

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix and Number: EDS 8683

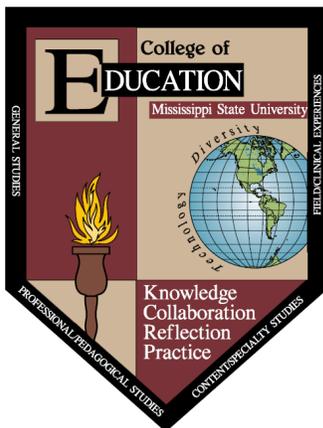
Course Title: Dispositions and Reflective Practice

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: Three hour lecture. (Prerequisite: EDS 8623 or permission of instructor). Study of teaching behaviors and reflective practices as catalysts for instructional improvement.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

The student will:

1. Use the 13 Dimensions of teaching from the National Board for Professional Teaching Standards as a means to analyze their personal strengths and weaknesses in their instruction. INTASC 9, 10; CFPO # 1, 2, 12
2. Research mentoring and peer coaching as a means to improve classroom instruction. INTASC 10; CPFO #1, 2, 6, 8
3. Develop peer coaching strategies to be used with colleagues. INTASC 9 & 10; CFPO # 1, 2, 3, 7, 12.
4. Engage in peer coaching to improve own practice. INTASC 9, 10; CFPO # 1, 2, 3, 7, 12.
5. Research reflective practices as a means to improve classroom instruction. INTASC 7; CPFO #1, 2, 6, 8
6. Implement/improve reflective practices in their own teaching. INTASC 7; CPFO #1, 2, 6, 8
7. Develop a long-range self-improvement plan to cultivate effective teaching practices which impacts student learning with their own classroom. INTASC 7, 2, 4, 5; CFPO # 1, 2, 3, 5, 12

Topics to be covered:

“Effective Teaching” (Best Practice) Research (3 hours)

School Consultation as a model for Teacher Collaboration (3 hours)

Effective Mentoring Research (3 hours)

Novice Teacher

Between Colleagues

Teacher Instructional Improvement

“Peer Coaching” as a tool for Improvement in Classroom Instruction (12 hours)

Effective Observation

Between Colleagues

For Self-reflection

Effective Communication

Problem-Solving Instructional Issues

Problem Definition

Peer Observation

Personal Observation

Reflective Practice Research (3 hours)

Reflective Practices as a Tool for Improvement in Classroom Instruction (6 hours)

Improving the Practice

Self-Efficacy through Reflection

- Analysis of Reflection on Classroom Instruction
- Reiterative Process Leads to Improved Instruction
- Improving Instruction (12 hours)
 - Structured Observations
 - i. Lesson Dimensions
 - ii. Patterns of Cognition

- iii. Discourse
- iv. Student Interaction
- Understanding Student-Centered Teaching

Required Texts and Materials: (tentative)

Hasbrouck, J. & Denton, C. (2005). *The reading coach—A how-to manual for success*. Sopris-West.

Methods of Instruction:

Methods of instruction will include lecture, discussion, demonstrations, presentations, hands-on-activities, and projects. All students are responsible for material assigned. They will work together and individually to accomplish assigned tasks.

Suggested Student Activities:

1. Each student will video-tape and analysis their classroom teaching.
2. Each student will engage in reflection and then critically analyze their reflective practices.
3. Each student will engage in Peer Coaching with a colleague.
4. Each student will analyze their Peer Coaching collaboration with colleague.
5. Each student will develop a self-improvement plan for their own classroom. This plan will specifically address issues identified through the reflection and peer coaching activities.

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>

Technology:

Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

Diversity:

Student will examine materials for appropriateness to use with diverse learners

Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus that assists students requesting academic accommodations based on a disability. For additional information contact SSS at 662-325-3335

Field Component:

There is no field experience component to this course.

Evaluation of Student Progress:

Self-Improvement Plan 40%

Peer Coaching Project 30 %

Self Reflection Project 30%

Bibliography:

Fieman-Nemser, S. (2012). *Teachers as learners*. Cambridge, MA: Harvard Education Press.

Hankins, K. (2003). *Teaching through the storm*. New York: Teacher College Press.

Lortie, D. (1975). *Schoolteacher*. Chicago: The University of Chicago Press.

Schon, D. (1987). *Educating the reflective practitioner*. San Francisco: John Wiley & Sons.