching. To do this, I will observe you and participate with you in your classroom placement, serving as another pair of eyes and ears on the act of teaching. That is, my role as the field instructor is to hold up a mirror to you and your teaching so that you can ask some questions about your interactions with the students, your command of a content area, your pacing, etc. Follow-up discussions on classroom instruction can be invaluable by helping you analyze what was intended and what was accomplished in a lesson or activity, focusing on the effectiveness of choices made, and working together to deepen your understanding of children and their learning. For these reasons, **you will be formally observed 2 times during the semester. We will determine the times/dates of these observations at a later time.**

Observations:

When I visit you in the schools I plan to observe at least 30-40 minutes of instruction, along with a post-observation conference. For each observation, notes will be taken and you will be sent a copy. It is also expected that **you take notes** during these conversations. **Prior to each formal observation, you will submit your lesson plan (template posted on blackboard) to me via email 24-36 hours in advance. Please name the file as follows: last name date observed lesson plan** (e.g.: Rao 8.27.18 lesson plan). You will be observed **twice between September and November; four times during student teaching-between January and April.**

ED 416 and 450 Assignments:

1. School Community Context Project-Due September 24, 2018:

Understanding one's school community is a critical ingredient for establishing a meaningful rapport and respectful and purposeful learning environment. It is imperative that teacher candidates become acquainted with classroom and school expectations, procedures, and norms. This understanding will help facilitate a seamless transition in developing a more active role in the placement classroom. During the first month in your student teaching classroom, focus on various components of your school, classroom and community context, following the activity template **posted on blackboard**.

2. Mini edTPA: Reflecting on and analyzing your instruction and interaction with students is vital in becoming a successful teacher. This project is intended to support you in this development, as you will be asked to:

- a) **Plan** a lesson and **reflect** in **Task 1**
- b) **Teach** the lesson, video **record** and then **analyze** the implemented lesson in **Task 2**
- c) **Collect, analyze, provide feedback on** student work that corresponds to the planned and instructed lesson, and make next steps for instruction in **Task 3**

Specific assignment guidelines, expectations and template are **posted on blackboard**.

Task 1 Due: October 22, 2018

Task 2 Due: November 12, 2018

Task 3 Due: November 26, 2018

3. Peer Collaboration & Reflection Exercise: In preparation for your collaborative work as a teacher, you will engage in a small group reflective exercise (via google docs). This exercise will also provide practice for describing and analyzing the development of a student, helpful in completing edTPA tasks during your student teaching. You and peers from both your cohort/program and teacher candidates in the Special Education licensure program will share details about one focal student (following guidelines that will be provided via blackboard). You will then provide and receive feedback (also following a protocol) from your 2-3 group members on how to best help push this focal student forward academically and socially. The product will be **three** online "exchanges" including information about students with disabilities-characteristics and practices. You will also write one individual self-reflection of 100-150 words.

Due Dates: TBD

4. Lesson Plans for Formal Observations-Due (via email) 24 hours prior to observation: You must use the edTPA lesson plan template posted on blackboard.

5. Full edTPA Task 1: You will plan and complete edTPA Task 1: Planning. Specific prompts are included in the planning commentary template in the edTPA Elementary Literacy or Mathematics handbook (posted on blackboard).

Due: December 7, 2018

Grading:

Assignments are due by 11:59pm on each due date. **Late assignments will be accepted if extenuating circumstances permit and an extension must be**

requested at least 24 hours before the due date. If an extension is permitted, late assignments may be marked down one full letter grade.

ED 416 Grades

Attendance/Participation at Seminar	30 points
This includes:	
<ul style="list-style-type: none"> -Being prepared for class with completed assignments and reading -Having relevant materials for discussion -Avoiding side conversations, inappropriate cell-phone/laptop use -Adhering to task/topic at hand and avoiding diversions away from central focus -Maintaining respectful and professional discourse (see IPTS 8 & 9) 	
School/Classroom Context Project	25 points
Peer Collaboration/Reflection Exercise	15 points
Mini edTPA	30 points

ED 450 Grades

Attendance/Participation in Field Placement	50 points
This includes:	
<ul style="list-style-type: none"> -Punctuality and attendance in the field -Participation in learning opportunities (i.e. professional development opportunities, before/after school learning opportunities) -Initiative and follow-through -Timely communication with mentor teacher and field supervisor -Adherence to collaboration and professionalism (see IPTS 8 & 9) -Informal lesson video recording and in-class reflection -Input from mentor teacher 	
Timely, complete submission, and quality of lesson plans for formal observations	20 points
Teaching performance (per growth and reflective debrief conversations)	20 points
edTPA Task 1	10 points

Tentative Course Schedule:

Week	Class Dates	Class Topic(s)	Readings Due	Assignments Due
1	Aug. 27	<ul style="list-style-type: none"> •Introduction to course •Assignment overview 	<ul style="list-style-type: none"> •Daniels, Patterson, & Dunston- Chapters 1 & 2 	
	Sept. 03	No Class-Labor Day	-Read edTPA <i>Making Good Choices</i>	
2	Sept. 10	<ul style="list-style-type: none"> •"Urban" Teaching •IPTS and edTPA overview 	<ul style="list-style-type: none"> *Hollins Ch. 1- <i>Challenges, Opportunities, and Possibilities...pp. 12-18;</i> *Teaching Controversial Issues (Ch. 5, 6, OR 9-read assigned chapter) *Hammond Chs. 1-2 (pp. 12-35) 	
3	Sept. 17	<ul style="list-style-type: none"> •Learning Environment and Classroom Community •Culturally Responsive 	<ul style="list-style-type: none"> The Joyful Classroom Intro, Ch. 1 (pp. 1-18); Skowron Ch. 1 	

		Teaching ●edTPA Task 1: Planning	(pp. 1-33); *Hammond Ch. 4 (pp. 52-70)	
4	Sept. 24	●Academic Language ●Lesson Planning & Design ●edTPA Task 1: Planning	*Vogt- <i>Academic Language of the Language Arts</i> OR <i>The Academic Language of Mathematics</i> ; *Brunn pp. 45-68	Due: School Community Context Project
5	Oct. 01	●Lesson Planning & Design ●edTPA Task 1: Planning	●The Joyful Classroom Chs. 2 & 3	
6	Oct. 08	●Curriculum & Lesson Design ●edTPA Task 2: Instruction (Overview)	●The Joyful Classroom Ch. 4 *Johnson, Perez & Uline pp. 23-52 <i>Introducing Content Logically...</i>	Bring draft of Task 1 (lesson plan, materials, and planning commentary to class).
7	Oct. 15	●Lesson Delivery & Student Engagement ●edTPA Task 2: Instruction	*Lemov Chs. 3 & 4 OR ●The Joyful Classroom Chs. 5 & 6 (student selection)	Bring draft of Task 1 (lesson plan, materials, and planning commentary to class).
8	Oct. 22	●Lesson Delivery & Student Engagement ●Gradual Release of Responsibility ●edTPA Task 2: Instruction	*Fisher & Frey; *Johnson, Perez & Uline Ch. 7 Promoting Successful Practice	Due: Mini edTPA Task 1 (Lesson Plan, Lesson Materials, and Planning Commentary)
9	Oct. 29	●Assessment	*Johnson, Perez & Uline Ch. 4 (pp. 37-52) ●The Joyful Classroom Ch. 7	
10	Nov. 05	●Assessment-Analyzing Student Work ●Differentiated Instruction ●edTPA Task 3: Assessment Overview	●Skowron Ch. 3 *Tomlinson- <i>Differentiated Instruction</i>	-Bring draft of Task 2 (instructional commentary & video) to class -Bring completed student work (from mini edTPA lesson) to class.

11	Nov. 12	<ul style="list-style-type: none"> Analyzing Student Work & Differentiated Instruction Providing Feedback 	<ul style="list-style-type: none"> Wormeli-Redos and Retakes Done Right Brookhart excerpts 	<p>Due: Mini edTPA Task 2 (15-20 minute video and Instruction Commentary)</p> <p>-Bring completed student work (from mini edTPA lesson) to class.</p>
12	Nov. 19	<ul style="list-style-type: none"> Learning Environment and Classroom Community 	<ul style="list-style-type: none"> Kriete p. 1-31 Christensen-<i>Building Community from Chaos</i> 	<p>-Bring draft of Assessment Commentary to class.</p>
13	Nov. 26	<ul style="list-style-type: none"> Learning Environment and Classroom Community 		<p>Due: Mini edTPA Task 3 (Student work with feedback, evaluation criteria, and Assessment Commentary)</p>
14	Dec. 03	Wrap-Up; Preparation for Next Semester	<ul style="list-style-type: none"> Rethinking Schools-Learning Environment articles 	<p>Due (12/7/18): edTPA Task 1</p>

***Reading available on Blackboard**

Office of Disability statement:

UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. If you need accommodations for this class, be sure to register with the Office of Disability Services, 1190 SSB, 413-2183, and let your instructor know your needs.

•Academic Integrity statement (aligned with Student Disciplinary Policy):

www.uic.edu/depts/dos/studentconduct.html

•Assignments and attendance accommodations will be permitted due to observance of religious holidays or practices.

•Adherence to the UIC Student Conduct Policy will be met for any behaviors or action that represent Academic Dishonesty:

www.uic.edu/depts/dos/studentconduct.html

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- Barrant, T., Christensen, L., Dawson Salas, K., & Walters, S. (2010). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom (2nd Edition)*. Milwaukee, WI: A Rethinking Schools Publication.
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