

**A. COURSE TITLE: ASTL 6302
MODELS OF TEACHING**

1/24/05

B. CATALOG DESCRIPTION:

Candidates will expand their repertoire of teaching strategies for grades K through 12. Candidates will gain the skills necessary to analyze teaching and learning and will engage in reflective practices through the use of instructional improvement tools.

C. PURPOSE OF COURSE:

The course is designed to enhance the lifelong learning potential of teachers and to provide opportunities for engagement in reflective decision-making. As one of the core propositions of the National Board of Professional Teaching Standards (NBPTS) states: "Teachers think systematically about their practice and learn from experience." This course provides opportunities to engage in reflective practice by creating a community of learners, as supported by the NBPTS. Teachers will acquire multiple paths to help students learn as they analyze, evaluate, and strengthen their own classroom practice. Instructional improvement tools such as peer coaching, self-analysis and reflection, demonstration lessons, and teaching portfolios will be used as professional growth mechanisms.

D. REQUIRED TEXT:

Lasley, T., Matczynski, T., & Rowley, J. (2002). *Instructional models: Strategies for teaching in a diverse society*. (2nd edition) Belmont, CA: Wadsworth.

PRIMIS Customized casebook (from Silverman, Welty & Lyon)

E. CONCEPTUAL FRAMEWORK: "Educators as Reflective Decision-Makers"

Faculty members involved in the preparation of professional educators, as well as professional education candidates, public school representatives, and members of the community share a vision for the Professional Education Unit (PEU) at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision-Makers. The vision encompasses the development of candidates' abilities to examine problems, formulate options, consider decisions, and evaluate outcomes while embracing an awareness of and sensitivity to human diversity. The vision is achieved by candidates' acquisition of reflective decision-making skills through self-understanding, course work, and internship experiences.

How does "Models of Teaching" address the PEU's Conceptual Framework vision of preparing educators as reflective decision-makers?

Course objectives align with the National Board of Professional Teaching Standards (NBPTS). Cases and assignments provide opportunities for reflective practice. Course activities aim to engage candidates in analytic problem solving and systematic reflection. Candidates will be expected to examine and to evaluate the consequences of teacher decisions and actions. In addition, each candidate will begin the creation of a teaching portfolio.

F. USE OF TECHNOLOGY:

Candidates will use technology where appropriate in presenting their demonstration lessons. They will videotape their own classroom performance. In addition, Internet sites will be used to gather lesson plan ideas.

G. DIVERSITY:

Each candidate's individual school setting will enrich the diversity of the course. Each instructional model will be examined for its appropriateness for diverse students. Learner characteristics will be stressed as an important component of the instructional analysis process. Moreover, cases selected for discussion will represent a wide range of school populations and settings.

H. COURSE OBJECTIVES:

Upon completion of the course, the candidates will be able to:

1. Describe and evaluate the development of their personal teaching styles (NBPTS 3.1, 3.5, 4.1);
2. Apply the instructional analysis process to the dimensions of context, learner characteristics, and learning tasks (NBPTS 3.3, 3.5);
3. Demonstrate mastery of four of the following seven instructional models: concept attainment, cooperative learning, synectics, inquiry learning (PBL), mnemonics, Socratic seminars, and roleplaying (NBPTS 2.2, 2.3, 3.1, 3.2); and
4. Engage in the change process through observation, collaboration, demonstration, reflection, peer coaching, and portfolio development. (NBPTS 4.1, 4.2, 5.1)

I. COURSE OUTLINE:

- A. Teaching Styles
 1. Development
 2. Goals
 3. Reflective Decision Making
- B. Instructional Design
 1. Context
 2. Learner Characteristics
 3. Learning Tasks
 4. Instructional Alignment
- C. Instructional Models
 1. Concept Attainment
 2. Cooperative Learning

3. Synectics
4. Inquiry Learning (PBL)
5. Mnemonics
6. Socratic Seminars
7. Roleplaying

D. Instructional Improvement Tools

1. Peer coaching
2. Classroom observation
3. Mentoring
4. Videotaping
5. Self-reflection
6. Teaching portfolios

J. FIELD EXPERIENCE REQUIREMENTS:

Field experiences will take place in each candidate's own classroom and school throughout the semester. Candidates will keep a reflective journal (see attachment for directions). A summary reflective paper will address the following questions: 1) How do various instructional models impact student learning? 2) What evidence have you collected? For example, samples of student work 3) What progress have you made toward your instructional improvement goals? 4) How has your teaching changed?

K. COURSE EVALUATION:

Evaluation of candidates will be based upon the following components:

Case Response Papers 2 @ 50 points each =	100 points
Reflective Paper (Teaching Style & Improvement Goals) =	25 points
Summary of Field Reflections =	25 points
3 Teaching Portfolio Entries =	150 points
(Lesson Plan, Analysis of Demonstration Lesson, Videotaped Self-Analysis)	

GRADING SCALE:

A total of 300 points can be earned during the course. Grades will be calculated using the following scale:

270 – 300 points = A; 240 – 269 = B; 210 – 239 = C; 180 – 209 = D; Below 180 = F

Late work will be penalized by deducting ten percent of the assigned point value for each day late.

L. ATTENDANCE POLICY:

Candidates are expected to be present, prompt, and prepared. They are expected to attend all class meetings. For unavoidable absences, proper notification is expected as well as plans to make up any work missed. Candidates should note the university's drop and withdrawal policies that include notification of the registrar's office.

M. STUDENT HANDBOOK POLICY:

Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic uses as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies included in the *Handbook*.

Plagiarism is the presentation of another person's work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties – failure on the assignment or in the course. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to all requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3135. Instructors should be notified the first day of class.

N. BIBLIOGRAPHY:

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- Morrison, G., Ross, S., & Kemp, J. (2004). *Designing effective instruction*. (4th ed.) Hoboken, NJ: John Wiley & Sons.
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- Price, K. & Nelson, K. (2003). *Daily planning for today's classroom*. Belmont, CA: Thomson Wadsworth.
- Weil, M. & Joyce, B. (1978). *Personal models of teaching: Expanding your teaching repertoire*. Englewood Cliffs, NJ: Prentice Hall.
- Wenzlaff, T. L. & Cummings, K.E. (1996). The portfolio as a metaphor for teacher reflection. *Contemporary Education*, 67(2): 109-112.
- Wolf, K. (1996). Developing an effective teaching portfolio. *Educational Leadership*, 53 (6): 34-37.

O. ATTACHMENTS (Assignments & Rubrics)

REFLECTIVE JOURNAL

Reflection is the process of trying to understand more fully your experiences and their applications and implications for you as an educator. Writing in a journal is one way to promote reflective thinking -- a characteristic of an effective teacher. A reflective journal is a place to make connections between your own experiences and what you are learning (i.e., course concepts and ideas). It is written in first person and should include specific examples. Write once or twice a week in your reflective journal. Classroom experiences, readings, class discussions, and interactions with colleagues provide content sources for reflection.

To help focus your writing, consider the following areas:

- how class learning experiences connect with your professional development;
- ideas and/or statements with which you strongly agree (or disagree);
- observations about yourself relative to learning experiences; and
- conclusions drawn from learning experiences.

A helpful formula for reflective journal writing is as follows:

What? Describe what you observed, read, or experienced.

So what? Analyze its meaning for you personally.

Now what? Specify implications for your future.

These three questions correspond to the three stages of reflection as identified by Bullock and Hawk (2001): 1) description, 2) analysis, and 3) planning. For thorough reflection all three components are essential. *Description* provides the context of an event and includes such details as who, what, when, where, and how. *Analysis* involves looking for patterns and identifying strengths as well as areas to improve. *Planning* tells how you will use your new knowledge and insights.

Videotaped Classroom Lesson & Self Analysis (50 points)

Assignment:

Videotape yourself in your classroom using one of the models studied (not direct instruction). Explain in advance to your students the purpose of the taping and get any necessary approval forms signed (i.e., follow school policy on videotaping). Note: The videotape is for instructional improvement purposes and will be viewed by you and the instructor.

View the videotaped lesson (at least twice) and write a reflective self-assessment of your performance. Your self-analysis paper should include the three essential components of reflection: 1) description, 2) analysis, and 3) planning. (See reflective journal sheet.) You will be graded more on the *clarity and depth* of your written self-analysis and less on the actual videotaped lesson.

Your written self-analysis should address (but is not limited to) the following questions:

- 1) Explain your lesson planning process. Describe the context of the lesson and the nature of the class.
- 2) Were your goals achieved? How do you know?
- 3) Were students engaged in the lesson? Why or why not?
- 4) What was your role in the lesson? Were you comfortable in this role?
- 5) What changes did you make during the lesson? (interactive stage decisions)
- 6) How “true” were you to the model’s steps and processes? What modifications did you make and why?

Along with your videotape and self-analysis please turn in copies of any handouts and transparencies used during the lesson. A sample of student work or written student response would also be helpful.

Rubric: Self-Analysis of Videotaped Lesson

The highest number of points that can be earned is indicated in the last column of the table below that also specifies the criteria and an explanation of each.

Criteria	Explanation	Points Earned	Points Possible
Descriptive	Includes a detailed description of the context of the lesson and the nature of the learners		10
Analytical	Analyzes teaching strengths and provides evidence to support		10
Improvements	Identifies and justifies areas to improve		10
Planning	Focuses on future plans for model use		10
Connections	Draws connections between lesson analysis and course concepts/ideas		10