

Master in Teaching Program: 2009-11

"Thinking Globally, Teaching Locally: Educating for Active Citizenship"

Advancement to Student Teaching Portfolio Spring 2010

PART I. QUESTIONS/PROMPTS RELATED TO SPRING QUARTER PROGRAM MATERIAL

** Limit each response to 1-2 paragraphs. **

1. Based on the information from *Teaching Students Who are Exceptional, Diverse, and At Risk* and from Alexander and Alexander (2009), explain
 - (a) what your role as a classroom teacher is in both the creation and implementation of the IEP process;
 - (b) what might be the benefits for the IEP student and that student's classmates for a classroom teacher to fully participate in the IEP process; and
 - (c) what "least-restrictive environment" and "inclusion" means to you as a classroom teacher in the context of special education law.
2. In regards to FERPA, explain what you as a classroom teacher need to know in relation to
 - (a) release of student information,
 - (b) NCLB and military recruitment,
 - (c) parental rights, and
 - (d) teacher grading procedures.
3. Explain the court's specific legal reasoning for ruling against prayer at any school-sponsored function.
4. How have the courts interpreted a "hostile environment" (Alexander & Alexander, 2009, p. 343) and "deliberate indifference" (pp. 344-348) in regards to sexual harassment overall and to student-to-student sexual harassment specifically?
5. In relation to standard tort interpretations, Alexander and Alexander ask, "Is the teacher, school official or school district liable if bullying is not prevented and someone is injured" (p. 380)? Describe the range of conditions in which this can be answered in both the affirmative and negative.
6. In chapter 5 of *Unequal by Design*, Wayne Au analyzes how high-stakes testing is related to the "regulation of consciousness."
 - (a) First, briefly explain the difference and relationship between "classification" and "framing."
 - (b) Next, describe how classification & framing under a high-stakes environment can affect individual consciousness, especially for a teacher's curricular conceptions and instructional strategies.

PART II. REFLECTIVE ITEMS WITH EVIDENCE

Instructions for item 1: Create a 1 paragraph response for each of the bulleted items.

1. We can read Maxine Greene's *Releasing the Imagination: Essays on Education, the Arts, and Social Change* as her schooling/learning/teaching "synthesis paper." Compare and contrast concepts from Greene's reflections to your educational philosophy as derived from your Fall/Winter synthesis paper. Organize your responses with the following headings:

- processes of learning
- processes of schooling
- implications for your teaching

Incorporate into each of your responses to the above categories, areas or steps that you need to address in order to work toward improvement in your process of becoming a teacher.

Instructions for items 2-5: As you prepare to enter your full-time student teaching internship this Fall, reflect on the following questions and provide 2-3 pieces of evidence for each response. For each item, write a one paragraph reflection in response to each item below (items 2-5). For each of these items, your reflection needs to be followed by a second paragraph that describes your evidence in support of your reflection.

2. Who am I as a "curriculum developer" who can design lesson plans within a coherent unit of instruction? Incorporate into your response what your current strengths and challenges in this area. Use your program experiences and the student teaching rubrics to inform your response.

3. Who am I as a "student learning assessor" who can design formative and summative assessments both *for* and *of* learning? Incorporate into your response your current strengths and challenges in this area. Use your program experiences and the student teaching rubrics to inform your response.

4. Who am I as a developing "teacher-researcher" who can (a) find relevant educational research, (b) analyze critically such research, and (c) summarize and draw conclusions based on my critique of research? Incorporate into your response your current strengths and challenges in this area?

5. Who am I as teacher who can think globally but teach locally while educating for active citizenship? What are my current strengths and challenges in this area?

PART III: DISPOSITION SURVEY

due Friday

Revise/update your disposition survey in a different color font than previously used. Email this document directly to your seminar faculty.

SEE ATTACHED PAGE FOR REVISION OF WEEK 10 SCHEDULE, INCLUDING NEW DUE DATE FOR PORFOLIO PART I & II.