**Advanced Pedagogical Techniques
for the Elementary School Classroom
15:251:570
Spring 2015**

ONLINE

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Office Hours: Thursdays 2-4pm	Prerequisites or other limitations: None
Mode of Instruction: __ Lecture ___ Seminar ___ Hybrid __X_ Online ___ Other	Permission required: _x_ No __Yes

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LEARNING GOALS

NEW JERSEY PROFESSIONAL TEACHING STANDARDS

2. Standard Four: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
i. Performances
(1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
(2) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

(3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

3. Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

i. Performances

(1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

(5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

5. Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances

(1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

(2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

(3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

(4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

(5) The teacher develops learners' communication skills in disciplinary and interdisciplinary

contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(8) The teacher develops and implements supports for learner literacy development across content areas.

7. Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

i. Performances

(1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(5) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. **New** (6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ii. Essential Knowledge

(1) The teacher understands content and content standards and how these are organized in the curriculum.

(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs. (to align with NJ special education priorities)

(6) The teacher knows when and how to adjust plans based on assessment information and learner responses.

(7) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists,

librarians, media specialists, community organizations).
iii Critical Dispositions
(1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
(2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
(3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
(4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. Standard Eight: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
i. Performances
(1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
(2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
(3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
(4) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
(5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
(6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
(7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
(8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
(9) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
ii. Essential Knowledge
(1) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
(2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
(3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
(5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
(6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii Critical Dispositions
(1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
(3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

CAEP
Standard 1: Candidate Knowledge, Skills and Dispositions
1.1 Content Knowledge and Pedagogical Knowledge
1.2 Instructional Practice--Learning Learning Experiences
1.3 Instructional Practice--Assessments
1.4 Instructional Practice--Problem Solving
1.6 Learning and Learning--Learning Experiences
Learner and Learning--Relationships and Communication

Other description of course purposes, context, methods, etc.:

Advanced Pedagogical Techniques in Elementary Classrooms consists of online classes and field experiences in an elementary classroom (current teachers can do most of this work in their own classrooms, but they will also need to have another classroom that they can observe at least 4 times during the semester). Each week will be spent engaging in activities that introduce and generate thinking about the topic, an online presentation by me or one of you, and a facilitated discussion of the readings and the presentation.

Course Objectives:

1. To help you develop ways of looking at, describing, and thinking about what goes on in elementary and middle school classrooms, as well as outside of school learning environments in ways that can help advance your practice.
    a. Students will learn multiple techniques for gathering data on teaching and learning
    b. Students will be able to translate data into recommendations for practice

2. To present information about recent research on teaching culture and practice and to reflect on ways the research findings can help to inform teachers' decisions about

classroom practice in the areas of organization, management, motivation, and instruction for diverse learners.

    a. Students will be able to critically read and analyze research studies on teaching
    b. Students will be able to make useful connections between research and practice
    c. Students will be able to generate ideas for practice utilizing research on best practices

Course catalogue description

Implications of recent research on teaching for classroom practice; emphasis on ways the research can help inform teachers' decisions about classroom organization, management, and instruction. Topics include classroom design; allocated, instructional, and engaged time; grouping; seatwork; motivation; teacher expectations; cooperative learning; and inclusion. Required field experience in a school.

Class materials:

Good, Thomas L., & Brophy, Jere E. (2002). *Looking in classrooms* (10th edition). NY: Harper/Collins

Martinez, J. E. (2012). *A performatory approach to teaching, learning and technology* (Vol. 34). Springer. (TECHNOLOGY)

Other readings will be posted on the Sakai site for this course

GRADING AND ACTIVITIES

(1) Participation (20% of final grade): Online courses require a particular kind of participation. While we are not in the room together, we are dependent on each other for creating an engaging and productive learning environment. Advanced Pedagogical Techniques is a small seminar style course, so you will be expected to be full participants in creating the groups learning. I will facilitate and provide resources and information, but much of the content will come from you. You will be expected to spend 3 hours a week actively interacting with each other and me on the SAKAI site. In addition, you should expect to spend a fair amount of time doing individual research, reading and activities that you will then bring back to the group.

The majority of this course will be asynchronous (meaning we do not all have to be online at the same time and you can participate at any time of day), however, there will be some weeks when I will schedule a synchronous meeting via skype or in a SAKAI chatroom. These will be scheduled at least one week in advance.

(2) Case Analyses (30% of final grade): We will be analyzing and discussing three formal teaching cases during the semester. To prepare for the class discussion of each case, you are required to do a written analysis in which you (1) provide a brief description of the context and key players (not more than 1/2 page), (2) identify the problems that you see, and (3) offer some

possible solutions that the teacher might employ to solve the problems and (4) raise some additional questions that are not easily answered, but that might help this teacher further develop her practice. *Your analysis should relate to the readings by using them to explain the problems you identify and the solutions you offer.* In other words, you should make *specific reference* to the readings (with authors, dates, and page numbers where appropriate) in your analysis of the case.

Case analyses should be approximately 4-6 pages, typed, double-spaced, with adequate margins for comments. Put your name on the back (rather than on a front cover sheet). This allows me to evaluate all papers anonymously. Each of these written analyses counts for 10% of your grade.

Since these case analyses total 30% of your course grade, you need to use the analyses to demonstrate that you understand the material you are reading and that you are grasping the implications of the research for classroom practice. Analyses will be evaluated in terms of the following criteria: (1) accuracy, clarity and organization of writing; (2) thoughtful identification and substantiation of the problems; (3) appropriateness of solutions (i.e., Do solutions seem feasible? Are they well-grounded in research?); (4) thoughtfulness of the new questions raised; and (5) integration of readings with the facts of the case.

Cases should be posted to your personal SAKAI blog

PLEASE NOTE: All writing must follow APA guidelines in all areas including references, headings, and punctuation.

(3) Literature Presentation and Discussion Leader (25% of final grade)
Every week we will be learning about and discussing a different aspect of classroom teaching (i.e. motivation, grouping students, classroom management, teacher responsiveness, the impact of race, class, and gender). Each of you will become an expert in the research on one of these topics. This will include going beyond the required reading for that week and finding other current studies on your topic. On the Monday PRIOR to your chosen week you will assign the class 2 research articles to read on your topic. You will then prepare a presentation on this topic (using powerpoint or some other presentation software) and upload it or provide a link to the class. The presentation should include highlights from your literature review and at least 3-5 guiding questions for the class to explore in an online forum. You will then facilitate the discussion by responding to people's posts and asking follow-up questions.

(4) Mini-Study of Teaching and Learning (25% of final grade):

Choose one of the topics we have studied in class (my suggestion is you use the same topic as for you literature presentation) and conduct a thorough review of the research on that topic (see above). Then decide on a guiding question for your mini-study (i.e. Does the heterogeneous grouping of students in my class promote student learning) and develop at least 3 methods of collecting data (i.e. observations and/or interviews) on yours or another teacher's practices that relate to that topic. Some of the data collection techniques will be discussed in class, others can be taken from *Looking in Classrooms*, and others can be developed independently. For example, at the end of the first chapter on management, Good and Brophy provide two different forms that you could use to gather information on your approach to preventing problems. If you select

management as one of the topics you wish to focus on, you could select one (or both) of these forms to use in studying your teaching. These activities are to be conducted when it is convenient (for you or the teacher with whom you are working), but preferably not before the topic has been discussed in class.

Your final paper will include a summary of the research in this area, a description of the teaching context you are studying, your guiding question and why you chose it, and a description of the methods you used for collecting data. You will then analyze the data you collected. The analyses should not simply repeat what appears on the observation forms (I can read that for myself), but should try to make sense of the information and relate it to the research. You should integrate your experiences with the readings you have done, making specific reference to particular readings where appropriate. Your paper should conclude with a description of what you have learned through this process.

This final paper should be no longer than 15 pages (typed, double-spaced), the raw data should be attached as an appendix at the end. Use no real names of teachers, schools, or children in your paper.

The mini-study will be evaluated according to the following criteria: (1) Has data collection been conducted systematically and objectively? (2) Are the data analyses thoughtful? (3) Are your analyses integrated with the readings? (4) Is your project clearly organized and coherent?

PLEASE NOTE: All writing must follow APA guidelines in all areas including references, headings, and punctuation.

All work will be evaluated in terms of the following criteria:

- Completeness. All artifacts should be included and should conform to the expectations established for the assignment. (In other words, if the instructions say to include a 1-2 paragraph commentary, do so). If you are uncertain about the expectations, call, email, or meet with your instructor to clarify your understanding.
- Evidence of understanding of course content. Your work should demonstrate that you understand the ideas presented in the class and that you are able to apply the ideas in your work as a teacher. (In other words, your cooperative learning activity should clearly exemplify individual accountability and positive interdependenc etc.)
- Evidence of professional habits of thinking and communication. Do you demonstrate the ability to reflect on your own practice? Does your personal statement demonstrate the capacity to support your ideas (or is it full of generalities like, "In my classroom, I will respect children," without providing examples of how you will show respect)?
- Technical accuracy. Do you know the difference between it's and its? Are your artifacts well-written and free of mistakes or would you be embarrassed to have parents (and administrators) read them?

LETTER GRADE EQUIVALENTS

91-100	A
86-90	B+
81-85	B
76-80	C+
71-75	C
66-70	D+
64-66	D
Below 64	F

STATEMENT ON ACADEMIC INTEGRITY

Academic integrity: Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Sakai email.

Web site: Registered students will have access to our Sakai site through their Rutgers Sakai portal at: Sakai.rutgers.edu. If you cannot access the site, please bring this to Kait's attention as soon as possible.

Course Schedule by Week

Week of	Topic and Questions	Assignment
1. Jan 20	INTRODUCTION: TRANSLATING RESEARCH INTO PRACTICE • What is research? • What is teaching and what is its relationship to learning? • What is the relationship between research and practice? • What can and can't you learn from research as a teacher?	
2. Jan 26	CLASSROOM COMPLEXITY AND TEACHER AWARENESS: TECHNIQUES OF LOOKING IN CLASSROOMS • What makes teaching such a complex activity? • How does *looking* impact teaching? • What is a case study approach to learning about teaching?	Good & Brophy, Chapter 1

3. Feb 2	TEACHER EXPECTATIONS • What role does subjectivity play in teaching? • What do we know about the effect of expectations on student achievement? • What are some of the ways your expectations (or expectations of you) have shaped your teaching and learning?	Good & Brophy, Chapter 2
4. Feb 9	MOTIVATION AND LEARNING • What is motivation? • Where does it come from? • Is it necessary for learning? • Which comes first? Learning or motivation?	Good and Brophy Chapter 5 Holzman, *Vygotsky at Work and Play,* Chapter 3 DUE: Analysis of Case One Due
5. Feb 16	ORGANIZATION AND MANAGEMENT: PREVENTING and DEALING with BEHAVIOR PROBLEMS • What is a behavior "problem"? • Who's problem is it? • What is the relationship between classroom organization and student learning? Which comes first? • What life skills do we want children to learn in school? How do we expect them to learn them?	Good & Brophy, Chapter 2 & 3 Weinstein, Tomlinson-Clarke et al. 2004
6. Feb 23	STUDENTS' INTERACTIONS WITH ONE ANOTHER: GROUPING • Is all learning social? • If so, what do we do about it? • How do students experience working in groups? • What are the pros and cons of • heterogeneous and homogenous grouping??	Good & Brophy, Chapter 6 Analysis of Case Two Due
7. March 2	TEACHING HETEROGENEOUS CLASSES AND DIFFERENTIATING	Good & Brophy, Chapter 7

	INSTRUCTION • What are the most effective ways of working with heterogeneous groups? • Is differentiation a technique of a philosophy? • What are the most effective ways of differentiating instruction?	
8. March 9	CULTURE, RACE, POVERTY, AND PRIVILEDGE IN THE CLASSROOM • Do race and culture affect learning or is it a financial issue? • What is culturally responsive teaching? • What are the limits to the role of school in creating equity?	Good and Brophy, Chapter 8 Newman and Fulani, *Solving the Education Crisis in America: Let's Pretend* Ladson-Billings, *Yes, but how do we do it?*
9.March 23	ACTIVE TEACHING • What is active teaching? • How do you maximize the opportunities for interaction when teaching? • What kinds of interactions facilitate learning?	Good & Brophy, Chapter 9 & 10 Analysis of Case Three Due
10.March 30	KNOWLEDGE CONSTRUCTION • What is the difference between knowledge construction and knowledge acquisition? • What kind of activity is knowledge construction? • How do you take into account different learning styles when helping children construct knowledge? • What role does conversation have in knowledge construction? • Is there a difference between knowledge and understanding?	Good & Brophy, Chapter 11
11. April 6	IMPOROVISATIONAL TEACHING	Lobman and Lundquist, Chapter 1 Sawyer,
12.April 13	USING TECHNOLOGY	Good and Brophy Chapter 13

	• Do we have to 'teach' technology? • How can we engage young people as learners and teachers of technological literacy? • Are computers (and other tools) social tools?	Martinez, *Performatory Social Therapeutic Approaches to Internet Based Collaboration in Schools*
13.April 20	OUTSIDE OF SCHOOL LEARNING, COMMUNITY AND FAMILY RELATIONSHIPS • What kind of learning is the learning that happens outside of school? • What kind of resources exist in the community?	Lobman*, Democracy and Development: The Role of Outside of School Experiences in Preparing Young People to be Active Citizens.* Vadeboncoeur, J. (2006). Engaging young people: Learning in informal context. Review of Research in Education, 30, 239–78.
14.April 27	PUTTING IT ALL TOGETHER	Presentation of final projects. All Final Projects due today.