

## EDC 724: GUIDING AND ANALYZING EFFECTIVE TEACHING

**Winburn Middle School: Room 506**  
**1060 Winburn Drive**  
**Lexington, KY 40505**  
**Fayette County Public Schools**  
**Fall 2000**

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### **Goals:**

This course is designed to help teachers and teacher supervisors examine their own practice and develop strategies for guiding the practice of others, particularly those entering the profession. The general purpose of the course is to help participants develop strategies to promote reflective teaching in relation to student learning. To that end, we will:

- analyze our own theories and practices;
- examine issues related to teacher effectiveness and teacher assessment, theories about teaching and learning, and research about teacher standards;
- develop tools for guiding and assessing teacher effectiveness;
- discuss the collaborative role of schools, universities, and community in sustaining effective schools.

**Texts:** Good, T.L. & Brophy, J.E. (2000). *Looking in Classrooms*. New York: Longman.  
(Available at Kennedy Bookstore)

Other course readings and assignments can will be available on the web or distributed in class.

### **Requirements:**

Field Reports	10%
Supervisor's Platform	15%
Research Review	25%
Group Sharing	10%
Induction Handbook	30%
Class Participation	10%

### **Grading System:**

90 - 100%	A
80 - 89%	B
70 - 79%	C

### **Class Participation, Assignments, and Attendance:**

Regular attendance and active participation are *essential* to promote reflective discussion and group cohesiveness. If you cannot attend a particular class session, please let me know and arrange for a classmate to pick-up any material that is distributed. Your participation will be based on involvement in class and involvement in email discussions via the course discussion list on email especially during the session designated for this purpose. To join the discussion list go to the University of Kentucky College of Education website: (<http://www.uky.edu/Education>.) Click on Programs, then Curriculum and Instruction, then Course Discussion Lists. Enter your name and email address, then select EDC 724.

Grades for assignments will be awarded as a percentage of course requirements indicated above and judged according to assessment criteria outlined in the guidelines. Assignments must be completed on time. Late assignments and/or excessive absence may result in a reduction of the final grade.

## **Tentative Schedule\***

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
8/28	Course Overview Effective Teaching	
9/4	No Class (Labor Day)	
9/11	Overview of Teacher Education Characteristics of novice teachers Principles of Good Supervision	Casey & Mitchell Rowley Westerman
9/18	Effective Teaching Revisited Research on Teacher Standards	Good & Brophy (9) Reynolds
9/25	"Looking in Classrooms" Introduction to KTIP	Brennan et. al. (1999) Good & Brophy (1&2)
10/02	KTIP Observations and Conferences	Brennan et. al. (2000). (KTIP Material)
10/09	KTIP Portfolio Review Other Ways of "Looking in Classrooms"	KTIP Material <b>Platform</b>
10/16	More on Portfolios Other Approaches to Assessment	Meyer & Tusin Darling-Hammond et. al (3&4)
10/23	Effective Mentoring National Board Certification	Fairbanks, Gratz, Veal <b>Field Report</b>
10/30	Working through Supervisory Issues	Carter, Sudzina
11/6	Designing and Planning Instruction	
11/13	Teacher Quality Writing Recommendations	TBA
11/20	Sharing Sessions	
11/27	Sharing Sessions	<b>Research Report</b>
12/4	Handbook Ideas (Email Discussion)	Meltzer et. al. Wilkins-Canter, Wood
12/11	Sharing, Summary, & Celebration	<b>Handbook</b>

**\*Reading assignments and/or discussion format may be modified for any topic to suit the needs of the class.**

## **References\***

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- Carter, K. & Gonzales, L. (1993). Beginning teachers' knowledge of classroom events. *Journal of Teacher Education*. 44(3), 223-231.
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- Darling-Hammond, L., Wise, A. & Klein, S. (1999). *License to Teach: Raising Standards for Teaching* (chapters 3 & 4). San Francisco: Jossey-Bass.
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- Gratch, A. (1998). Beginning teachers and mentor relationships. *Journal of Teacher Education*, 49(3), 220-227.
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- Meltzer, J., Trang, M. & Bailey, B. (1994). Clinical cycles: A productive tool for teacher education. *Phi Delta Kappan* 75(8), 612-619.
- Meyer, D. & Tusin, L. (1999). Preservice teachers' perceptions of portfolios: process versus product. *Journal of Teacher Education*. 50(2), 131-139.
- Reynolds, A. (1995). The knowledge base for beginning teachers: Education professionals' expectations versus research findings on learning to teach. *Elementary School Journal*, 95(3), 199-221.
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- Sudzina, M. & Knowles, J. (1993). Personal, professional and contextual circumstances of student teachers who "fail": Setting a course for understanding failure in teacher education. *Journal of Teacher Education*. 44(4), 254-262.
- Veal, M. & Rikard, L. (1998). Cooperating teachers' perspectives on the student teaching triad. *Journal of Teacher Education*, 49(2), 108-119.
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- Wilkins-Canter, A. Elizabeth. (1996). Providing Effective Cooperating Teacher Feedback. In D.J.McIntyre & D.M. Byrd (Eds.), *Preparing Tomorrow's Teachers: The Field Experience Teacher Education Yearbook IV* (pp. 169-177). Thousand Oaks, CA: Corwin Press.
- Wood, O. Patricia. (1991). The Cooperating Teacher's Role in Nurturing Reflective Teaching. In B.R. Tabachnick & K. Zeichner (Eds.), *Issues and -Practices- In Inquiry Oriented Teacher Education* (pp. 202-210). New York: The Falmer Press.

**\*See Guidelines for Locating On-line References on page 6.**

## ***Guidelines for Completing Course Assignments***

The intent of course assignments is to help you reflect about and analyze the course content in relation to your interests and experiences as an educator. In addition to the reading assignments listed in the schedule, you will be expected to submit four products for evaluation. You may want to include one or more of them in your graduate portfolio as evidence of how you have met several of Kentucky's Experienced Teacher Standards, especially Standard I: Demonstrates Professional Leadership, Standard VII: Reflects on and Evaluates Teaching/Learning, Standard VIII: Collaborates with Parents, Colleagues and Others, Standard IX: Engage in Professional Development, and Standard X: Demonstrates Implementation of Technology.

**Note:** The University Senate has a established clear policy governing plagiarism. This includes borrowing work without citations as well as submitting your own work for evaluation in more than one class. (See University of Kentucky Student Rights and Responsibilities, Part II Sections 6.3.1.6.3.2 - <http://www.uky.edu/USC/>).

### **Field Reports:**

You will be expected to write several short reflective pieces about the practice of teaching to share in class at various points during the semester. These tasks will be explained in class. One task will involve observing and conferring with a colleague in order to practice techniques learned in class. You may work with a teacher at your school, a teacher candidate, or a classmate to complete this assignment. You will submit a field report that consists of a brief summary of the experience and reflection explaining what you learned about the teacher and about yourself as a "critical friend". Please be sure to submit a copy of instruments used for the activity with the report. Material for this assignment will be distributed in class. This assignment will be **self-assessed** until you reach "mastery". You will report your assessment as you discuss your comfort level in the role of observer and critic in your report.

### **Supervisor's Platform:**

Following the tradition of the political platform, the supervisor's platform provides an opportunity for you to share the philosophy that undergirds your practice and your goals as supervisor of novice teachers. The platform provides a way to introduce yourself professionally to the novice teachers with whom you work. You may want to reflect with a colleague about your platform to have a sounding board and gain an outside perspective. Since future student teachers or interns represent a likely audience for this assignment, you may want to present your platform as a letter to them. The platform, which will probably be incorporated into the introduction of the induction handbook you will create at the end of the semester, consists of a short essay (four or five pages) describing your philosophy, expectations, and your goals regarding teaching and about supervision. In your platform, you may want to discuss:

- theories, assumptions, and/or principles that inform your teaching;
- your philosophy of management and techniques for managing activities;
- instructional goals you have set for yourself (as a teacher) and your students;
- strategies you use to promote learning and how you use technology to support instruction;
- goals you have set for yourself as a supervisor;
- expectations for novice teachers working in your classroom.

### **Assessment Criteria—**

Assessment will be based on your ability to convey your philosophy, goals, and expectations clearly and coherently, supporting your points with relevant examples and following standard language conventions.

## **Research Review:**

Through this assignment you will become the class guide for one aspect of effective teaching in relation to Kentucky's New Teacher Standards (NTS). You will critically review research from the last decade which is related to the chosen issue and report your findings in order to discuss how these findings inform practice. You will address several questions including:

- Why is this issue/standard important?
- What does research say about the issue that informs teaching and supervision?
- What conclusions can be drawn from the findings you are reporting (including caveats)?
- What implications seem reasonable for teaching and supervision (i.e., how would you guide and assess novice teachers on this issue/standard)?

Your report should be about nine or ten typewritten pages, double spaced. Use APA style for citations within the text and for the reference list at the end of the review. Topics will be chosen during the third class meeting. The review must focus on actual research findings rather than summary reports or program descriptions. For example, you may summarize research on specific techniques but you may not simply describe new techniques.

### ***Assessment Criteria-***

This assignment will be assessed on your ability to analyze and report your findings clearly, cogently, logically and connect them to the course goals. I will consider whether the:

- issue is clearly explained in terms of relevance to the teaching field;
- analysis of research findings is accurate, clear, logical, relevant, thoughtful;
- conclusions are well supported and relate to the analysis;
- implications are reasonable and connect well to teaching and supervision;
- report is well organized;
- language conventions are followed.

## **Group Sharing:**

This assignment represents a companion to the research review. It provides an opportunity for you to share with your classmates what you have learned about the issue you have studied and how you will use it in your teaching and/or supervisory role (e.g., what did you learn that can be used to help novice teachers grow). You will be expected to provide a handout with a brief synthesis of the research, an ***annotated*** bibliography summarizing five current references that might be useful to participants, and a copy of any task(s) you ask the group to complete. At least one reference should be from a website to demonstrate your facility with this resource. Since the material you provide may be included in the induction handbooks prepared by classmates, all borrowed material must be clearly referenced.

### ***Assessment Criteria-***

This activity will be assessed by peers based on how clearly and cogently you convey your points, how well you engage your audience, and how relevant and useful the material is to the needs of the participants. Peer assessment sheets will be distributed in class.

## **Induction Handbook:**

For this assignment, you will design a handbook to serve as a resource and guide for working with novice teachers. The handbook will help you introduce a teacher candidate to your classroom, explain your expectations, and outline the activities that will be used to guide the progress of novice teachers. This assignment serves as a final exam of sorts—a wholistic measure of what you have gained from the class. It provides a way for you to show how you will apply the course content in your practice.

The handbook should include:

An introduction explaining:

- the purpose of the book and a preview of the contents;
- a statement of your philosophy and expectations (the supervisor's platform);
- information about school and classroom policies;

A plan for working with your novice teacher including an induction schedule for involving him/her.

Activities and assessments to guide and evaluate work together. Although most activities and assessments will be those collected in class, you will be expected to create some yourself especially for the beginning of the placement. You must explain *how* the activities and assessments will be used. Do not merely insert instruments and/or handouts gathered from class meetings.

Other parts of the handbook should be tailored to your situation. Include items or points you think will help facilitate your work with "inductees". For example, you might want to include a section of references for users which pertain to your work together or a section for inductees to contribute ideas to the book.

#### **Assessment Criteria-**

Assessment of this assignment will be based on:

- Usefulness as a tool for guiding and assessing novice teachers' work;
- Relationship to the issues covered in class;
- Organization and accessibility for the reader;
- Attention to mechanics.

**Note:** All borrowed material must be clearly and carefully referenced.

### **Guidelines for Locating On-Line References Through the Kentucky Virtual Library** <http://www.uky.edu/Libraries>

1. Go to the University of Kentucky Library website listed above.
2. Choose the **Kentuckiana Digital Library** which is located immediately to the left of the picture of W.T. Young Library.
3. Once there, scroll to the bottom of the page and choose the first icon on the left titled **KVL KY Virtual Library**.
4. When you find the KY Virtual Library homepage, choose **Catalogs and Databases** on the right hand side of the screen.
5. Once into this page, choose **Education** to access education documents.
6. Type the desired information (e.g., article, title, key words) in the box next to the GO button.
7. Press the **GO** Button.
8. Choose the title line of the article you need. This will bring you to page where you can view and print the whole document.