**California State University, Northridge**

**Michael D. Eisner College of Education**

**FALL 2019**

**Curriculum and Instruction and the Reflective Teacher**

**Thursdays 4:00 PM CLASS LOCATION: ED 2107**

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| **INSTRUCTOR: Susan F BelgradOFFICE: ED 2102****OFFICE** **HOURS**: Tuesdays, Thursdays 3:00p.m-6:30p.m. and by appointment.**Office phone: 818-677-4109****E-mail: susan.belgrad@csun.edu****Course Website:**[**https://www.csun.edu/~SB4310/REFLECTIVE%20PRACTICE.htm**](https://www.csun.edu/~SB4310/REFLECTIVE%20PRACTICE.htm) |

**I. Course Description**

This course will provide a seminar approach to fundamental issues in curriculum, instruction, reflective practices and related educational research and theory. Topics will be addressed through reading and discussion of seminal and contemporary educational research and literature that deals with the issues of education in diverse classroom settings. Furthermore, opportunities to reflect on instructional practices will be embedded within the course design. To this end, the course includes analysis of varied instructional practices through the observation of classroom instruction from videotapes of classroom lessons and through opportunities for self-observation and self-reflection.

**II. Catalog Description**

A course on the philosophical and research bases for instructional practices, and instructional decision-making based on reason, ethics, and responsibility, including emphasis on the current California Frameworks and the reasons for their development. This is a department core course required of all Master’s degree candidates during the first two semesters of the program.

1. **Conceptual Framework of the College of Education**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

* + We value academic **excellence** in the acquisition of professional knowledge and skills.
	+ We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
	+ We value ethical practice and what it means to become **ethical and caring** **professionals**.
	+ We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
	+ We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities** **of diverse learners**.
	+ We value **creative and reflective thinking** and practice.
1. **Course Objectives**

 Students who successfully complete this course will be able to:

* 1. Understand the policies at the local, state and federal level that affect our public education systems and the needed shifts toward 21st century schools;
	2. Understand the assumptions underlying instructional practices through analyses using multiple frameworks, such as, behaviorist, cognitive, constructivist and sociocultural learning theories to explore the potential of learning for understanding;
	3. Understand the myths and complexities of *educational reform* and the authentic components of teaching and learning that facilitate enhanced student achievement;
	4. Recognize the challenge of public schools to ensure *learning for all* students and critically evaluate the potential of current state and national standards in advancing the goal of learning.
	5. Understand and implement the critical and reflective thinking processes led in this course through discussions, written assignments and presentations and show evidence of the goal to become a “reflective practitioner;
	6. Show evidence of a research agenda using a reflective framework, citation of scholars and researchers and ability to communicate this through oral, written and digital media.
1. **Student Learning Objectives (SLOs)**

Elementary Education MA Candidates will develop as professional educators who
 demonstrate:

1. REFLECTIVE PRACTICE by critically examining their subject knowledge, pedagogical content knowledge, and pedagogical skills to improve their diverse students' learning.

2 THEORETICAL UNDERSTANDING by reading, synthesizing, and evaluating educational theory and research in their field and applying research findings to their practice in diverse classroom settings.

3. RESEARCH SKILLS by designing and conducting research ethically and effectively and presenting their findings at a professional level in oral and written forms.

4. EDUCATIONAL AWARENESS by knowing current discipline-based and current general educational issues and how those impact schools.

5. LEADERSHIP by influencing policy and practice in educational communities through advocacy and example.

1. **Course Content**
	1. Overview and discussion of the role of public schools in assuring successful academic achievement of diverse students that promotes access to college and careers.
	2. Ongoing study of the presence of key theories that influence standards, mandates, curriculum and instruction (e.g., behaviorism, constructivism, social reconstruction).
	3. Overview of the tenets of equity and fairness represented in key initiatives to promote high quality education for all students.
	4. Engagement in the identification of the educational literature including empirical research that supports the craft of the effective educator.
	5. Overview of the effects and implications of current societal issues affecting K-12 children and adolescents, as well as the cultural values and economics that drive public school curriculum and instruction.
	6. Observation and analysis of varied models of classroom instruction.
	7. Overview and analysis of components of reflective practice needed for effective on teaching-learning processes.
	8. Establishment of a professional portfolio including a written account of professional goals based upon self assessment of teaching aligned with the California Standards for the Teaching Profession.
2. **Readings (required)**

American Psychological Association (20012). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Brooks, J & Brooks, M. 2001. [In Search of Understanding,](http://www.amazon.com/Search-Understanding-Case-Constructivist-Classrooms/dp/0130606626/ref%3Dsr_1_1?ie=UTF8&s=books&qid=1251059292&sr=1-1)  Alexandria, VA: ASCD.



**Recommended**

Henderson, J. 2000. [Reflective Teaching: Professional Artistry through Inquiry](http://www.amazon.com/Reflective-Teaching-Professional-Artistry-Through/dp/0130258466/ref%3Dsr_1_1?ie=UTF8&s=books&qid=1251059580&sr=1-1)

 NJ: Prentice Hall.



Belgrad, S., Burke, K and Fogarty. R. 2008. *The Portfolio Connection*. 3rd ed. Thousand Oaks, CA: Corwin Press, A Sage Publications Company.

Danielson, C. 2001. [Enhancing Professional Practice: A Framework for](http://www.amazon.com/Enhancing-Professional-Practice-Framework-Teaching/dp/1416605177/ref%3Dsr_1_1?ie=UTF8&s=books&qid=1251059389&sr=1-1) Teaching . Alexandria, VA: ASCD.

**Supplemental Reading**

Barth, R. Improving Schools from Within. Chs. 9 & 10.

Selected presentations on cognitive theories of learning; cooperative learning, multiple intelligence theory; intelligent behaviors; tools for the classroom.

Costa, A. “*What Human Beings Do When They Behave Intelligently*.”

Davis, O.L. “*Beyond ‘Best Practices*’ *toward Wise Practices.*”

Debold, E. “*Helping Girls Survive the Middle Grades.”*

Dweck, C. Mindset. The New Psychology of Success, Ballantine Books

Devaney K. and Sykes, G. “*Making the Case for Professionalism.”*

Gomez, M.L. *Telling* *Stories of Our Teaching, Reflecting on Our Practices.*

Keniston, K. “Do Americans Really Like Children?”

Kohn, Alfie, What to look for in a classroom

The Historical Roots of Reflective Teaching.

NBPTS. What Teachers Should Know and Be Able to Do.

Ornstein, A.C. *Yearning to Learn.”*

Pohan, C. *“Practical Ideas for Teaching Children about Prejudice, Discrimination, and Social Justice through Literature and a Standards-Based Curriculu*m.”

Schlechty, P. 2001. Shaking Up the School House. C.A. Jossey Bass.

Schubert, W. & Ayers, W. Teacher Lore: Learning from Our Own Experience.

Selected chapters.

Stigler, J. & Hiebert, J. (1999). The Teaching Gap: Best Ideas from the Worlds Teachers for Improving Education in the Classroom. Chapter 1. Free Press. (<http://www.lessonlab.com/teaching-gap>).

[California Commission on Teacher Credentialing](http://www.ctc.ca.gov/credentials/files/options-genl-ed-clear.pdf)

 [California Standards for the Teaching Profession](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf)

**California State Dept. of Education.** <http://www.cde.ca.gov/board/pdf/vpall.pdf>

California State Dept. of Education. (1987 or 1996). History-Social Science Framework.

California State Dept. of Education. (1987 or 1996). English Language Arts Framework.

California State Dept. of Education. (1987 or 1996). Mathematics.

California State Dept. of Education. (1987 or 1996). Science Framework.

1. **Course Requirements**

**Methodology:**

* Reflective papers and 2 précis on educational research;
* Participation as an active group member in a variety of class tasks including cooperative learning lessons;
* Reviewing the current issues affecting the classroom learning community and a reflection on the impact of the shifts on the purpose of schooling in the 21st century;
* Group discussions and reflection logs on the changing role of the teacher in the school; shifts in focus toward testing and away from higher order thinking. critical literacy and the development of multiple intelligences in all students;
* Review and discussion of literature addressing authentic school improvement, which contain one or more of the innovative practices studied in the course.
* Collaborative work with class members to conduct Internet and library-based research on an inquiry topic that will be presented to the class.

 **Assignments/Assessments**:

Each student will be responsible for organizing course materials and assignments into a portfolio of significant learning. The following items will be included in the portfolio:

1. **Reflective discussion posts** - on text readings, assignments and classroom applications of course material.
2. **Persuasive Letter** on “Whole Child and STEM Workforce Initiatives”
3. **Précis** on research (related to assigned topics in the class).
4. **Self Assessments** on Professional Practice
5. **Group activities**
6. **Group research project** on the changing role of the teacher in the classroom/school –reaching and teaching diverse learners by applying knowledge and research in education, child development, mindset;
7. **Final Portfolio** Selection and Showcase.

**Table of Reflective Assignments and Due Dates**

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|  | 9/26 | 4Cs Reflection |
|  |  10/3 | Global Awareness PosterProposed Letter Topic |
|  |  10/10 | Persuasive Letter Cooperative Lesson Review and Rewrite |
|  |  10/17 | Models of Teaching CSTP Framework Reflection |
|  |  10/31 | Domain Reflections I & II Teaching Efficacy |
|  | 11/21 | Domain Reflections III & IV Teaching Efficacy |
|  | 12/5 | Portfolio of Significant Achievement |
|  | 12/5 | Self Assessment Class Participation |

**PERFORMANCE ASSESSMENT AND ASSIGNMENT SHEET**

**PERFORMANCE ASSESSMENT GUIDE**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course EED 601**

**Fall 2019 Date**  **\_\_\_\_\_\_\_\_\_\_**  **Instructor** Dr. Susan Belgrad

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|  **ACTIVITIES AND ASSIGNMENTS** | **Score** |
| **Average** **1** | **Strong 2** | **Super 3** | **Total** |
| 1. **Reflective paper**
 |  |  |  |  /75 |
| 1. **Persuasive Letter Score X 25**

 |  |  |  |  /75 |
| 1. **Research Article Review Score X 5**
 |  |  |  |  /90 |
| 1. **Reflective Journal Posts**
 |  |  |  | /50 |
| 1. **In-Class Work: Session logs (6), group-work outcomes (10) and Cooperative STEM-integrated lesson plan rewrite  Total (12)**
 |  |  |  |   /50 |
| 1. **Collaborative Research Presentation Score X 50**
 |  |  |  |   /150 |
| 1. **Portfolio Showcase (showing evidence of  course learning objectives) 10 points**
 |  |  |  |  /10 |
|  **Total Portfolio** |  **500** |
|  |
|   **TOTAL POINTS HERE ⇒** |  **/500** |
| **Grading: 475--500 = A (*Exceptional*) 450-474= B (*Solid Quality*)**  |

This ***self assessment*** is submitted upon completion of all course assignments.

***Students should consult the course standards provided in the syllabus to self assess the quality of work for each item.***

#  This course is an intensive, practical graduate course for professional development. All students entering the course are assumed to have the ability to earn an A or B grade; however, this does not mean that all students will automatically receive an A or B.

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| Guidelines for an A Exceptional Work Well-Above Average | 1. Participation in class discussion and group tasks is active and pertinent
2. Understanding of the knowledge base/research findings is reflected in class performance
3. Written assignments provide evidence of scholarly work
4. Self-assessment of participation and learning outcomes for assigned activities include pertinent defense of exceptional performance.
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| Guidelines for a B Basic Graduate  | 1. All assignments provide evidence that an effort has been made to integrate theory and skills into teaching and classroom experience.
2. Written or verbal presentation of assignments is of high quality.
3. Student actively participates in all class discussions and group tasks.
4. All completed course work shows evidence of application of content. Self-assessments reflect ability to meet standards.
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| Guidelines for a CBelow Average Work | 1. Assignments are delayed and/or meet minimal requirements.
2. Student participates minimally in class discussions and group tasks.
3. Course work completed reflects minimal level of acceptability,
4. Self-assessments are incomplete or missing.
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