

Master in Teaching Program: 2009-11

“Thinking Globally, Teaching Locally: Educating for Active Citizenship”

Spring 2010

<u>faculty</u>	<u>office</u>	<u>phone</u>	<u>e-mail</u>
Jana Dean	Sem 2 – D4104	867-6235	deanj@evergreen.edu
Sonja Wiedenhaupt	Sem 2 – A3106	867-6435	wiedenhs@evergreen.edu
Michael Vavrus	Lab I – 3013	867-6638	vavrusm@evergreen.edu

Office Hour (& by appointment):

Jana: Wednesdays, 8:45-9:45 a.m.

Sonja: TBA

Michael: Tuesdays, 5:00-6:00 p.m.

I. PROGRAM DESCRIPTION

Revisit Fall 2009 syllabus for overview of the 2 years.

II. PROGRAM GOALS FOR SPRING QUARTER: A NOTE FROM YOUR FACULTY

The overriding goal for Spring is to prepare you for your Fall quarter student teaching internship and your research project that will emerge from your internship.

To meet this goal, you will be delving deeply into the development of curriculum and all that process entails. This includes:

- Using a teaching and learning perspective for the development of instructional strategies in your subject matter endorsement(s)
- Writing and teaching discrete lesson plans to practice specific instructional strategies
- Designing an interdisciplinary curriculum unit that incorporates a multicultural, global perspective
- Learning about various approaches to classroom assessment – along with a deeper understanding of standardized tests
- Developing teacher presence and “voice”

As part of this work – and along with your mini-teaching in your practicum classroom – you will develop more familiarity with the expectations contained in the *Student Teaching Handbook*, especially rubric assessment domains for “Planning and Preparation,” “The Classroom Environment,” and “Instruction.” You will practice gathering data in your practicum that informs your “Positive Impact on Student Learning” project.

Through your continuing introduction to educational research, you will be exposed to research articles on human growth and development. You will write annotations on research studies and a culminating synthesis of those studies. Novels that appeal to young people and attend to multicultural aspects of youth identity formation will be incorporated into this time. You will have an opportunity to further practice your skills in interacting on issues of gender and sexuality.

Your synthesis paper from Fall & Winter will be reconceptualized as brief, scholarly-based papers for different audiences such as principals, parents, fellow teachers, and students. To do this, we will take time to reflect on what it means to think philosophically as these short papers will be the basis of your informed educational philosophies.

The quarter concludes with an introductory focus on special education topics that will be continued in Winter 2011 quarter. Also presented and assessed are state-required procedures for “mandatory reporting” of child abuse.

Your faculty have designed this program to support you in developing knowledge, skills, and dispositions appropriate to be a student teacher who thinks globally and teaches locally for active citizenship.

Spring 2010 Regular Meeting Times & Locations

<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursdays</i>	<i>Fridays</i>
10:30-1:30 p.m. All Program A3105 3:00-5:00 p.m. Seminars: Jana: A3105 Sonja: A3107 Michael: D3107	<i>Instructional Strategies Groups</i> 10:00 – 1:00 Jana (<i>elementary & middle school math</i>): A3105 Michael (<i>secondary English/language arts</i>): A2109	Start & End of teacher’s workday Structured field experience (beginning Week 1)	7:00-9:45 a.m. <i>Instructional Strategies Group: Sonja (secondary science): TBA</i> 10:00 a.m.-noon All program SEM 2 A3105 (other spaces A3107 & 3109) 1:00-4:00 p.m. <i>Instructional Strategies Groups</i> Sonja (<i>Art</i>): A3107 Jana (<i>secondary social studies</i>): A3109 Michael (<i>elementary/middle school language arts & social studies</i>): A3105

NOTE: WORLD LANGUAGES INSTRUCTIONAL STRATEGIES GROUP TIME/PLACE TBA

III. REQUIRED READINGS

NOTE:

1. The college’s bookstore returns books by Week 6 to publishers/distributors so it’s best to buy all of your books at the beginning of each quarter.
2. Please purchase edition of text listed.

Wayne Au, *Unequal by Design: High-Stakes Testing and the Standardization of Inequality*, 2009.

Richard Stiggins, Judy Arter, Jan Chappuis, & Steve Chappuis, *Classroom Assessment for Student Learning: Doing It Right – Using It Well*, **Pearson Education 2007**

Kern Alexander, M. David Alexander, *The Law of Schools, Students and Teachers in a Nutshell*, (**4th ed**), 2009

Maxine Greene, *Releasing the Imagination: Essays on Education, the Arts, and Social Change*, 1995.

Elizabeth J. Meyer, *Gender, Bullying, and Harassment: Strategies to End Sexism and Homophobia in Schools*, 2009.

Wayne Au (Editor), *Rethinking Multicultural Education: □Teaching for Racial and Cultural Justice*, 2009.

Sharon R. Vaughn, Candace S. Bos, Jeanne Shay S. Schumm, *Teaching Students Who are Exceptional, Diverse, and at Risk in the General Education Classroom*, (2007 edition)
Grant Wiggins & Jay McTighe, *Understanding by Design*, 2005 (Expanded 2nd Edition)
Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian* (Paperback), Little & Brown publishers, April 2009
Maurine Baurer (editor), *Am I Blue?: Coming Out from the Silence*, 1994/1995, HarperCollins, ISBN 0064405877
Mildred Taylor, *Roll of Thunder, Hear My Cry*, Puffin Books/Dial Press, 2004 edition, ISBN 0142401129 (originally published in 1976)
Student Teaching Handbook, available at
<http://www.evergreen.edu/mit/placement/handbook.htm>
Rethinking Schools magazine to-be-distributed in program

Texts that you'll continue to reference:

Elizabeth G. Cohen, *Designing Groupwork: Strategies for the Heterogeneous Classroom*, (2nd edition), 1994
Adele Faber & Elaine Mazlish, *How to Talk So Kids will Listen & Listen So Kids will Talk*, 1999.
Jacqueline Grennon Brooks; Martin G Brooks, *In Search of Understanding: The Case for Constructivist Classrooms*, 1999.
Bill Bigelow & Bob Peterson (Eds.) *Rethinking Globalization: Teaching for Justice in an Unjust World*, 2002.
Barbara McEwan Landau, *The Art of Classroom Management: Building Equitable Learning Communities* (2nd ed.), 2004.
Donna M. Mertens, *Research Methods in Education and Psychology* (2nd or 3rd ed.), 2009.
John Dewey *Experience and Education* (Touchstone edition)
Eileen N. Whelan Ariza, *Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student* (2nd ed.)
(secondary endorsement students) Kathleen A. Hinchman; Heather K. Sheridan-Thomas; Donna E. Alvermann (Eds.), *Best Practices in Adolescent Literacy Instruction*. New York: Guilford Press, 2008.
(elementary education students) Debbie Miller; foreword by Ellin Oliver Keene, *Reading with Meaning*

REQUIRED TEXTS FOR ALL INDIVIDUALS SEEKING THE ELEMENTARY EDUCATION CERTIFICATION:

❖ *for English/language arts & social studies*

Mildred R. Donoghue, *Language arts: Integrating skills for classroom teaching*. Sage Publications, 2009
M. Suzanne Donovan & John D. Bransford (Eds.), *How Students Learn History in the Classroom*, The National Academies Press, 2005.
Harvey Daniels & Nancy Steineke, *Mini-Lessons for Literature Circles*, Heinemann, 2004
Janet Alleman, Jere E. Brophy, Barbara Knighton, *Social Studies Excursions K-3: Powerful Units on Food, Clothing, and Shelter*, Heinemann, 2001.
pdf (to be available): International Reading Association & National Council of Teachers of English, *Standards for the English Language Arts*, 1996

pdfs (to be available) from Constance Weaver, *Teaching Grammar in Context*, 1996:

“Appendix: Sample Lessons on Selected Aspects of Grammar”

“Glossary of Grammatical Terms”

“Curriculum Standards for Social Studies: Thematic Strands” (1-10), available at

<http://www.socialstudies.org/standards/strands>

chapters from all-program text: Wayne Au (Ed.), *Rethinking Multicultural Education: Teaching for Racial & Cultural Justice*: chapters 8, 16, 28-29, 33-34

OSPI documents:

- “Writing: K-10 Grade Level Expectations,” available at <http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>
- “Writing: Instructional Support,” available at <http://www.k12.wa.us/Writing/Assessment/SupportMaterials.aspx>
- “Social Studies in Washington State,” available at <http://www.k12.wa.us/SocialStudies/WhatisSocialStudies.aspx>
- “The WACs and RCWs that outline Social Studies education requirements in Washington state,” available at <http://www.k12.wa.us/SocialStudies/RCW-WAC.aspx>
- “Introduction to the Social Studies Classroom-Based Assessments (CBAs),” available at <http://www.k12.wa.us/SocialStudies/CBAs/default.aspx>
- OSPI, “Essential Academic Learning Requirements (EALRs) and □ Grade Level Expectations (GLEs),” available at <http://www.k12.wa.us/SocialStudies/EARLs-GLEs.aspx>

REQUIRED TEXTS FOR ALL INDIVIDUALS SEEKING THE ELEMENTARY EDUCATION CERTIFICATION & MIDDLE SCHOOL MATHEMATICS

Jo Boaler, *What's Math Got to Do with It*, Penguin ISBN # 0143115715

Fosnot, *Exploring Parks and Playgrounds*, Heinemann (not the resource package, just the student book). ISBN 978-0-325-01028-1

John Van de Walle, *Elementary and Middle School Mathematics: Teaching Developmentally* (6th edition or later) Pearson. ISBN# 0536540578

Additional readings based on emergent curriculum during quarter

REQUIRED SUBJECT AREA ENDORSEMENT TEXTS FOR INDIVIDUALS SEEKING A MIDDLE SCHOOL LEVEL CERTIFICATION (BUT NOT ELEMENTARY EDUCATION) AND/OR SECONDARY SCHOOL LEVEL CERTIFICATION:

❖ for social studies

pdfs from *How People Learn: History in the Classroom*, Introduction and chapter 2.

Additional readings based on emergent curriculum during quarter

❖ for science

How Students Learn: Science in the Classroom. M. Suzanne Donovan and John D. Bransford, editors, Committee on How People Learn: A Targeted Report for Teachers, National Research Council

The following publication from the Northwest Regional Education Laboratory (NWREL) are accessible to read/print at <http://www.nwrel.org/math/resources/justgood.php>

√ *Inquiry Strategies for Science and Mathematics Learning: It's Just Good Teaching*

√ *Science and Mathematics for All Students: It's Just Good Teaching*

The following readings will be posted:

Cobern, W. (1994). Worldview theory and conceptual change in science education. *Paper presented at the 1994 annual meeting of the national Associate for Research in Science Teaching*, Anaheim, Ca.

Fellows, N. (1994). A window into thinking: Using student writing to understand conceptual change in science learning. *Journal of Research in Science Teaching* 31(9), 985-1001.

Duckworth, E. (1991). Twenty-four, Forty-two, and I love you: Keeping it complex. *Harvard Educational Review*, 61(1), 1-24. (http://lsc-net.terc.edu/do.cfm/paper/8097/show/use_set-1_sci) (This is available in full text from the TESC library.)

Lederman, N., & Lederman, J. (2004). Revising instruction to teach the nature of science. *The Science Teacher*, 71(9), 36-39

Simpson, D. (1997) Collaborative Conversations: Strategies for engaging students in productive dialogues, *The Science Teacher* p. 40-43

van Zee, E. (2000). Analysis of a student-generated inquiry discussion. *International Journal of Science* 22(2) 115-142.

Vosniadou, S., Ioannides, C., Dimitrakopoulou, A., Papademetriou, E. (2001). Designing learning environments to promote conceptual change in science. *Learning and Instruction* 11, 381-419. (<http://www.cs.phs.uoa.gr/en/staff/58.%20Vosniadou%20-%20Ioannides%20-%20Dimitrakopoulou%20-%20Papadimitriou.pdf>)

❖ for English/language arts

Peter Smagorinsky, *Teaching English by Design: How to Create and Carry Out Instructional Units*, Heinemann, 2008

Elizabeth A. Kahn, Carolyn Calhoun Walter, Larry R. Johannessen, *Writing about Literature*, 2nd ed., Revised and Updated, 2009

Harvey Daniels & Nancy Steineke, *Mini-Lessons for Literature Circles*, Heinemann, 2004

pdfs from Constance Weaver, *Teaching Grammar in Context*, 1996:

“Appendix: Sample Lessons on Selected Aspects of Grammar”

“Glossary of Grammatical Terms”

chapters from all-program text: Wayne Au (Ed.), *Rethinking Multicultural Education: Teaching for Racial & Cultural Justice*: chapters 9, 11, 24-25, 36

pdf (to be available): International Reading Association & National Council of Teachers of English, *Standards for the English Language Arts*, 1996

OSPI documents:

- Grade 10 reading standards, available at <http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=1,GLE&gl=11>
- “State Reading Assessment Changes for 2010 and Beyond,” pp. 26-44, available at <http://www.k12.wa.us/assessment/WASL/Readingpubdocs/WCAPreleaseFor2010.pdf>
- Grade 10 writing standards, available at <http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=4,GLE&gl=11>

- Assessing Writing in High School: □ High School Proficiency Exam (HSPE), available at <http://www.k12.wa.us/Writing/Assessment/pubdocs/HighSchoolTestSpecifications.pdf>
- “Writing: Instructional Support,” available at <http://www.k12.wa.us/Writing/Assessment/SupportMaterials.aspx>

❖ **for foreign languages**

Richards, Jack C., Rodgers, Theodore S. and Swan, Michael. (2001). *Approaches and Methods for Teaching Language*. Cambridge University Press; 2nd edition. ISBN: 0521008433 or 978-0-521-00843-3.

Mitchell & Miles (2004) *Second language learning theories*. Hodder Arnold

❖ **for art**

Walker, S.R. (2001) *Teaching Meaning in Artmaking*. Davis Publications

Veith, K. (2005) *Engaging the adolescent mind through visual problem solving*. Davis Publications

Barrett, T. (1997) *Talking about Student Art*. Davis Publications

Beattie, D.K. (1997) *Assessment in Art Education*. Davis Publications

Students will critically review and present from two other texts from this series that can be ordered through Summit.

The Art Education in Practice Series Editor Marilyn G. Stewart

- *Engaging Visual Culture* □
- *Gender Matters in Art Education* □
- *Community Art in Action* □
- *Roots of Art Education Practice* □
- *Thinking Through Aesthetics* □
- *Using the Art Museum*

III. EXPECTATIONS

1. Attendance & Participation

Habits of punctuality and completion of assignments on time are critical for your success in this program and as a future teacher. Students are expected to attend and participate in all program activities, including arriving on time. If a student must be absent due to a valid reason, he/she will need to negotiate the absence by contacting his/her seminar faculty in advance of the absence. Every absence will require make-up work and unexcused absences may result in loss of credit. *If you have a legitimate excuse, you still must e-mail completed assignment to your seminar faculty as a Word attachment by the due date & time.*

Note: All papers are due at the beginning of class. *Not having your seminar paper, for example, with you at the START of seminar will be considered as equivalent a late assignment.* Faculty maintain records of student engagement, e.g., on-time completion, punctuality, attendance, preparation, participation.

2. Time

Many of our expectations below, be they around punctuality, preparation, focus of attention or formatting, emerge out of beliefs we hold about time as it relates (a) to the social and cognitive nature of learning and (b) to working as members of a social system. There are many ways and reasons why we as teachers need to learn to manage our time. It'll be important for you to complete assignment on time so that you can deeply engage with the

material from lectures, workshops and seminars. Much our work will involve discussions and group work – your peers will come to depend on your preparation as a means to extend their thinking. Beyond that, as professionals, we need to be ready to teach when the students arrive in our classrooms. The system of schooling involves an elaborate interdependency among teachers, secretaries, custodians, administrators, parents etc. Simple things like stapling and formatting of papers you hand in may seem excessive, but it gives us more time to engage your thinking when we read your work rather than take time trying to find pages and figure out your format. The time management skills you develop now will be relevant to supporting your learning, to supporting your colleagues’ work and respecting their time, and to supporting the timely flow of tasks and information within K-12 schools.

Your faculty will each keep regular office hours and are available by appointment. While it will sometimes be possible to meet with you right after class, it may be necessary to schedule a time that works for both you and your faculty. As possible, faculty will check email and voice mail during regular work days. If you need a response to weekend and/or evening communication, please make advance arrangements.

3. Cell phones, computers, and other electronic devices

Cell phones must be turned off for all program activities. For use of electronic devices, see your faculty for approval.

4. Food

You may bring food into the classroom as long as you remove your food waste and containers from the classroom when finished. Eating/drinking is acceptable as long as it is not distracting nor taking away from your program participation.

5. Typeface, margins, numbering pages, and collating pages for assignments

- All typed assignments should use a 12 point font such as Times or Times New Roman.
- Your documents margins should be set at 1” top/bottom/left/margins.
- Each page must be numbered at the bottom. Use either your “footer” or the insert page number command.
- The pages of your papers must be stapled.

6. Weather Alerts: To determine if the college is canceling classes due to weather conditions, call the main campus switchboard at anytime, 360-867-6000 and press 1 to hear the operating status of the Olympia campus.

IV. ASSIGNMENTS

1. Tuesday Seminar Preparation Papers

The primary purpose of this paper is to help you be prepared to raise ideas, stimulate seminar discussion, and actively engage in your Tuesday seminars. Your paper should capture your thoughts about several particular ideas, concepts, or issues presented in the text that warrant further discussion during the seminar. The paper should be text-centered and *not about your likes/dislikes of the author's ideas or style of writing.*

You are required to arrive to class (a) having read the entire assigned reading, (b) with your copy of the assigned reading, and (c) a 1^{1/2} to 2-page, *single-spaced*, typed & stapled response. Make a back-up copy of your paper.

Your paper MUST be in the following format:

<u>Your Name</u>	<u>Title of Reading</u>	<u>Week #</u>
(1) Common <i>theme(s)</i> of the reading(s)		
(2) 5 <i>Significant quotes</i> (include page #s); each item of quoted material from the assigned text must be followed by 1-2 sentences that discuss your interpretation of the significance of the quoted material; range of quotes should give an indication of the <i>scope or range of the reading assignment.</i>		
(3) <i>key concepts</i> (i.e., central ideas and/or terms)		
(4) <i>implications for your teaching</i>		
(5) How does what you are learning <i>compare to what you are observing</i> in your practicum?		

Due: Each assignment is due *at the beginning* of seminar.

2. Friday morning preparation on Research/Human Development

We will continue to refine our skills in both critically reading and analyzing research within the context of the study of themes related to human development. This quarter we will use the research to explore themes related to moral development along with the development of perspective taking.

3. Reading research for a purpose: Critical Inquiry, Synthesis and Application

This quarter we will continue to work on developing the knowledge and skills involved in writing a critical review of the literature. By the end of the quarter, you will have written synthesis paper that critically engages with research to address a question teaching and learning as it relates to moral, social, and/or identity development.

The work you do throughout the quarter on this project will help you both to continue developing and to demonstrate the basic skills necessary for completing a masters' paper in the Winter Quarter of Year 2. Your task will involve:

- (a) using the library data bases to find relevant quantitative and qualitative research literature;
- (b) writing annotations that summarize and critique 4-5 different research studies, in which you attend to dimensions such as the generalizability, validity and reliability of the study design and findings;

(c) writing a 4-6 page synthesis paper due Wednesday of week 10 in which you:

- describe the studies you reviewed,
- what it is that made them more/less persuasive and useful,
- what this small set of studies preliminarily seem to suggest for your practice in the public school classroom,
- the unresolved issues about your question and practice that the research you reviewed drew attention to, and
- a statement/plan for what avenues you'd follow in light of these first steps to deepen your understanding of the topic.

Due:

- √ Week 2, Friday, April 9, 1 article + annotation
- √ Week 3, Friday, April 16, 1 article + annotation
- √ Week 4, Friday, April 23, 1 articles + annotation
- √ Week 4, Friday, April 30, 1 articles + annotation
- √ Week 9, Friday, May 28, draft of critical research analysis: 4-6 page synthesis
- √ Week 10, Wednesday, June 2, critical research analysis: 4-6 page synthesis

4. Instructional Strategies Groups (by endorsement/grade level)

On Wednesdays and/or Friday afternoons, you will continue your investigation into subject matter instruction:

What does it mean to bring a learner into the practice of a discipline (art, science, mathematics, history, writing, etc.)?

NOTE: For Weeks 1-5, 7-9 you will receive separate faculty directions on assignments as related to your teaching endorsement for Wednesdays and/or Fridays.

Your work will continue to be guided by the following questions:

- What do those who practice their discipline do?
- What is the structure of knowledge of the discipline?
- How does a person in the role of a teacher provide the novice with access to the discipline?
- To what degree do state and national learning standards address and invite the practice of the discipline?
- How can students and teacher know what learning has occurred?

You will be grouped with other MIT students according to your respective grade-level & subject-matter endorsement. You can expect the following common core of approaches across these various instructional strategies groups:

- ❖ Identify principles of teaching and learning that are age-appropriate for your subject matter teaching endorsement
- ❖ Write lesson plans that are revised through a peer review process
- ❖ Teach lessons you design
- ❖ Conduct a diagnostic interview about your subject matter focus with a K-12 student in your practicum

- ❖ Identify implications for your teaching based on what you are learning about specific instructional strategies and approaches
- ❖ Practice critical reflection of lessons informed by feedback, pedagogy principles, and assessment of student work

You will receive a separate syllabus for each Instructional Strategies group your are assigned to.

5. Educational Philosophy statements for multiple audiences

Your synthesis paper from Fall & Winter will be reconceptualized as brief, scholarly-based papers for different audiences such as principals, parents, fellow teachers, and students. To do this, we will take time to reflect on what it means to think philosophically as these short papers will be the basis of your informed educational philosophies.

You will create two different paper that will each be 2-3 pages (double-spaced) for two different audiences: (1) teachers & principals and (2) parents

Due:

- √ Week 6, Friday May 7, 4:00 p.m.: draft of educational philosophy statements + peer review
- √ Week 8, Wednesday, May 19, revised educational philosophy statements

6. Autoethnography Essays related to the Formation of Your Teacher Identity

How you teach and the decisions you make are influenced by your life experiences. Throughout the program you will be given written prompts in order for you to investigate the social construction or formation of your teacher identity based on your own life experiences. These assignments are to be double-spaced typed and submitted to your seminar faculty. Please note that what you write in your autoethnographies are strictly confidential between you and your faculty, i.e., you are not required to share publicly this information unless you choose to do so – *and do not post them via the MIT listserv/forum.*

Due: Week 2, Thursday, April 8, Autoethnography #3

7. Spring Field Observation & Participation Expectations

During Spring Quarter you will continue with your assigned a public school teacher in your teaching endorsement unless other arrangements have been made by your faculty. All day each Thursday you must be at your assigned site in accordance with your respective teacher's contract day. You will be teaching your 3 consecutive lessons to one class of students during Week 6, May 3-7.

Additional Thursday Field Observation & Participation expectations for this quarter will be distributed during Week 1. You will maintain a separate Field Experience notebook for your observations and participation.

Due:

- √ Week 4, Friday, April 23, Field Notebook for mid-quarter evaluation
- √ Week 5, Tuesday, April 27, draft of 3 consecutive lessons to be taught in your practicum site
- √ Week 6, Friday, May 7, revised lesson plans, teacher feedback on student teaching rubric, & your critical reflection

√ Week 10, Field notebook for end-of-quarter evaluation

8. Positive Impact on Student Learning project

During this quarter you will gain practice in determining if instruction has had a “positive impact on student learning” (OSPI requirement). During your student teaching internship next Fall you will have to provide such document over a unit of instruction. The following is from the *Student Teaching Handbook*:

“Through the EALR Project the Teacher Candidate systematically documents the learning of a representative sample of students during a unit of instruction and the teacher candidate’s positive impact on student learning.. The EALR project is typically done during the solo student teaching experience. The Teacher Candidate selects 3-5 students of various ability levels and closely monitors the students’ development towards mastery of some of the unit’s Essential Academic Learning Requirements (EALRs), Grade Level Expectations (GLEs), or Frameworks. The planning of the curricular unit, its assessment, the teacher candidate’s positive impact on student learning, and the teacher candidate’s reflections are documented through this project. **The purpose of this project is to demonstrate positive impact on K-12 student growth in the chosen EALRs as a result of the Teacher Candidate’s teaching.**”

Due:

√ Week 7, Wednesday, May 12

9. Curriculum Design Project

You will work in small groups with other students in your teaching endorsement/grade level to design an interdisciplinary 10-day thematic curriculum unit. During Week 1 you will be provided with the requirements of this project.

Due: Week 9, Wednesday, May 26

10. Advancement to Student Teaching Portfolio

Guidelines will be distributed during Week 2.

Due: Week 10, Friday June 4, for end-of-quarter evaluation

V. CREDIT POLICY

Award of Credit:

Students receive credit for fulfilling program requirements and meeting graduate-level standards. Credit will be awarded at the end of the quarter for full participation in all program activities and for satisfactory completion of all the work of the program. Please note that in order to continue in the MIT program, you need to receive full credit for the quarter.

An “incomplete” can only be granted for circumstances beyond a student’s control (such as medical condition verified by a letter from a physician) *and* at the discretion of the faculty.

Tentative Weekly Schedule:

NOTES:

1. For Weeks 1-5, 7-9 you will receive separate faculty directions on assignments as related to your teaching endorsement for Wednesdays and/or Fridays. See page 2 of this syllabus for room locations. World Languages Instructional Strategies Group time/place TBA.

2. *Reading assignments firm; lectures/films/workshops subject to change* Π

VI. WEEKLY SCHEDULE for Whole Group and Seminars

Week 1

	Tuesday, March 30	Wednesday, March 31	Friday, April 2
Topics/Activities	<p>10:30-11:45 1. Overview of Curriculum Project 2. Autoethnography #3 prompts distributed 11:45-1:30 p.m. Guest speaker panel: "Public Policy & the Status and Role of Standardized Testing in Washington State" 3:00-5:00 Seminar</p>	<p>10:00 a.m. – 1:00 p.m. Jana (<i>elementary & middle school math*</i>) Michael (<i>secondary English/language arts*</i>)</p>	<p>7:00-9:45 a.m. Sonja (<i>secondary science*</i>): TBA 10:00 a.m.-noon Research Methods 1:00-4:00 p.m. Sonja (<i>Art*</i>) Jana (<i>secondary social studies*</i>) Michael (<i>elementary/middle school language arts & social studies*</i>)</p>
Readings Due	<p>1. Au, <i>Unequal by Design</i>, all chapters 2. Alexander & Alexander, chapter 14 3. Stiggins et al., chapter 13</p>		<p>1. Alexie, all 2. Faber & Mazlish, chapters 1-2</p>
Assignments Due	Seminar Preparation Paper	Preparation as related to your teaching endorsement*	Preparation as related to your teaching endorsement*

*NOTE: For Weeks 1-5, 7-9 you will receive separate faculty directions on assignments as related to your teaching endorsement for Wednesdays and/or Fridays. See page 2 of this syllabus for room locations. *World Languages Instructional Strategies Group Time/Place* TBA.

Week 2

	Tuesday, April 6	Wednesday, April 7	Thurs., April 8	Friday, April 9
Topics/Activities	10:30-1:30 p.m. 1. Curriculum Design & Classroom Assessment 2. Guidelines for Portfolio 3:00-5:00 Curriculum Project Groups meet	10:00 a.m. - 1:00 p.m. <i>Instructional Strategy Groups</i>	Autoethnography #3 due to Seminar Faculty's office by 4:00 p.m.	10:00 a.m.-noon Research Methods 7:00-9:45 a.m. and/or 1:00-4:00 p.m. <i>Instructional Strategy Groups</i>
Readings Due	1. Wiggins & McTighe, chapters 1-4 2. Stiggins et al., chapters 1-4 3. Alexander & Alexander, chapters 2, 13			Mertens, Chapter 8
Assignments Due	Seminar Preparation Paper		Autoethnography #3	Critical Research Analysis Inquiry: 1 article + annotation

Week 3

	Tuesday, April 13	Wednesday, April 14	Friday, April 16
Topics/Activities	10:30-1:30 <i>p.m.</i> Curriculum Design & Assessment 3:00-5:00 Seminar	10:00 <i>a.m.</i> - 1:00 <i>p.m.</i> <i>Instructional Strategy Groups</i>	10:00 <i>a.m.-noon</i> Research Methods 7:00-9:45 <i>a.m.</i> and/or 1:00-4:00 <i>p.m.</i> <i>Instructional Strategy Groups</i>
Readings Due	1. Au (Ed.), <i>Rethinking Multicultural Education</i> , pp. 1-15, 53-61, 111-130, 155-180, 207-215, 247-254, 269-278, 317-334 2. Alexander & Alexander, chapters 5, 9		Taylor's <i>Roll of Thunder, Hear My Cry</i>
Assignments Due	Seminar Preparation Paper		Critical Research Analysis Inquiry: 1 article + annotation

Week 4

	Tuesday, April 20	Wednesday, April 21	Friday, April 23
Topics/Activities	11:00-2:00 <i>p.m.</i> Curriculum Design & Assessment 3:00-5:00 Seminar	10:00 <i>a.m.</i> - 1:00 <i>p.m.</i> <i>Instructional Strategy Groups</i>	10:00 <i>a.m.-noon</i> Research Methods 7:00-9:45 <i>a.m.</i> and/or 1:00-4:00 <i>p.m.</i> <i>Instructional Strategy Groups</i>
Readings Due	1. Wiggins & McTighe, chapters 5-6, 9-11 2. Stiggins et al., chapters 5-8		Faber & Mazlish, chapters 3-4
Assignments Due	Seminar Preparation Paper		1. Critical Research Analysis Inquiry: 1 articles + annotations 2. Field Observation Notebook to faculty

Week 5

	Tuesday, April 27	Wed., April 28	Friday, April 30
Topics/Activities	<p>10:30-1:30 p.m.</p> <p>1. Overview of independent work for Week 6</p> <p>2. Review of lesson plans</p> <p>3:00-5:00 Seminar</p>	<p>10:00 a.m. – 1:00 p.m.</p> <p><i>Instructional Strategy Groups</i></p>	<p>10:00 a.m.-noon</p> <p>Research Methods</p> <p>7:00-9:45 a.m. and/or 1:00-4:00 p.m.</p> <p><i>Instructional Strategy Groups</i></p>
Readings Due	Greene, all		
Assignments	<p>1. Complete copy of lesson plans for practicum teaching</p> <p>2. Seminar Preparation Paper</p>		Critical Research Analysis Inquiry: 1 article + annotations

Week 6: May 3-7: NO CLASS MEETING

Topics/Activities	<p>1. Teaching lessons over 3 consecutive days in your practicum site</p> <p>2. Meeting with your Curriculum Project group</p> <p>3. Your Educational Philosophy statements:</p> <p>a. Refining of your Synthesis Paper for two different audiences [(1) teachers & principals and (2) parents] as drafts of your educational philosophy</p> <p>b. Peer review of your educational philosophy statements</p> <p>c. <i>Revisions</i> based on peer review to serve as your drafts for faculty review</p>
Assignments due FRIDAY, MAY 7, TO YOUR SEMINAR FACULTY	<p>1. Lesson Plans revised + critical reflection + teacher feedback on rubric</p> <p>2. Draft of your educational philosophy statements based on your synthesis paper & peer review (attached)</p>

Week 7:

	Tuesday, May 11	Wednesday, May 12	Friday, May 14
Topics/Activities	<p><i>10:30-1:30 p.m.</i></p> <p>Curriculum Design & Assessment</p> <p><i>3:00-5:00</i> Curriculum Project Groups meet</p>	<p><i>10:00 a.m. - 1:00 p.m.</i></p> <p><i>Instructional Strategy Groups</i></p>	<p><i>10:00 a.m.-noon</i></p> <p>Research Methods</p> <p><i>7:00-9:45 a.m. and/or 1:00-4:00 p.m.</i></p> <p><i>Instructional Strategy Groups</i></p>
Readings Due	<p>1. Wiggins & McTighe, chapters 12-13</p> <p>2. Stiggins et al., chapters 9-12</p> <p>3. Alexander & Alexander, chapter 6</p>		
Assignments Due	Seminar Preparation Paper	Positive Impact on Student Learning analysis	Mertens, chapter 5

Week 8:

	Tuesday, May 18	Wednesday, May 19	Friday, May 21
Topics/Activities	<p><i>10:30-1:30 p.m.</i></p> <p>Talking About Sexuality in Schools: Strategies to Counter Sexism and Homophobia</p> <p><i>3:00-5:00</i> Seminar</p>	<p><i>10:00 a.m. - 1:00 p.m.</i></p> <p><i>Instructional Strategy Groups</i></p>	<p><i>10:00 a.m.-noon</i></p> <p>Research Methods</p> <p><i>7:00-9:45 a.m. and/or 1:00-4:00 p.m.</i></p> <p><i>Instructional Strategy Groups</i></p>
Readings Due	<p>1. Meyer, All + Appendices A & B</p> <p>2. Alexander & Alexander, chapters 11-12</p>		<p>1. Baurer's <i>Am I Blue?: Coming Out from the Silence</i>, all</p> <p>2. Faber & Mazlish, chapters 5-7</p>
Assignments Due	Seminar Preparation Paper	Educational Philosophy statements	Bring stories that illustrate ways youth can be caught up in roles

Week 9

	Tuesday, May 25	Wednesday, May 26	Friday, May 28
Topics/Activities	10:30-1:30 p.m. 1. Special education overview 2. Curriculum Design & Assessment 3:00-5:00 Seminar	10:00 a.m. – 1:00 p.m. <i>Instructional Strategy Groups</i>	10:00 a.m.-noon Research Methods 7:00-9:45 a.m. and/or 1:00-4:00 p.m. <i>Instructional Strategy Groups</i>
Readings Due	1. Vaughn et al., chapters 1-3 + pp. 305-326 2. Alexander & Alexander, chapter 10		
Assignments Due	Seminar Preparation Paper	Curriculum Project	DRAFT: Critical Research Analysis Inquiry: 4-6 page synthesis

Week 10

	Tuesday, June 1	Wed., June 2	Friday, June 4
Topics/Activities	10:30-1:30 p.m. 1. Mandatory Reporting 2. Curriculum Design & Assessment 3:00-5:00 Seminar	10:00-1:00 p.m. TBA	10:00-2:00 p.m.: <u>Sem 2 – A3105</u> <ul style="list-style-type: none"> • Potluck • Looking Back/Looking Forward • Preparation for Fall Student Teaching Quarter
Readings Due	Rethinking Schools magazine		
Assignments Due	1. Seminar Preparation Paper 2. Pre/Post Assessment on Mandatory Reporting	Critical Research Analysis Inquiry: 4-6 page synthesis	1. Portfolio 2. Field Placement Notebook 3. Dish to share at potluck

Evaluation Week June 7-11

Individual Evaluation Conferences with your seminar faculty: Schedule to-be-announced
 DUE at time of conference with seminar faculty: Student Self-Evaluation of Academic Learning

9**Fall Quarter Year 2** for you begins on campus on **Friday, August 27**, for your student teaching orientation. Your actual internship begins ideally during your cooperating teacher’s in-service days but no later than the first day of the start of the school year – school calendars vary from district to district. Your student teaching internship ends around mid-November. During the two weeks following the completion of your student teaching, you will research & submit a research proposal with an annotated bibliography on a topic that has developed out of your internship. Research proposal are due Monday, Nov. 29. 9

Winter Quarter 2011 begins the week of January 3, 2011. There is no practicum experience that quarter.