

Master in Teaching Program: 2009-11

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

Winter 2010

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Office Hour (& by appointment):

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

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

I. PROGRAM DESCRIPTION

Revisit Fall syllabus for overview of the 2 years.

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

There is much that you will need to learn and practice as part of your preparation for teaching in the public schools. The conceptual frame work outlined in the *MIT Guidebook* draws attention to a value of teaching that is socio-culturally and developmentally appropriate and that is informed by social justice, multicultural and democratic theory and practice.

A tall order! But we’ve already made some progress towards the goals outlined in this framework. In the fall quarter, you began developing the background knowledge on schooling and learning that will help you apply a critical consciousness when engaging with students, curriculum, schools, and, of course, yourselves as teachers.

This quarter we will dive more specifically into the nature and issues surrounding multicultural and culturally responsive pedagogy and curriculum. Through your field work you will learn about a particular school culture; your practicum teacher’s pedagogical choices & philosophy; and about some of the students’ interests, conceptions, and skills. You will begin to examine how the ideas about learning we studied last quarter transfer to teaching within your specific endorsement areas. You’ll learn about the specific learning goals Washington State has articulated for K-12 students in each of these areas. You will also examine and develop skills for engaging, developing, and supporting literacy in students. Of course, in the midst of all of this, you will have opportunities to apply your understanding of students, of pedagogy, of literacy, and of the learning goals by doing projects that include writing lesson plans and practicing to teach.

Another goal in the program is that you develop the knowledge, skills, and dispositions to both critically reflect on and inform your practice as a teacher. In that light, you will regularly be asked to analyze the strengths of your work and areas for future growth. In addition, you will learn to critically engage the kinds of educational research that informs school practices and policies that affect your work as a teacher. For the next two quarters, you will use research to explore topics related to human development and classroom management. In the process you will learn to critically analyze how the research was conducted and how to draw reasonable conclusions from it. You’ll practice applying these skills in a variety of ways that will also be helpful in your masters paper in the second year of the program.

What else is still on our list for the spring quarter and beyond? Among other things the list includes assessing student classroom learning, developing curriculum, developing more endorsement-specific teaching strategies, working with students who have special needs, and working with technology in the schools. In addition, you will learn something about your rights and responsibilities as a teacher, what’s involved in being a mandatory reporter of abuse, teacher unions, etc.

We have much work to do together. Onwards!

Winter 2010 Regular Meeting Times & Locations

<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursdays</i>	<i>Fridays</i>
11:00 a.m.-2:00 p.m. All Program SEM 2 A1105 3:00-5:00 p.m. Seminars: Jana: SEM 2 E3107 Sonja: SEM 2 E2107 Michael: SEM 2 E3109	10:00 – 1:00 All Program SEM 2 E1107	Start & End of teacher’s workday Structured field experience (beginning Week 1)	10:00 a.m.-noon Class Meeting: Jana: SEM 2 A3107 Sonja: SEM 2 A3105 Michael: SEM 2 A3109 1:00-4:00 p.m. All program SEM 2 E1107

Notes:

Friday Week 10 meets for a public lecture (10-noon) and then at the Organic Farmhouse (noon-3:00).

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. TEXTS MARKED WITH AN ASTERISK (*) INDICATE THAT THIS READING WILL BE ASSIGNED IN OTHER QUARTERS IN THE PROGRAM BEYOND WINTER 2010
3. Please purchase edition of text listed.
4. List not in APA, but has what you need...

*Barbara Rogoff, *The Cultural Nature of Human Development*, 2003

*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.

Patrick J Finn, *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest* (2nd edition) 2009.

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.

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

John Dewey *Experience and Education* (Touchstone edition)

Mary Jane Kehily, *Sexuality, Gender and Schooling: Shifting Agenda in Social Learning*, 2002.

NOTE: You will need to order this book on-line in a timely manner; the college bookstore will not be able to stock this title.

*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.)

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

Posted PDF chapters

James Banks, “Multicultural Education: Historical Development, Dimensions, and Practice.” In J.A Banks & C.A.M. Banks (Eds.), *Handbook of Research on Multicultural Education* (2nd ed.) (pp. 3-29). San Francisco: Jossey-Bass, 2004.

- James Banks, "Multicultural Education: Dimensions and Paradigms." In J.A. Banks (Ed.), *The Routledge International Companion to Multicultural Education* (pp. 9-32). New York: Routledge, 2009.
- Elaine M. Garan, *Beyond the Smoke and Mirrors*, 2001.
- Michael Vavrus, "Culturally Responsive Teaching." In Good, T.L. (ed.), *21st Century Education: A Reference Handbook* (vol. 2) (pp. 49-57), Thousand Oaks, CA: Sage Publishing, 2008.
- Michael Vavrus, "Globalization and Multicultural Education." In Vavrus, M., *Transforming the Multicultural Education of Teachers: Research, Theory, and Practice* (pp. 101-124). New York: Teachers College Press, Columbia University, 2002.
- Michael Vavrus, "Critical Multiculturalism and Higher Education: Resistance and Possibilities with Teacher Education." In S. May & C. E. Sleeter (Eds.), *Critical Multiculturalism: Theory and Praxis* (pp. 19-31). New York: Routledge, forthcoming 2010.
- Masahiko Minami & Carlos J. Ovando, "Language Issues in Multicultural Contexts." In J.A. Banks & C.A.M. Banks (Eds.), *Handbook of Research on Multicultural Education* (2nd ed.) (pp. 567-588). San Francisco: Jossey-Bass, 2004.
- Suzanne Romaine, "Language, Culture, and Identity Across Nations." In J.A. Banks (Ed.), *The Routledge International Companion to Multicultural Education* (pp. 373-384). New York: Routledge, 2009.
- Chris Beasley, "Gender and Feminism: An Overview." In C. Beasley, *Gender and Sexuality: Critical Theories, Critical Thinkers*. Los Angeles: Sage, 2005.
- Deborah T. Meem, Michelle A. Gibson, & Jonathan F. Alexander, excerpts from *Finding Out: An Introduction to LGBT Studies*, Los Angeles: Sage, 2010.
- Lisa W. Loutzenheiser & Shannon D.M. Moore, "Safe Schools, Sexuality, and Critical Education." In Michael W. Apple, Wayne Au, & Luis Armando Gandin (Eds.), *The Routledge International Handbook of Critical Education* (pp. 150-162). New York: Routledge, 2009.
- Marcus Weaver-Hightower, "Masculinity and Education." In Michael W. Apple, Wayne Au, & Luis Armando Gandin (Eds.), *The Routledge International Handbook of Critical Education* (pp. 163-). New York: Routledge, 2009.
- Richard I. Arends, "Presentation," from *Learning to teach* (6th ed.). Boston, MA: McGraw-Hill, 2004.
- Martha Nussbaum excerpt on democracy → to-be-announced

Articles/Reports accessible via the web:

- Jana Dean, "Teaching Global Warming in Truck Country, Rethinking Schools," *Rethinking Schools*, Fall 2005 <http://www.rethinkingschools.org/archive/20_01/truc201.shtml>
- Jana Dean, "The Square Root of a Fair Share," *Rethinking Schools*, Winter 2008/2009 <http://www.rethinkingschools.org/archive/23_02/root232.shtml>
- National Reading Panel, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction*, 2001? <http://www.nichd.nih.gov/publications/nrp/upload/smallbook_pdf.pdf> [for an overview of this organization, please go to <http://www.nationalreadingpanel.org/>]
- National Council of Teachers of English:
- (1) mission <<http://www.ncte.org/>>
 - (2) *On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It*, 2008 <<http://www.ncte.org/positions/statements/onreading>>
 - (3) *Resolution on the Essential Roles and Value of Literature in the Curriculum*, 2006 <<http://www.ncte.org/positions/statements/valueofliterature>>
 - (4) *A Call to Action: What We Know About Adolescent Literacy and Ways to Support Teachers in Meeting Students' Needs*, 2004 <<http://www.ncte.org/positions/statements/adolescentliteracy>>

Rethinking Schools magazine to-be-distributed in program

Required texts for all individuals seeking the Elementary Education certification:

- ❖ Debbie Miller; foreword by Ellin Oliver Keene, *Reading with Meaning*
- ❖ Irene C. Fountas & Gay Su Pinnell, *Guiding readers and writers, grades 3-6*
- ❖ M. Ruth Davenport, *Miscues not mistakes: Reading Assessment in the Classroom*
- ❖ Robert J. Tierney & Catherine Thome, "Is DIBELS leading us down the wrong path?" <http://www.foe.educ.ubc.ca/about/tierney/dibels.pdf>
- ❖ Center for Teaching and Learning, University of Oregon, "DIBELS Data System" 1st go to home page: < <https://dibels.uoregon.edu/> > 2nd click on icon in middle of page "Beginning Reading" & explore links associated with this link

Required texts for all individuals seeking a Middle School level certification (but not Elementary Education) and/or Secondary School level certification:

- ❖ Kathleen A. Hinchman; Heather K. Sheridan-Thomas; Donna E. Alvermann (Eds.), *Best Practices in Adolescent Literacy Instruction*. New York: Guilford Press, 2008.

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) 5-7 <i>Significant quotes</i> (include page #s) that support the <i>theme(s)</i> from the scope/range of the reading(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.		
(3) <i>key concepts</i> and <i>patterns</i> that organize the examples that support the theme		
(4) 1-2 <i>new areas of learning</i> for you		

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

2. Wednesday Workshop Preparation on Research/Human Development/Classroom Management

Every Wednesday you will have a reading that provides the information we will examine through a workshop. In addition to this reading, faculty will ask you to complete specific tasks that will prepare you for our collaborative work together. You'll receive these prompts by the end of the previous week. The time it takes you to complete these tasks will depend on your prior knowledge and experience. Make sure to use your colleagues and the campus resources such as the reference librarians to help you develop your skills in these areas.

3a. Friday Preparation Papers: Weeks 1-3 Only

This paper is like your Tuesday preparation paper – see syllabus for specific readings to write on.

3b. Friday Preparation Papers: Weeks 4-9 Only

This similar to your “usual” preparation papers, but attend to the difference in content below:

Your paper MUST be in the following format:

<u>Your Name</u>	<u>Title of Reading</u>	<u>Week #</u>
(1) 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> .		
(2) <i>key concepts</i> (i.e., central ideas and/or terms)		
(3) <i>implications for your teaching</i>		
(4) How does what you are learning <i>compare to what you are observing</i> in your practicum?		

Due for both 3a & 3b: Each assignment is due *at the beginning* of class.

4. Friday Afternoon Teacher Workshops

During the teacher workshop on Friday afternoons, you will focus on the following essential question:

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

Your work will 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?

5. Teaching, Learning, Schooling Synthesis Paper

During Winter quarter you will be revising your Fall synthesis paper based on new learning and understandings from both Fall & Winter quarters. Additional guidelines will be distributed during program time.

Due:

√ Week 5, at mid-quarter conference: Your written plan for revising synthesis paper

√ Week 8, Thursday, Feb. 25: Revised/new edition of synthesis paper

6. Autoethnography Essays into 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 9, Thursday, March 4: Autoethnography #2

7. Winter & Spring Field Observation & Participation Expectations

During Winter Quarter you will be assigned to a public school teacher in your teaching endorsement. All day each Thursday you must be at your assigned site in accordance with your respective teacher's contract day.

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.

Field Journal Due:

√ Week 4, Friday, Jan. 29, for mid-quarter evaluation

√ Week 10, Friday, March 12, for end-of-quarter evaluation – along with your portfolio

8. Essay Response Paper

The purpose of these assignment is to help you to recall in writing some of the key information from program material that is related to the processes of learning & schooling. Your recollection of this information in combination with your continuing effort on your synthesis papers can serve as a useful knowledge base for your work as an informed teacher.

Due:

√ Wednesday, January 20, Week 3

√ Thursday, March 11, Week 10

9. Portfolio

Guidelines will be distributed during program time.

Due:

√ Week 10, Friday, March 12, for end-of-quarter evaluation – include your field observation notes

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:

Reading assignments firm; lectures / films / workshops subject to change →

VI. WEEKLY SCHEDULE for Whole Group and Seminars

Week 1

	Tuesday, January 5	Wednesday, January 6
Topics/Activities	<p><i>11:00-2:00 p.m.</i></p> <ol style="list-style-type: none"> Schooling & Multicultural Education Overview: John Dewey Film: "John Dewey: His Life and Work" (41 mins.) <p><i>3:00-5:00 Seminar</i></p>	<p><i>10:00 a.m. – 1:00 p.m.</i></p> <p>Human Development</p>
Readings Due	<ol style="list-style-type: none"> Rogoff, chapters 3 (reread) & 12; Banks, both chapters; Vavrus, "Culturally Responsive Teaching" Dean, "Teaching Global Warming in Truck Country" 	<ol style="list-style-type: none"> Dewey, all Reread Spring where he discusses John Dewey
Assignments Due	Seminar Preparation Paper	Workshop Preparation

Topics/Activities	Friday, January 8
Readings Due	<p><i>10:00 a.m.-noon</i></p> <p>Seminars</p> <p><i>1:00-4:00 p.m.</i></p> <ol style="list-style-type: none"> Preview of next week Teacher Workshop: Cohen "status" video Distribute Essay Prompts (for Week 3)
Assignments Due	Cohen, Finish unread chapters from Fall quarter, including appendices
Topics/Activities	Preparation Paper on Cohen