

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA  
LOCK HAVEN, PENNSYLVANIA

College of Education and Human Services

**Syllabus**  
**Analysis of Teaching**  
**EDTL 606**

**I. Introductory Information:**

- A. Department Name:** Graduate Studies
- B. Department Catalogue Number:** EDTL 606
- C. Course Title:** Analysis of Teaching
- D. Credit/Semester hours:** 3 hours
- E. Clock Hours per week:** 3 hours
- F. Restrictions upon student registration-**  
Graduate course provisions apply.

**II. A. Description of the Course**

Utilizing the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework, graduate students explore, design, implement and document strategies to analyze the effectiveness of their teaching and professional development.

**B. Comprehensive Description:**

With the 'No Child Left Behind Act' mandated, teachers are striving to attain the status of 'highly qualified'. Beyond Instructional I and Instructional II certification, teachers must be committed to life long learning. This course provides the opportunity to investigate the use of the reflective process for evaluating teaching and conducting research.

This course addresses the following National Board for Professional Teaching Standards Propositions (NBPTS):

### **NBPTS Proposition 2**

#### **Know the subjects and how to teach those subjects to students.**

- Exhibit extensive content knowledge and make multiple connections to other disciplines.

### **NBPTS Proposition 4**

#### **Think systematically about classroom practices and learn from experience.**

- Actively seek the advice of others and show evidence of utilizing educational research and pursuing scholarship to improve his/her practice.

### **NBPTS Proposition 5**

#### **Be a member of a learning community.**

- Participate in critically analyzing the school curriculum, identifying new priorities, and communicating necessary changes to the school community.

## **III. Exposition**

### **A. Objectives**

The Graduate Student will be able to:

1. access and navigate course delivery technologies including, but not limited to all course tools, email, audio and video conferencing and PowerPoint software;
2. analyze and discuss reflective models of teaching;
3. describe, discuss, and analyze quantitative and qualitative educational research;
4. investigate and analyze the National Board for Professional Teaching Standards;
5. describe, discuss, and analyze the five core propositions of the National Board for Professional Teaching Standards;
6. investigate and analyze the value of mentoring for veteran and novice teachers;
7. identify, describe and discuss various strategies for analyzing accomplished teaching;
8. investigate the application process for National Certification from the National Board for Professional Teaching Standards, and;
9. explore and reflect on profound questions and issues about teaching.

B. Activities and Requirements

1. Graduate students will complete readings, web-based research activities, and participate in daily/weekly discussion groups sharing ideas, insights, discoveries and projects.
2. Evaluate strategies to analyze accomplished teaching and the reflective process.
3. Compare and contrast quantitative and qualitative research and provide relevant and appropriate educational examples of both types of research.
4. Discuss and analyze discipline specific standards.
5. Critically analyze the five core propositions of the National Board for Professional Teaching Standards.
6. Utilizing the research and personal experience, discuss and analyze the value of the mentoring process.
7. Write a report documenting a teaching analysis including reflective statements and plans for continued professional development.
8. Through threaded discussion, utilizing the research, debate the perceived value of a National Board of Professional Teaching Certification.
9. Create a reflective paper discussing why one teaches and the personal and professional implications associated with the reasons.

C. Major Units and Time Allotted

Introduction to reflective practice	1 week
National Board for Professional Teaching Standards	2 weeks
Strategies for analyzing teaching and reflection	3 weeks
Documenting Accomplished Teaching	3 week
Standards and National Teacher Certification	3 weeks
Mentoring for Veteran and Novice Teachers	1 weeks
Quantitative and Qualitative Research	2 week

**D. Materials and Bibliography**

1. Required Text :

Selected readings will be provided by the instructor. The required text will be announced by the instructor.

2. Other Resources :

Computer modem with Internet capability.

3. Basic Bibliography:

*A research guide on national board certification of teachers* (2007). National Board for Professional Teaching Standards. Retrieved December 14, 2008, from <http://www.nbpts.org/resources/research>

Campoy, R. (2005). *Case study analysis in the classroom: Becoming a reflective teacher*. Thousand Oaks, CA: Sage Publications.

Darling-Hammond, L. (1998). Teachers and teaching: Testing hypotheses from a national commission report. *Educational Researchers*, 27(1), 5-15.

Eby, J. W. (2002). *Reflective planning, teaching, and evaluation, K-12*. Upper Saddle River, NJ: Merrill Prentice Hall.

Morrow, J. (2001). *Choosing excellence: "Good enough" schools are not good enough*. Lanham, MD: Scarecrow Press.

Orange, C. (2000). *25 biggest mistakes teachers make and how to avoid them*. Thousand Oaks, CA: Corwin Press.

*National Board for Professional Teaching Standards*. Retrieved December 23, 2008, from <http://nbpts.org>

Palmer, P.J. (2007a). *The courage to teach: Guide for reflection and renewal* (10<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.

Palmer, P.J. (2007b). *The courage to teach: Exploring the inner landscape of a teacher's life* (10<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.

Pollard, A. (2002). *Readings for reflective teaching*. London: Continuum.

Pollard, A. (2002). *Reflective teaching: Effective and evidence-informed professional practice*. London: Continuum.

#### **IV. Standards**

All grades will be assigned in accordance with university policy and based on criteria to include participation and completion of assignments. Students will be evaluated on their understanding of the course material as demonstrated through discussion and written analysis.

#### **V. Rationale and Impact**

This course will be one of the core requirements for the Master of Education Program in Teaching and Learning. The course will be offered at least one semester as well as summer to insure appropriate time to completion scheduling. The course will be an online offering making it accessible regardless of location.

The course is open to all graduate students including non-degree students.

The course is specifically designed for in-service teachers and will provide skills and knowledge applicable to becoming a National Board for Professional Teaching Standards certified teacher.

Note: Not all participants in the MED program are classroom teachers. The concepts and practices of analysis are applicable to all professional settings. For students from a non-classroom setting the expectations would focus on the standards, processes and procedures appropriate to reflective practices focused at analysis and improvement of performance within their given profession.

#### **VI. Cost and Staff Analysis:**

This course will utilize existing faculty in the Master of Education Program, but may also be available, on a needs basis, for other faculty.

Syllabus

EDTL 606 Analysis of Teaching

approved

not approved

---

Dr. Keith T. Miller, President  
Lock Haven University of PA

Date \_\_\_\_\_