

Dartmouth College Elementary Teacher Education Program**Education 42: Advanced Principles of Elementary Teaching****Education 43: Practice Teaching I—Fieldwork****Education 44: Practice Teaching II—NH TCAP and Portfolio****Seminar: Monday and Thursday, 4–5:50pm****Fall 2014****Raven 104**

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Fall Description

Unlike most courses at Dartmouth, the fall teaching practicum requires you to apprentice yourself into the professional world. As a teacher candidate, you will cultivate the skills and understandings you need to help young people develop their skills and understandings. To that end, in this course you will learn key elements or practitioner knowledge and skill as course in the NH State Standards for teachers. As a unit, Education 42, 43 and 44 comprise the culminating experience for candidates for NH State Certification as public elementary school teachers.

Fall Goals

Over the course of the term, you will develop and demonstrate:

- Deep knowledge about how students learn and what teachers can do to enhance learning
- A set of research, analytic, and diagnostic skills to assess evidence of student learning and effectiveness of efforts to improve said learning
- Rigorous practice with a set of skills and strategies to support student learning

Specifically, you will continue to

- Learn how to use curriculum standards to define and use clear learning goals and objectives
- Learn how to use your MBE background and knowledge of non-cognitive factors that shape learning to create a classroom culture and classroom routines that support learning
- Learn how to use assessment (formal and informal, formative and summative) to plan, deliver and evaluate your instruction in order to improve student learning
- Learn how to design a clear unit of instruction that is appropriately scaffolded, meets diverse needs and fosters higher order thinking
- Learn how to stimulate general thinking ability through strategic use of (a) cognitive conflict, (b) shared social construction of knowledge, and (c) attention to metacognition.
- Develop a set of professional habits and dispositions that will help you continue growing and learning as an evidence-based teacher once you have your own classroom

What does it mean to be evidence based?

Our goal is to build the habit of looking at a variety of evidence to continually assess and tune the effectiveness of your practice. You will examine data about student engagement and learning through Instructional Rounds and Video Club, the Action Research Project, and the TCAP.

- For your Action Research Project, you will gather literature and classroom evidence related to a research question of your choice and share practical implications of your research
- In developing lessons for the TCAP, you will draw on instructional strategies that are informed by research on learning and effective practice
- In participating in the cycles of inquiry of Instructional Rounds and Video Club, you will make inferences and predictions related to student learning through close examination of student engagement in your classrooms and through observations of video data.

Fall Assessment

All three courses are assessed C/NC. You will receive credit for each course through the completion of the following work products for the seminar (42), your student teaching (43), and the TCAP (44). To be eligible for certification at the end of the term, you must have received credit for each course AND have demonstrated beginning teacher competence on all work products.

NH TCAP

The primary assessment of the term, the **NH Teacher Candidate Assessment of Performance (NH TCAP)**, reflects research that suggests that, “new teachers can develop a more expert practice even as beginning practitioners” (Darling-Hammond, 2005, p. 381). The NH TCAP is modeled after performance assessments that are positively associated with K–12 student achievement (Calvaluzzo, 2004; Goldhaber & Anthony, 2005) and that tap the kind of planning, instructing, assessing, and reflecting that you will be expected to perform in your professional capacity as a beginning teacher. As one colleague recently said of the TCAP, “you plan and teach 3–5 lessons and study the hell out of them.” You will prepare for and teach these lessons in late-October/early-November. See TCAP documentation in handbook for more details.

Plan and Teach: 5 Lessons and 1 Unit

You will be observed teaching five lessons throughout the fall. **These lessons are in addition to other teaching you will do with your mentor and to your TCAP lessons.** They will need to be accompanied by formal lesson plans submitted to Canvas at least one week before you plan to teach. Similar to the spring, all five lesson plans need to include grade-level standards and learning objectives, how you will differentiate/accommodate, and how you will assess learning.

In addition to these formal lessons, you will create a unit you will teach in alignment with the classroom/district curriculum. It does not need to be an original unit; one that is modified from classroom curriculum to demonstrate knowledge of the students you are teaching is a reasonable expectation. Your unit can include your TCAP lessons if you wish.

Research also suggests that teachers who receive frequent, formative assessment on their practice are more likely to demonstrate growth. This is suggested through observations of their teaching and through collaborative review of video of their practice. To that end, we will provide **frequent feedback on your planning and instruction of FIVE Lessons using the Danielson Framework for Observations and TCAP rubrics for Planning.** Our goal is to see your demonstrate growth

on areas in the Framework over the course of your student teaching. **One of your five formally observed lessons must be during your solo week.**

Solo Teaching (2 days + 1 week)

Since the practicum is only 13 weeks, you should work with your mentor teacher to steadily increase your responsibilities for planning, teaching, and managing the class. Plan regularly with your teacher toward a co-teaching model, and ultimately toward a time when you are the sole person in charge of the classroom—your Solo Days and Solo Week. This will happen at different times for each of you, but we expect that you will have taught your Solo Days by late-October and your Solo Week by mid-November. Your Solo Week can include your Unit Plan and your TCAP lessons days if you wish. **One of your five observed lessons must be during your solo week.**

Action Research Project

You will complete an **Action Research Project** and present your findings at the end of the term. (See Action Research Project Directions.)

Practicum Course Descriptions

EDUC 42 is a twice-weekly seminar on advanced pedagogical issues for elementary teacher candidates designed to continue the synthesis of theories, practices, research, and classroom experiences begun in EDUC 41 in the spring. The primary goal of the seminar is to **deepen your understanding** of your practice and its relation to student learning. We will explore issues related to knowing students, planning focused instruction, productively engaging students in disciplinary thinking, leading discussions, assessing students' work products, differentiating instruction, and communicating with parents.

Each week we will collectively engage in an **inquiry cycle including Instructional Rounds and Video Club** on a specific problem/dilemma of practice. In other words, we will decide on an essential question that we want to investigate (on Monday), collect data on that question in our classrooms (Tues–Thurs), discuss our observations (on Thursday), and make plans for how to refine our practice based on our collective insights. On the following Monday, two of you will lead Video Club on this problem of practice. We will use **structured protocols** for our discussions and analyses of student artifacts. As part of the seminar, your responsibilities include

- Preparation for and Active Participation in Seminar
- Two Video Club Presentations
- Submission of Five Formal Lesson Plans + One Unit Plan
- Action Research Project

EDUC 43 is a 13-week practicum that places you in a local host school every day, all day, from the beginning of school to Thanksgiving break. As a teacher candidate, you will participate in all regular faculty duties, meetings, and activities. Under the supervision of your mentor teacher and Aimee, you will gradually assume planning and instructional responsibilities culminating in two "Solo Days" and a "Solo Week" (in early November), when you will take responsibility for all instruction for five consecutive days, gaining a more accurate perspective on the rhythms and responsibilities of a teacher's week. Field responsibilities include

- Observations and Evaluations of Five Lessons
- Three 3-way Conferences
- 2 Solo Teaching Days + 1 Solo Teaching Week

EDUC 44 centers on the completion of the NH TCAP and your composition of a certification portfolio. The TCAP is a teacher performance assessment in which you will plan and teach 3–5 lessons of focused instruction, assess what your students learned, and reflect on your practice. The five “strands” of the TCAP involve your use of practices that we will work on throughout the fall in order to prepare you for the TCAP itself. Your portfolio will consist of selected artifacts that demonstrate your competence on the NH Professional Education (610.02) and Elementary Education Competencies (612.04). Below are the artifacts that will meet each standard. *You need two artifacts that demonstrate competence for each standard.*

Assessments and Artifacts that Demonstrate your Competence as a Teacher Candidate		
Domain	Performance Task (<i>Italicized are from Spring</i>)	Assessed by
Ed 610.02(a): Learner and Learning	<ul style="list-style-type: none"> • TCAP Contextualizing and Instructing Strands • <i>Understanding Students’ Learning and Development</i> • <i>Analysis of School and Classroom Culture</i> • Lesson Observations and Lesson Plans • Action Research Project 	TEP Faculty, Mentor
Ed 610.02(b): Content Knowledge, Applications of Content	<ul style="list-style-type: none"> • TCAP Planning and Instructing Strands • Lesson Observations and Lesson Plans • Dartmouth Coursework 	TEP Faculty, Mentor
Ed 610.02(c): Learning Facilitation (Assessment, Planning, & Instruction)	<ul style="list-style-type: none"> • TCAP Planning, Instructing, and Assessing Strands • Lesson Observations and Lesson Plans 	TEP Faculty, Mentor
Ed 610.02(d) & 612.04(b): Professional Responsibilities	<ul style="list-style-type: none"> • TCAP Reflecting Strand • Action Research Project • Video Club Participation • Daily Site Work 	TEP Faculty, Mentor
Ed 612.04(a) & 612.04(c): Content Specific Curriculum and Assessment (Literacy, Math, Science, Social Studies, Technology, Arts Integration, Wellness)	<ul style="list-style-type: none"> • Dartmouth Coursework • TCAP Planning, Instructing, and Assessing Strands • Lesson Observations and Lesson Plans • Daily Site Work 	TEP Faculty

Seminar Meetings

Generally, our seminars will provide support for your practice in schools. Specifically, the purposes of the seminar are multifaceted and we will often decide together what essential questions to discuss. Purposes include

- To support your teaching
- To provide a space where we engage in regular inquiry on teaching and learning
- To engage in Instructional Rounds and Video Club cycles of Inquiry
 - Collective identify and discuss Problems of Practice
 - Present video of instruction related to these PoP
 - Two Video Club presentations on each PoP
- Workshops with local school leaders
- Action Research work sessions
- TCAP preparation

Potential essential questions for cycles of inquiry

- What are the **key competencies** (skills and knowledge) in math, literacy, science, and social studies that your students will be learning this fall?
 - How do help students develop these competencies?

- How do we **plan units** (and within those, lessons) around **essential questions and competencies** (knowledge and skills)?
- How do we **align** objectives, assessments/rubrics, and instruction?
- What does it mean to **“scaffold”** students’ learning? How do we know how to provide the appropriate assistance for each student, and then actually provide it?
- How can we develop students’ proficiencies with **academic language** during instruction?
- How can we help students develop **self-regulation and metacognitive skills** that will help improve their learning and social relations?
- How do we help students **work together productively**?
- How do we look at students’ **written work to uncover their understandings**?
 - At both the whole class and individual student level?
 - And how can we provide the most effective feedback on their work to further their learning?
- How can we understand students’ thinking through their **talk**? What tools can we use to **collect data** to then use in our instruction?
- How do we **ask questions** that promote high-level student thinking?
- How do teachers and students collaboratively establish a **positive classroom culture**?
- How do we communicate with parents?
- How do we **collaborate with our colleagues** to provide the best educational opportunities for all students?
- How can we create the conditions for **productive disciplinary engagement** for students (problematizing content, encouraging authority, demanding accountability, providing resources)? When should this happen?
- How do we use **universal design principles to meet the needs of all students**?
- How do we talk with our students about **difference** and help them develop prosocially?
- How do we engage students in **scientific thinking**?

In addition to the summer reading you did below, there will be a few additional readings that are collectively decided through the term.

Fall Topics	Readings
Examining Student Work	Coalition of Essential Schools. “Looking Collaboratively at Student Work” Kazemi & Franke (2004). “Teacher Learning in Mathematics: Using Student Work to Promote Collective Inquiry”
Engaging Students in Focused and Meaningful Talk	Stein et al. (2008) “Orchestrating Productive Mathematical Discussions”
Defining and Monitoring Student Engagement and Understanding During Instruction	Fisher & Frey (2007). <i>Checking for Understanding: Formative Assessment Techniques for Your Classroom</i> Engle & Conant (2002). “Guiding Principles for Fostering Productive Disciplinary Engagement”
Establishing and Maintaining Groupwork	Fisher & Frey (2009). <i>Productive Group Work</i> Herrenkohl & Guerra (1998). “Participant Structures, Scientific Discourse, and Student Engagement in Fourth Grade”
Unit Planning, Instruction, and Assessment	Wiggins & McTighe (2011). <i>The Understanding by Design Guide to Creating High-Quality Units</i>

Using Universal Design for Learning and Differentiation Practices	Bender (2012). <i>Differentiating Instruction for Students with Learning Disabilities</i>
Establishing your Classroom	Denton & Kriete (2000). <i>The First Six Weeks of School</i>
Relating to Students	<i>How to Talk So Kids Can Learn</i>
Math, Reading & Writing, Science, Social Studies Content for Fall	Consult with mentor teacher about fall units of study. Review the Van de Walle chapters for relevant fall math topics.

Late Policy

Lesson plans need to be submitted to Canvas one week before being taught. Those dates will vary. Some work products have common due dates, and others' due dates will depend on when you are doing your teaching (lessons, solo week.) **Number one rule is to COMMUNICATE if you need more time.**

Academic Honor Principle

All students are expected to uphold all aspects of the Academic Honor Principle (refer to <http://www.dartmouth.edu/~uja/honor>). Your work should be your own and should be prepared specifically for this class. Whenever you make use of outside sources for findings, facts, language, or ideas (including web sites, books, articles, roommates, etc.) you must acknowledge them in formal APA citations (see below for information on APA style). Failure to do so constitutes plagiarism, a serious academic offense that typically involves suspension from the College for a number of terms.

Students with Disabilities

Students with disabilities enrolled in this course who may need disability-related academic adjustments and services are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must consult the Student Accessibility Services (SAS) office. Once SAS has authorized services, please show me the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead. As a first step, if students have questions about whether they qualify to receive academic adjustments and services, they should contact the SAS office. All inquiries and discussions will remain confidential.

Confidentiality

This course is a lab for learning that demands authenticity, honesty, and courage from all members. Issues raised in seminar related to the work site must not leave the room once class ends. Everyone is expected to demonstrate a degree of vulnerability in the context of learning that must be respected and honored by colleagues. Please use good judgment when it comes to the proper treatment of sensitive issues. A violation of this expectation can impact negatively in our goal of becoming a network for learning and a community of practice.

In addition, please remember that the children and adults with whom you work deserve the same level of respect and confidentiality. In your written work for seminar and your portfolio, please remove any personally identifying information. Under no circumstances remove confidential materials from the school or the place where they are kept. Please be extremely careful to never discuss children or colleagues using names or identifiable characteristics or events in public. The Upper Valley is very small: the person sitting at the table next to you in a coffee shop or working

behind the counter in a store or teaching one of your Dartmouth courses may be the parent of a child in your classroom. Always honor the trust that has been given you, and remember that a comment taken out of context can do damage.

Seminar Schedule

Our seminar schedule will be mostly open. We will discuss and decide on problems of practice and questions (a) that are of emerging relevance to your practice and (b) that help you develop critical instructional and professional competencies.

Fall Seminar Schedule (updated regularly)

	Monday	Thursday	Work Products (to Canvas by)	In Field
Week 1	8/18 Orientation Fall Responsibilities	8/21 Norms and Goals for Seminar Planning Instructional Rounds Cycles		
Week 2	8/25 Review TCAP instructions Lesson Planning Workshop	8/28 Reflections on first days Discuss <i>First Six Weeks of School</i> Decide 1st PoP to research		
Week 3	Labor Day No Seminar	9/4 Discussion of 1st PoP Discussion of Potential Action Research Questions		
Week 4	9/8 Special Ed process and best practice with Deb Kennedy	9/11 Unit Planning Workshop I	Identify Action Research Question (9/12)	Potential Lesson 1
Week 5	9/15 Technology Integration with Nichole V. at DBS Decide 2nd PoP	9/18 Unit Planning Workshop II		Potential Lesson 1 Potential Lesson 2
Week 6	9/22 Video Club (Sawyer) and PoP Discussion: Students' and Teacher Roles in Discussion	9/25 Hartland Parent-Teacher Night Class will meet at DBS for conferencing/co-working	Action Research Proposal (9/26)	Potential Lesson 2
Week 7	9/29 TCAP Contextualizing Strand Workshop	10/2 Respecting Difference and Promoting Empathy with Sam Drazin		Potential Lesson 2 Potential Lesson 3
Week 8	10/6 Analyzing Student Work Workshop I	10/9 PoP Discussion: How are students motivated and interested in our instruction?		Potential Lesson 3
Week 9	10/13 Continuation of Motivation PoP Discussion Video Club (Bergina)	10/16 Analyzing Student Work Workshop II		Potential Lesson 3 Potential Lesson 4

Week 10	10/20 Concept Formation Workshop	10/23 PoP Discussion and Video Club: Promoting Metacognition	TCAP Contextualizing DRAFT (10/24 or before you teach)	Potential Lesson 4 Potential Unit Plan
Week 11	10/27 Overview of Shared Writing Unit Plan Sharing (Clarisse and Becky)	10/30 PoP Discussion: Productive and Accountable Groupwork Video Club (Clarisse and Becky)	TCAP Planning DRAFT (before you teach)	Potential TCAP Teaching Potential Solo Week Potential Lesson 4 Potential Lesson 5 Potential Unit Plan
Week 12	11/3 Continuation of Group Work PoP discussion Video Club (Fako)	11/6 DBS Parent Teacher Conferences Debrief at Hartland		Potential TCAP Teaching Potential Solo Week Potential Lesson 5 Potential Unit Plan
Week 13	11/10 PoP: Working with Parents	11/13 Job Searching, Interviewing Putting together your Portfolios in Google Drive		Potential TCAP Teaching Potential Solo Week Potential Lesson 5 Potential Unit Plan
Week 14	11/17 TCAP Workshop	11/20 Action Research Presentations	TCAP Instructing DRAFT (or one week after you teach)	Potential Solo Week Potential Lesson 5
Week 15	11/24 Looking ahead	Thanksgiving	TCAP Assessing DRAFT (11/25 or two weeks after you teach)	
Week 16	Meetings as needed		TCAP Final Draft (all strands) All Portfolio Artifacts Uploaded (12/2)	