

COLORADO STATE UNIVERSITY-PUEBLO
College of Education, Engineering & Professional Studies
Department of Teacher Education

ED 485 Capstone Seminar in Education: Building and Bridging Community of Learners
 Fall 2008
 2 credits

Welcome to Capstone!

“In capstone, you rise above everything you thought you couldn’t do, and you realize you **could** do it.” (Former Capstone Student Quote)

Faculty and Judges:

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Course Hours:

The course is scheduled 8:00 – 5:00, Monday – Friday and periodically after school hours during the semester. Please see the Capstone Tentative Schedule for more details on this week’s schedule. A schedule of the afternoon sessions (seminars) held throughout the semester with Annett Daurio is included in the *Student Teaching Handbook*.

Philosophy

This course serves four important purposes: 1) to prepare student teachers to create inclusive, equitable, and effective learning communities for themselves and their own students; 2) to address some of the greatest challenges in education and to do so by utilizing a variety of research, inquiry, and collaborative strategies; 3) to promote the analysis and synthesis of pedagogical knowledge constructed; and 4) to prepare students to assume the role of student teachers and, as they complete student teaching, to assume the role of beginning teachers.

Several major questions will be addressed throughout the course: How can we create equitable, inclusive classrooms and schools in which everyone – student, teacher, and student teacher -- constantly learn and progress? How can we assure that each student has equal opportunity to achieve and does achieve as much as possible? How can we utilize all aspects of the community to assure the highest quality education? How can we analyze knowledge we have constructed and use it so that we construct new knowledge about teaching and learning at a higher level? And, how can

we assure that we, as educational professionals, continue to learn and grow after student teaching ends? Although the focus of study will be reaching answers to these questions, the essence of the course is the use of a variety of strategies to investigate, inquire, reflect and research to make sound educational decisions.

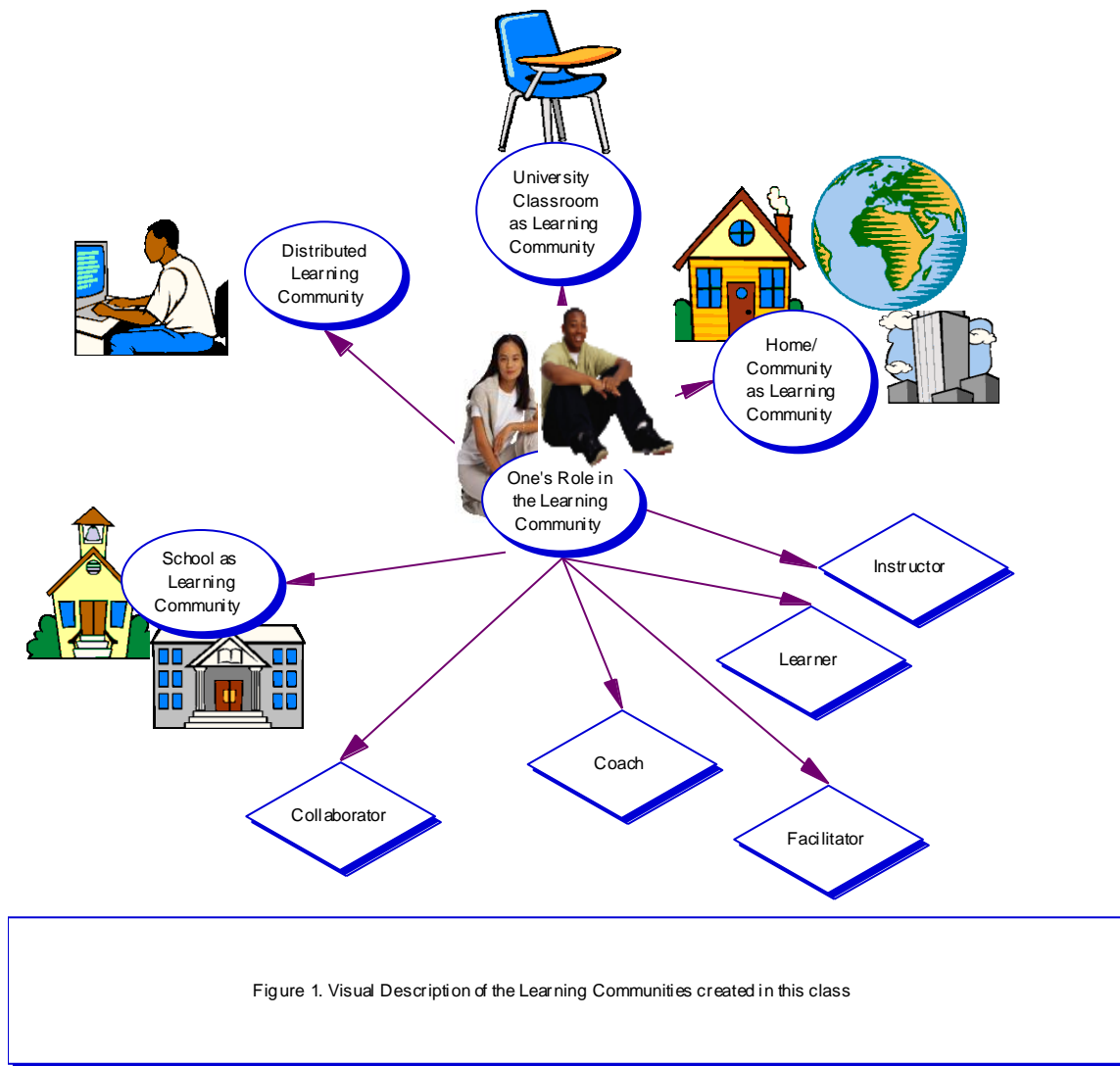
Relationship to Conceptual Framework for Teacher Education

This course builds on students' knowledge and expertise in working collaboratively with peers to assume a different role – that of mentee, student teacher, teacher, and beginning/first-year teacher. Three major refinements of the students' understanding of learning communities will be focused upon directly in this course:

1. Creation of a strong learning community which must sustain across time and distance. Some learning groups will begin during the first week of the seminar and will continue at a distance, with student teachers placed in schools over 100 miles from Pueblo and Colorado Springs.
2. Development of further understanding of the nature of learning communities, the role of individuals in establishing group interaction patterns, and the relationship between culture and the development of learning communities. Students will be required to problem solve issues related to developing and sustaining effective, inclusive, and equitable learning communities.
3. Understanding and assumption of three new professional teaching roles, 1) ones role as a facilitator and coach within a group of professional educators (student teachers), 2) ones own changing role from student to student teacher, 3) and ones role as a beginning teacher. How one's role changes in relationship to university faculty, peers, and cooperating teachers and other school personnel will be examined throughout the seminar.

In this class, the instructor will assume the role of instructor (directing some instruction), facilitator/coach (of learning groups, providing feedback), and collaborator/learner (participating as a group member in several of activities). A major focus of the class will be expansion of the student's role within a learning community, moving from that of college student to that of beginning teacher. This will be accomplished through the assumption of roles required of the student as part of a collaborative group: providing input and feedback to peers, collaborative research, and explicit involvement in problem-solving activities. K-12 cooperating teachers will become a part of the learning communities through their input and involvement in case study activities.

Figure 1 summarizes how concepts related to the nature and development of *Learning Communities* will be explored and examined in this course.



Curriculum Design

The class meets for a concentrated period of time during the first week(s) of the semester, at the beginning of student teaching and then continues to meet periodically. The course has been designed to extensively use the **case study** method, establishing **collaborative groups** based upon the cohort group of student teachers and their supervisor and cooperating teachers, who will continue to co-teach with each other throughout the entire semester. Little **direct instruction** will occur in this class, though **knowledge coaches** will be available to assist students during the week. Faculty members, who have responsibility for student teachers, will spend the time they would usually use to supervise in the schools **coaching and facilitating** the group process. Cooperating teachers will have an opportunity to join groups and participate in the co-teaching workshop and the case studies.

Other aspects of curriculum design include the following:

1. Extensive use of **collaborative groups**, following the Johnson and Johnson model, with assignment of roles, interdependent goals, and individual checks of mastery.
2. Attempts to make learning **contextual** by use of **case studies**.
3. High expectations for skill and learning acquisition with extensive use of evaluation checklists and rubrics for all projects, developed with input from K-12 and college educators.

4. Use of technology to a) conduct research and b) facilitate problem solving and group process through use of asynchronous conferencing.
5. Use of a variety of strategies to integrate skills, knowledge, and activities, including the use of **nesting, sequenced curricula, threaded, and integrated strategies**. Areas of the teacher education curriculum which have been integrated include student skills at collaboration, assessment strategies, research/inquiry, technology, diversity, management, reflection, and literacy.
6. Develop knowledge and practice with the critical friends model.
7. Develop strategies for co-teaching.

Recommended Texts:

Villa, R. A., Thousand, J. S. & Nevin, A. I. (2004). A guide to co-teaching: Practical tips for facilitating student learning. Corwin Press. ISBN: 0-7619-3940-7

Rutherford, Paula (2002). Why didn't I learn this in college? Teaching and learning in the 21st century. Alexandria, VA: Just ASK Publications. ISBN: 0-9663336-1-6

Any (and all) textbooks from your previous education and content methods courses.

Learning Resources:

A variety of resources will be available for your use during the seminar, including:

- A group laptop computer,
- Access to on-line resources,
- Research materials available in the library and in the curriculum lab,
- Blackboard,
- And Knowledge Coaches at CSU-Pueblo and in your schools.

BLACKBOARD:

Many aspects of the course will be posted online through Blackboard. The Capstone site will serve as the site for course announcements, assignments, and documents related to student teaching and will be regularly updated throughout the entire semester. **It is the student's responsibility to regularly access the Blackboard web site during Capstone and daily during student teaching.**

Blackboard can be accessed from any computer that is connected to the Internet. If you do not have Internet access from your home, you can use the computer labs on campus, the computers available in the Curriculum Lab, or computers available at your cooperating school.

Every CSU-Pueblo student has access to Blackboard.

Blackboard's top-level entry is usable as a personal organizer and includes:

- Reminders of important dates, including your own
- Institutional announcements
- Address book
- Task lists

Every instructor individually decides whether or not to use Blackboard as an on-line supplemental teaching and learning aid for the class. A class will not be listed on the student's account until the instructor has enabled it for access. This class should be on your account. If it is not, please contact 549-2002 as soon as possible to receive access.

You may access Blackboard from <http://www.colostate-pueblo.edu> by clicking on the [TWOLF Student Portal](#) link (also found at <http://www.colostate-pueblo.edu/info/students.html>), and

then click on the [Blackboard](http://blackboard.colostate-pueblo.edu) link (also found at <http://blackboard.colostate-pueblo.edu>) at the top center of the Portal page.

- ❖ Login Username is your user id for CSU-Pueblo e-mail access, typed in **without** the associated “@colostate-pueblo.edu”. You must have an assigned CSU-Pueblo e-mail address to log into Blackboard. All enrolled students are automatically assigned CSU-Pueblo e-mail accounts upon enrollment. If you do not know your account, contact 549-2002 ASAP to find out about your email account.
- ❖ Login Password is your birth date in mmdd19yy format. For example, a birth date of March 15, 1979 would be entered as 03151979.
- **You should call the HELP DESK at x-2002 to obtain your User ID and password if you do not know it, or if you have problems logging in.**
- **You should change your Login Password on first login.** The password can be changed by following the path: My Institution/Tools/Personal Information/Change Password. Revise the password and submit it.
- **You should change your default e-mail address** to your preferred e-mail account. This can be done by accessing: **My Institution/Tools/Personal Information/Edit Personal Information**, and then going to 1. Personal Information E-mail. Change the e-mail address and submit the change at bottom of page.
- A Student Manual to Blackboard is available in Blackboard at the help button. Note that the manual is lengthy, so the student may choose to just print out the pages that are immediately needed.

Course Objectives:

Upon completion of all course activities each student will meet the following benchmarks for teacher education. Numbers relate to the CSU-PUEBLO and Colorado teacher education standards.

1. Understand the process of moving from the role of a student to that of an apprentice and beginning teacher, identifying and using effective strategies and resources for professional development and growth throughout this process.
2. Understands and plans a variety of assessment strategies to identify hypotheses to meet the needs of students labeled as at-risk and overcome challenges to creating inclusive learning communities that are included in complex case studies. (CO: 5.3; CSU-PUEBLO: 1.2) Assessment strategies include (CO: 3.3, 6.6; CSU-PUEBLO: 4.2, 4.6, 4.10):
 - Ecological assessment strategies.
 - Direct observation skills.
 - Functional Assessment strategies.
 - Interviewing strategies.
 - Triangulation of data.
3. Locates and utilizes research based strategies to develop solutions to educational challenges identified in complex classroom case studies. Strategies include use of electronic databases, metaanalyses of research, interviews with professionals with special expertise, and use of knowledge of specialists in various educational fields. (CO: 7.3, 8.5; CSU-PUEBLO: 6.5, 6.7, 6.8)
4. Utilizes a variety of problem-solving strategies to improve the quality of instruction and instructional management in complex case studies, demonstrating the ability to think flexibly and use theory and specific data to support arguments. (CSU-PUEBLO: 6.4)
5. Develops realistic, effective action plans to meet the following educational challenges identified in complex case studies:
 - Motivating at-risk students. (CSU-PUEBLO: 1.5)
 - Assuring student responsibility and self-direction. (CO: 8.1; CSU-PUEBLO: 1.8)
 - Increasing parent involvement to strengthen academic achievement. (CO: 5.10, CSU-PUEBLO: 7.1)

- Developing and maintaining community partnerships to strengthen academic achievement. (CSU-PUEBLO: 7.5)
 - Creating effective learning environments for behaviorally challenging students. (CO: 5.1, 6.3, 8.2; CSU-PUEBLO: 1.1, 1.4, 1.7, 3.9)
 - Strengthening literacy learning for students with diverse needs, including second language learners. (CO: 1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2, 6.3, 8.2; CSU-PUEBLO: 2.1, 2.3, 2.4, 2.5, 3.4, 3.8, 3.9, 5.8)
 - Creating equitable environments for all students, including students with cultural and gender differences. (CO: 8.2; CSU-PUEBLO: 3.4, 3.6)
6. Identifies ongoing data collection and monitoring strategies to evaluate group and individual achievement for a variety of purposes in case study action plans, including the use of technology as a data management tool. (CO: 7.4; CSU-PUEBLO: 4.9)
 7. Participates effectively as a member of a learning community with other prospective student teachers, the university supervisor, and cooperating teachers, providing leadership and facilitating planning and problem solving with others. (CO: 8.5, CSU-PUEBLO: 6.8)

Course Policies

1. **Attendance and Participation:** Please attend all classes on time and remain throughout the class. Much of the class time will be spent in collaborative activities, and your absence will affect your own learning and that of the members of your group. Therefore, **each unexcused absence will result in a loss of a letter grade from missing any and each day the first week of Capstone, and will result in a loss of a letter grade for any and each afternoon session offered throughout the semester. Students entering class late or leaving early will lose a partial letter grade.** An **excused absence** is one in which an unforeseen and unpredicted emergency results in absence or lateness. Attendance is a professional responsibility, and excused absences will be treated much as they would be for educators in public schools. Illness (with verification), deaths in the family, transportation problems (a car accident or car breakdown on the way to class) may be examples. Because the professor does not like to be placed in the position of judging the veracity of an excuse, independent, objective evidence should be submitted. To be an excused absence/tardy, the student must call and leave a message about the absence on the professor's voice mail as soon as possible (before class) so that the impact of the absence on class activities can be minimized. **The professor's acknowledgement, or agreement, of your need to be absent does not mean that the absence is not unexcused, or that the grade will not be lowered as a result of the absence.**

Excessive absences, whether excused or unexcused, will result in a meeting with the professor and, if the professor believes that sufficient content has been missed so that the student cannot master course objectives, the student will be asked to drop the course. It is always the responsibility of the student to gain information about content, assignments, etc. that she/he missed.

Professionalism is key to your participation. Participation points will be deducted for failure to participate and/or disruptive non-participation. Disruptive non-participation may consist of talking under your breath while someone else is talking, grading papers or working on other materials while in session, a disinterest in your group activities, holding personal conversations, texting during class time, and/or constantly leaving the classroom. The points deducted will be dependent upon the degree of disruption as determined by your professor and/or presenter.

2. **Attitude: Attitudes are contagious. Is yours worth catching?** ☺ The entire Teacher Education Program faculty and staff recognize that we are inviting you back to learn as a result of removing you from the classroom where you want to be with your new students. Sometimes this can affect your attitude. We hope that you can view this week as a week of professional development that all teachers need each school year. In addition, your ability to reflect a positive attitude is important to your future as a teacher. We all know the teachers in a building that complain about attending professional development activities. I am sure you do not want to

become that teacher. This is a similar situation. Your ability to make a positive out of something that you may perceive as negative will be noted throughout class. Your attitude is determined by comments from your team members, body language, tone of voice, and reactions and actions toward class activities, peers and presenters.

3. **Incomplete Grades:** A grade of “Incomplete” will only be assigned if a student and the professor has agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. **Extraordinary** circumstances such as excused illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to submit a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in grades of “0” on those assignments.
4. **Extra Credit:** Because the course grade is an evaluation of proficiency on the competencies described in the syllabus, extra credit will not be accepted in the course.
5. **Writing Requirements:** Please proof all work you submit. Writing that does not meet a high standard will be returned for revisions. **A fractionalized letter grade will be deducted from the assignment each time it is returned.**
6. **Civility:** Learning is facilitated when all members of the community act in a respectful and civil manner to each other and the professor(s). The following types of behavior are not professional, and will result in feedback from the professor. If continued, they will result in a request to withdraw from the course, with this information sent to the Department of Teacher Education:
 - Name-calling, including the use of personal or racial epithets.
 - Negative, offensive comments about the work of peers, children, etc.
 - Explosive, angry confrontational behavior which appears harassing, violent, or threatening. This may be either verbal or non-verbal.
 - Rude speech or non-verbal behavior which interferes with others learning, for example repeated speaking while others (peers or the instructor) have the floor to talk, making distracting or other non-verbal expressions that are unprofessional (e.g., making faces in response to peers’ comments).
 - Inappropriate care of the environment, including destruction of the university’s or others property.
7. **Plagiarism:** Honesty is an essential characteristic of all educators. Please reference all ideas and information you receive from others, from printed materials, and from sources such as the Internet. Failing to do so will result in a grade of “0” for the assignment, with no opportunity to redo. Examples of plagiarism may include turning in an assignment (or part of an assignment) completed by someone else or copied from published or printed materials or the Internet or turning in the same assignment (e.g., a lesson plan) in more than one class.
8. **ADA Accommodations:** This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to, the Disability Services Office, which is located in the Psychology Building, Room 232.

Course Requirements

Course Assignments:

1. **Case Study.** In collaboration with others in their student teaching group, participants will complete and present a case study that focuses on important, complicated instructional issues facing classroom teachers. The case study will include:
 - Bibliography of sources used in developing the case study.
 - Analysis of the problems facing individuals in the case study.
 - Assessment plan to be used in refining problem analysis.
 - Hypotheses of possible causes related to problems identified in the case.
 - Action plan to resolve issues, including plan for assessing effectiveness of the plan.
 - Brief (20') creative presentation of the case study by the group.

The case will be presented in a case study presentation to peer reviewers on Day 5.

Evaluation: The case study will receive C=Credit, C-=Marginal Credit or NoC=No Credit. If credit is not received, you will be allowed to make revisions. Revisions will be addressed at the end of the course when assigning fractionalized grading.

2. **Evaluation of Participation and Collaboration.** Attendance is required for each seminar class during the Capstone week and throughout the semester as described previously. Failure to attend does not allow you to participate and disrupts the collaboration process.

Evaluation. Throughout the class, you will be asked to complete participation and collaboration assessments. The evaluation(s) will be completed in class. These will receive C=Credit, C-=Marginal Credit or NoC=No Credit. If credit is not received, you will be allowed to make revisions. Revisions will be addressed at the end of the course when assigning fractionalized grading. Credit will be determined through the synthesis of team comments and individual completion. In addition, your professors will evaluate your participation and collaboration as observed throughout the Capstone week. This professor evaluation will be C=Credit, C-=Marginal Credit or NoC=No Credit. If credit is not received, you will be allowed to make revisions. Revisions will be addressed at the end of the course when assigning fractionalized grades.

3. **Exit Slips.** Students will reflect each evening on the personal growth and development resulting from the work completed during the Capstone class time. These reflections are to be turned in prior to exiting class each evening. We do not want a diary of the day's events. We want you to truly reflect on what and how things impact you as a professional.

Evaluation. Students will receive C=Credit, C-=Marginal Credit or NoC=No Credit. If credit is not received, you will be allowed to make revisions. Revisions will be addressed at the end of the course when assigning fractionalized grading. To receive a course grade of an A, you cannot miss more than one reflection. To earn a B, you cannot miss more than 2 reflections. Missing more than 2 will result in an overall course grade of a C.

4. **Karaoke Synthesis of Team and Contextual Analysis.** You will develop lyrics to a karaoke song that reflect your group and the contextual analysis of the school(s) where you will be working. Be crazy, fun, and creative--show us who you are!

Evaluation. Attendance and individual participation is required for credit.

5. **Weekly Seminar Attendance.** Attendance is required as stated in the course policies. If you are unable to attend a weekly seminar, you are required to complete a make-up assignment. You will need to contact Annett Daurio to receive the make up task.

Evaluation. You will be evaluated using the Student Teaching Performance Inventory. Failure to complete the make-up assignment will result in a grade reduction in your overall grade for Capstone.

Grading:

Requirement	Evaluation
Case Study 2	Credit/No Credit
Attitude	Credit/No Credit
Collaboration & Participation Self Evaluation	Credit/No Credit
Collaboration & Participation Professor Evaluation	Credit/No Credit
Exit Slips	Credit/No Credit
Karaoke Synthesis	Credit/No Credit
Weekly Seminar Attendance	Student Teacher Performance Inventory

Letter Grade	Earned Credit
A	Highest level of professionalism, case study performance, attitude, collaboration, participation, and general assignment completion.
B	High level of professionalism, case study performance, attitude, collaboration, participation, and general assignment completion.
C	Average level of professionalism, case study performance, attitude, collaboration, participation, and general assignment completion.
D	Low level of professionalism, case study performance, attitude, collaboration, participation, and general assignment completion.

For a minimum grade of “C” in the course, all of the requirements included above must be completed and turned in for a grade.

References for the Course

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