



# TTE 539: Recent Research on Teaching & Schooling Spring, 2016

**Course Time:** Thursday, 1:30-4:00

**Course Location:** Flowing Wells High School, Room 52 & 53

**Instructors:** Dr. Barry Roth, Dr. Patty Stowers

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**Office Hours:** 12:30-1:30, Thursdays, at Flowing Wells and by appointment

## Course Description

In this course you will explore the concepts, methodologies and findings of recent research on teaching and schooling practices. You will implement research-based instructional practices while student teaching and reflect upon their effectiveness at promoting learner development. You will conduct a Data Literacy assignment that uses actual student data to examine factors affecting student learning and present your findings to College of Education faculty and your peers. This course will help you refine the skills and dispositions necessary to meet the national standards set for teachers:

- The InTASC Standards: [http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)
- The ISTE NETS-T Standards: [http://www.iste.org/Libraries/PDFs/NETS-T\\_Standards.sflb.ashx](http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx)

## Course Objectives

<b>The learner will be able to:</b>	<b>Standard:</b>
1. Reflect on educational issues/concerns that arise during their student teaching and apply the current research to solving those problems.	InTASC Standards: (9) a-e; (10) f, i
2. Participate in online discussion forums to analyze and critique current educational issues relevant to the student teaching experience.	InTASC Standards: (9) a, b, d, f; (10) f, g, n ISTE.NETS-T Standards: (3) a-d; (4) c; (5) a, c
3. Analyze research-based approaches to planning and instruction, culminating in the creating of lessons units and assessments in field site settings.	InTASC Standards: (1) a, b; (2) a, c; (3) b, d, e, h; (6) a, e; (7) a, c, d, f
4. Use digital data resources to assess students' progress towards achievement of academic standards and to help identify intervention strategies to assist students who fail to meet required outcomes.	InTASC Standards: (5) k; (6) a, g, h, i, k, o, p, r, t, u; (7) l, q; (8) b, s; (9) c, h, l ISTE.NETS-T Standards: (3) d
5. Create an electronic professional portfolio that illustrates their professional knowledge of the research on effective teaching, as well as their ability to apply that knowledge in their daily practice.	InTASC Standards: (1) a, b, d, e; (2) a, c, e - i; (3) a, c, d, i, j, k, n, o, q; (4) d, e, j, n, r; (6) a, e, q, r, t; (7) a - d, f, g, i - l, n, p, q; (8) a, b, e, f, h - l, p, q; (9) a, b, l, n, o, t; (10) f ISTE.NETS-T Standards: (2) a; (3) a, c, d; (4) a, c; (5) c

<p>6. Examine student data to develop observations about student learning, design possible teacher-level interventions, review research relevant to those interventions and design a plan for assessing the impact of the intervention.</p>	<p>InTASC Standards: (9) a - f; (10) a, b, f, h, p, r, s, t</p>
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## **Textbooks**

There is no required textbook. Course readings will be assigned and distributed by the instructors.

Recommended Texts:

- Meeting the Needs of Diverse Learners by Paula Rutherford
- The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson by Harvey Silver
- Differentiation in Practice by Carol Ann Tomlinson & Cindy A. Strickland

## **Rules and Procedures**

1. Please arrive on time.
2. Food and drinks are allowed in the classroom. Take restroom breaks as needed
3. Turn off all cell phones and pagers prior to the start of class.
4. Seminar time is to be reserved for a professional and constructive discussion of student teaching issues, with an emphasis on classroom management, planning, instruction and assessment.
5. Assignments turned in late will be reduced by one letter grade for each class period beyond the due date.
6. It is expected that all work should be professionally presented, including having been proofread for spelling and grammatical errors.
7. Given the nature of the class, regular attendance is important and is required. Each student is allowed one absence during the week of his/her site school's spring break. Excessive absences may result the student being dropped from the course or issued a failing grade. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

## **Special Needs and Accommodations**

Students who need special accommodation(s) should contact the Disability Resources Center (520-621-3278; <http://drc.arizona.edu/>). Students who are registered with the Disability Resource Center must submit appropriate documentation to their instructor if requesting reasonable accommodations. Please make an appointment to meet with your instructor during office hours to discuss accommodations that will allow you to fully participate in the course requirements and activities.

## **Nondiscrimination and Anti-Harassment Policy**

The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, including in a field experience or any University-

sponsored activity, please contact the University's Office of Institutional Equity, 520-621-9449, <http://equity.arizona.edu>.

## **Department of Teaching, Learning and Sociocultural Studies Position Statement on Social Justice:**

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

\*We value and honor human diversity.

\*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.

\*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.

\*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.

\*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.

\*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

## **University of Arizona Code of Conduct**

All University of Arizona students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that should be followed by students. The UA Code of Conduct can be found at:

<http://deanofstudents.arizona.edu/policiesandcodes>.

## **University of Arizona Code of Academic Integrity**

Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

## **Expectations of Professionalism**

When you entered Teach Arizona you signed The University of Arizona UA TPP Professional Standards Student Contract in which you agreed to abide by the UA TPP standards. Please review the Teacher Candidate Standards which addresses professional roles and responsibilities. The Teacher Candidate Standards can be found at: [http://www.coe.arizona.edu/professional\\_standards](http://www.coe.arizona.edu/professional_standards)

Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

## **Course Assignments**

This course aligns to the 6-unit morning field internship (TTE 593). The assignments should be designed for your school site classroom.

- **In-class Activities and Projects – 20%**
  - Students are expected to complete assigned readings prior to class, and participate fully during in-class discussions. There will also be required in-class activities and projects that relate to: mock interviews; differentiated instruction; formative assessment; cooperative learning; and the Safe Zone workshop.  
( InTASC Standards: 9, 10; ISTE.NETS-T Standards: 3, 4, 5)
  
- **Electronic Portfolio - 25%**
  - Create a web-based electronic portfolio. The portfolio must contain: Statement of Teaching Philosophy; Resumé; Course Expectancy Sheet (Syllabus); Unit Plan; Lesson Plan (with accompanying materials). To receive a grade of A, the portfolio must contain two additional items from the following list: college transcript; evaluations from students and colleagues; assessment that you have created; lab or simulation that you have created; evidence of a professional development workshop you have attended; other (see me for prior approval). Each portfolio item must be accompanied by a reflective statement that details which InTASC and/or ISTE.NETS-T Standard met by the item along with a statement declaring how the item meets that standard.  
(InTASC Standards: 1, 2, 3, 4, 6, 7, 8, 9, 10; ISTE.NETS-T Standards: 2, 3, 4, 5)

- **Data Literacy Drafts and Conferences** – 10%
  - Students are also expected to attend and be prepared for all Classroom Inquiry meetings. Thorough drafts are to be submitted by the specified due dates, and it is expected that students will carefully review and incorporate instructor feedback into their draft revisions.
- **Data Literacy Poster Presentation** - 10%
  - Create a poster that displays the major components of your Data Literacy Assignment: Data Sources, Observations, Inferences, Intervention, Review of Literature, Assessment of Intervention Impact. Be prepared to defend your poster to your peers and invited faculty and guests. Grades will be assigned based upon presentation (organization and clarity) – 50% and completeness – 50%. (InTASC Standards: 9, 10)
- **Data Literacy Assignment** - 35%
  - **This is the Benchmark Assignment for TTE 539. You must receive a passing grade on this assignment in order to pass the course. A passing grade is defined as an average score of “2” or above (across all categories) on the grading rubric.** A detailed description of the assignment guidelines and grading rubric are presented in the next section of this syllabus. (InTASC Standards: 9, 10)

### **Data Literacy Assignment Guidelines**

One of the primary goals of this assignment is to help you become a more reflective practitioner by using authentic student data to evaluate the outcomes of your teaching and your students’ learning. This will enable you to revise and differentiate your practice to meet student needs (InTASC 9, 10). You will use digital tools ethically to obtain and compare student data to improve your instruction and your students’ learning (ISTE.NETS-T 5).

Mandinach and Gummer (2012) state that data literacy “enables educators to transform data into information and ultimately into actionable knowledge.” In this Classroom Inquiry assignment you will obtain and analyze data pertaining to your students and propose an intervention that could have a positive impact on student learning. Read the following assignment guidelines carefully and follow the instructions closely. A grading rubric is attached to assist you with meeting these guidelines fully.

- Select three sets of data that you can compare that apply to the students in your student teaching placement. One of these data sets must be qualitative data that you obtained through student surveys. The other data sets can be the results of teacher-generated assignments such as homework scores, test scores or other performance data, or they can be school/district generated data such as attendance, benchmark test scores, AIMS test scores, etc. You can examine data for a single class period. You do not have to examine data for both of your assigned classes for this assignment. (Please note: You should not plan to compare your students’ data to the students of other teachers at your school site. Do not collect other teachers’ student data.)
- Describe the data. For example, “Student scores on weekly quizzes on chapter readings.” Or, “Second quarter attendance listing both absences and tardies.” Or, “Second quarter district benchmark assessment scores for English Language Arts.” You **do not** have to include the actual data with this assignment. A written description will suffice. Supplying the actual data could violate students’ privacy rights.

- Make 4 observations about the data and be specific about how the data supports each observation.
- List 2 inferences you can make from those observations. (Phrase each inference in the form of a question. [For example, the teacher observed that scores on tests in his History class were higher (84.6%) than scores on test in his Government class (70.4%) despite the fact that the tests were similar in format. The teacher noted that in the History class the students generated their own notes, whereas in the Government class the students used teacher or textbook generated notes. His inference, phrased in the form of a question, could be: “Are student-generated notes more beneficial to learning because students developed their own organization system and could more easily find key information in their notes when studying?”]
- Design one testable, teacher-level intervention. Be sure to identify the inference that the intervention is intended to target.
- Cite two articles related to your proposed intervention. Find out what others have done in their attempts to adapt planning/instruction in a manner similar to what you propose. Briefly summarize the findings and conclusions from the articles.
- Describe what you would do to assess the impact of the intervention. What data would you obtain and how would you analyze it?

### Data Literacy Assignment Rubric

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Data Selection</b> (10%)  InTASC: 9, 10	The Teacher Candidate selects three data sets related to his or her students including one qualitative data set.	<	>	The Teacher Candidate provides fewer than three data sets or fails to provide one qualitative data set.
<b>Data Description</b> (10%)  InTASC: 9, 10	The Teacher Candidate clearly and thoroughly describes all three data sets (type of data, how it was obtained from students, the source of the data, etc.).	The Teacher Candidate describes all three data sets but lacks some clarity in the description.	The Teacher Candidate fails to describe one of the data sets or the description of one or more of the data sets is incomplete or unclear.	The Teacher Candidate does not describe the data sets or the descriptions of the data are incomprehensible.
<b>Observations</b> (20%)  InTASC: 9, 10	The Teacher Candidate provides four accurate observations of the data sets.	The Teacher Candidate provides three accurate observations of the data sets.	The Teacher Candidate provides two accurate observations of the data sets.	The Teacher Candidate provides fewer than two accurate observations of the data sets.

<b>Inferences</b> (20%)  InTASC: 9, 10	The Teacher candidate makes two inferences clearly based upon one or more of the stated observations of the data.	The Teacher candidate makes two inferences loosely based upon one or more of the stated observations of the data.	>	The Teacher Candidate makes one or fewer inferences.
<b>Intervention</b> (20%)  InTASC: 9, 10	The Teacher Candidate presents a testable, teacher-level intervention and identifies the inference used to base the intervention on.	The Teacher Candidate presents a testable, teacher-level intervention and identifies the inference used to base the intervention on but the description of the intervention or the connection to the inference lacks clarity.	The Teacher Candidate presents a testable, teacher-level intervention but fails to identify the inference used to base the intervention on.	The Teacher Candidate presents an intervention that is not teacher level and/or is not testable.
<b>Review of Literature with Citations</b> (10%)  InTASC: 9, 10	The Teacher Candidate provides citations for two articles referencing the proposed intervention and provides a concise summary of findings and conclusions.	The Teacher Candidate provides citations for two articles referencing the proposed intervention but the summary of findings and conclusions lacks clarity.	The Teacher Candidate provides citations for two articles referencing the proposed intervention but the summary of findings and conclusions is incomplete.	The Teacher Candidate provides fewer than two citations or fails to provide a summary of findings and conclusions
<b>Assessment of Impact of Intervention</b> (10%)  InTASC: 9, 10	The Teacher Candidate provides a clear description of the data they would collect and how they would analyze the data in order to assess the effectiveness of the intervention.	The Teacher Candidate provides a description of the data they would collect and how they would analyze the data in order to assess the effectiveness of the intervention but the description lacks clarity.	The Teacher Candidate provides a description of the data they would collect and how they would analyze the data in order to assess the effectiveness of the intervention but the description is incomplete.	The Teacher Candidate fails to provide a description of the data they would collect and/or fails to describe how they would analyze the data to assess the effectiveness of the intervention.