

# TE 807 – Final Paper

## Purpose

Over the past five weeks you have engaged in readings, discussions, and activities that have asked you to reflect on notions of quality teaching and take part in a peer coaching exercise centered on the realization of your beliefs in practice through the use of high-leverage practices. In this final paper, we ask you to reflect on your experiences completing the peer coaching cycle, as well as revise your stance on quality teaching, specifically thinking about how your ideas about quality teaching have changed or become more nuanced.

## Part 1 – Reflection on Peer Coaching Cycle

### Procedure

1. What was your overall impression of the Peer Coaching Cycle? What was the greatest benefit from the process? What, if anything, was the biggest struggle?
2. Based on the feedback from your peer, how, if at all, might you revise your artifact for future use? If you do not plan to revise your artifact, please provide an explanation.
3. After completing the cycle, how would you respond to your focus question(s)?
4. In thinking about how you coached your colleague, what do you think you did well? How might you improve as a coach in the future?
5. How, if at all, do you envision yourself implementing something similar to peer coaching in your own school?

### Product

A good reflection will...

- Address all of the prompts listed above.
- Use APA formatting guidelines and citations, when needed.
- Not exceed the word limit of 500-750 words (approximately 2 pages, not including references)

## Part 2 – Revised Stance on Quality Teaching

### Procedure

1. Revisit the coursework and course resources you have utilized up to this point. In doing so, think about the work that challenged or affirmed your beliefs about quality teaching – what about your stance changed, what stayed the same, and what became more developed and deeply understood?
2. Create a revised stance in which you articulate your beliefs about quality teaching at the end of this course. You may use your initial stance as the building blocks of your stance, but you will have a higher word limit to support your ideas using course readings, resources, discussions, assignments, and personal experiences. This is an academic statement, so please be sure to provide textual support (cite from course readings) for your arguments – we want to see evidence of your learning over the course of the class.
3. Be sure to clearly define all of the educational terms you use as you understand them (e.g., *good teaching*, *differentiation*, *engagement*). Work to explain any similarities and differences between your definition of these terms and the way they were defined by the authors of the course readings.

## **Product**

A good Revised Stance will...

- Detail a well-crafted, well-defined stance on quality teaching that is supported by course readings and personal experiences.
- Include citations from at least **5 course readings**.
- Include a citation from at least **1 outside source**.
  - This may *NOT* be a website.
  - You may consider scholarly journal articles, practitioner journal articles, books, or book chapters.
  - Search the MSU library online, OR select a reading that you encountered in another course or through your district.
- Use APA citations and formatting guidelines and meet scholarly language standards.
- Not exceed the word limit of 1200-1500 words (approximately 5 pages, not including references).

## **Due Date**

Please include both the Reflection and Revised Stance (clearly labeling each) in a **single document** titled LastName\_TE807\_Final. You only need to have one reference list for the entire document.

Submit **one document including both parts** of the final via the D2L dropbox no later than 11:59 pm on ***Saturday, August 1.***

## **MATC Program Standards and Goals:**

**Standard 3:** Understanding and use of theoretical perspectives and conceptual frameworks to situate and analyze issues and problems of practice and policy

**Standard 4:** Reflective, systematic inquiry and study/refinement of one's practice

**Standard 5:** Communication skills and information literacy

**Goal 1:** Critical Inquiry

<b>Part 1: Peer Coaching Reflection</b>		
<b>Criteria</b>	<b>Points</b>	<b>Comments</b>
6. What was your overall impression of the Peer Coaching Cycle? What was the greatest benefit from the process? What was the biggest struggle?	__ / 5	
7. Based on the feedback from your peer, how, if at all, might you revise your artifact for future use?	__ / 10	
8. After completing the cycle, how would you respond to your focus question?	__ / 10	
9. In thinking about how you coached your colleague, what do you think you did well? How might you improve as a coach in the future?	__ / 5	
10. How, if at all, do you envision yourself implementing something similar in your own school?	__ / 5	
		<b>Part 1 Total: __ / 35</b>
<b>Part 2: Revised Stance on Quality Teaching</b>		
1. Clearly articulated characteristics of quality teaching, including defining personal understanding of all educational terms.	__ / 15	
2. Support from at least 5 course readings that makes understanding of each source clear and applicable to stance.	__ / 20	
3. Support from at least one outside source that makes understanding of source clear and applicable to stance.	__ / 10	
4. Support based on personal experiences as a teacher / student.	__ / 10	
5. Follows word count. a. Reflection – 500-750 b. Stance – 1200-1500	__ / 2.5 __ / 2.5	
6. Follows APA formatting and citations.	__ / 5	
		<b>Part 2 Total: __ / 65</b>
		<b>Final Paper Total: __ / 100</b>