

**Master in Teaching Program: 2012-2014**  
**“Widening the Circle: Seeking Inclusive Education”**  
**Fall 2012**

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## **PROGRAM DESCRIPTION**

“How can I most effectively navigate being myself as a teacher of a diverse group of students, their families, communities and our colleagues in ways that support development, social justice & democracy?” This is a question you will collectively explore throughout your time in the program. We begin the investigation by attending to students and their communities, examining how people learn, and by beginning to consider ideas on the purposes of education.

All students have valuable life experiences, knowledge and interests to which you can connect your instruction. But how do you learn about their backgrounds if you are not from the same community as your students? This quarter, you will develop your ability to know your students and their communities. You will learn about students' strengths while developing your cultural competence. You will also hone your ability to know how students make sense of their worlds, how they approach problem solving, and what they are learning. We start here with assessment - rather than with instructional strategies - because we want you to always focus your attention on student learning as the central goal of teaching.

With that in mind you, will explore how people learn from several perspectives, including: neurophysiological, behaviorist, constructivist and social constructivist perspectives. You will use this information about learning to investigate questions such as: How does knowledge, skill and the capacity for thinking develop? What roles and activities do learners, peers, and teachers play in that development? Is there such a thing as inborn ability or is it something that develops with effort? If it does develop through effort, then what kind of effort? How do expectations influence teachers and students approaches to learning? You will then begin to use this understanding of learning to inform how you structure, critique and adapt learning opportunities for the students in front of you.

Finally, how do teachers decide on the goals of their lessons and units? You will begin this exploration through a close examination of the kinds of knowledge and skills that Washington State believes are essential components of a basic education. You will read the Washington State K-12 Learning Standards to find out what it is that students should know about be able to do in the disciplines related to your endorsement areas and to examine how these goals relate to identifying ways in which the standards relate to knowledge, skills and reasoning in everyday, civic and/or professional adult worlds. We will use this current state framed set of goals for education to begin a historical look into the purposes of schooling.

Assignments will entail a range of activities including reading, interviews, collaboration, classroom observations and practice with students. They are specifically designed to help you to explore, reflect on, inform and ultimately demonstrate your understandings and skills. Throughout the quarter you will be expected to use opportunities to self-assess, set goals for and use opportunities to refine your understanding – in other words to engage in the practice of critical reflection and professional development.

## REQUIRED READINGS

- A series of articles from the professional literature on learning – see syllabus and moodle.
- *Fires in the Bathroom: Advice for Teachers from High School Students* by Cushman and students of What Kids Can Do, Inc. (2003). New Press. ISBN-13: 978-1565848023.
- *Mindset: The New Psychology of Success* by Dweck (2008). Ballantine Books. ISBN-13: 978-0345472328.
- *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning* by Zull (2002). Stylus Publishing. ISBN-13: 978-1579220549.
- *The Cultural Nature of Human Development* by Rogoff, (2003). Oxford University Press. ISBN-13: 978-30195131338. \*\*
- [\*How People Learn: Brain, Mind, Experience, and School\*](#) by Bransford et al., (2000); and [\*How Students Learn History Math & Science in the Classroom\*](#) by Donovan & Bransford (2005). National Academies Press. **NOTE:** We will work with selected chapters from this series that are available on line. We will direct you to the chapters from the websites once we get going in the fall quarter. (To take a look at the books and pdf's of the chapters: (1)Use links to above to locate book. (2) Hit Download free Pdf button. This will direct you to register with the publisher. (i.e. involves giving email and creating password). (3) then go to link for "pdfs chapters").
- *Smarter Together: Collaboration and Equity in the Elementary Math Classroom* by Featherstone, Crespo, Jilk, Oslund, Parks, and Wood (2011) NCTM. ISBN # 978-0-87353-656-1
- *"Multiplication is for White People" Raising Expectations for Other People's Children* by Delpit (2012) New York: New Press. ISBN # 1595580468 \*\*
- *American Education* by Joel Spring .(2009 or later) ISBN # 0073378682 . \*\*
- *Classroom Assessment for Student Learning: Doing It Right—Using It Well.* by Chappuis, Stiggins, Chappuis, & Arter (2011) Pearson Education. **NOTE:** there are many versions of the book. Be sure to get the 2011 edition. \*\*
- *Understanding by Design.* by Wiggins & McTighe (2005). ASCD. ISBN-13: 9781416600350. \*\*

### NOTES:

1. The college's bookstore returns books by Week 6 to publishers/distributors.
2. TEXTS MARKED WITH AN ASTERISK (\*\*) INDICATE THAT THIS READING WILL BE ASSIGNED IN OTHER QUARTERS IN THE PROGRAM IN ADDITION TO FALL 2012.

## PROJECTS & ASSIGNMENTS

### INTEGRATING PROJECTS

Throughout the quarter you will have assignments that help you to test and get feedback on your evolving skill and understandings. These assignments are listed below under the specific topic strands. There are also assignments where you will synthesize, apply and show what you've learned this quarter. These performance assessments are summarized here. Be sure to refer to the handouts for complete explanations of the assignment.

1. **Learning about Student thinking** (draft due Wednesday, November 28<sup>th</sup>; final due Saturday, December 1st)  
You will use your knowledge of students' common errors and misconceptions to design and carry out clinical interviews of students. These interviews will help you know students' knowledge and reasoning about the

particular concept or set of skills. The interviews will also give you the opportunity to develop important questioning and interviewing skills that you can effectively use throughout your teaching career. Your final report will include an interview with a student, the rationale for the interview, the results and video clips to make claims about what the student knows and understands.

2. **Advice to Yourself as a New Teacher: An Emerging Educational Philosophy** (drafts due Monday weeks 6 & 7 for peer review; paper due Monday, Nov 26<sup>th</sup> week 8). The purpose of this synthesis essay is for you to demonstrate your current understanding of the learning process in a way that's informed by the professional literature. As part of this essay you will use knowledge of learning processes to identify principles and guidelines for structuring a learning opportunity. You will use examples from your field experience to illustrate how these principles and guidelines might look in practice. You will also identify and explain some of the barriers to learning (i.e. reasons why learning isn't always accessible) and specific ways you could adapt your instruction to make the learning more accessible.
3. **Advancement to Candidacy Portfolio** (Monday week 10)

### WEEKLY ASSIGNMENTS

1. **Seminar preparation** (Saturdays at the beginning of seminar)– Seminar is a space for re-examining and deepening your understanding of learning and education through conversations with your colleagues about a text. Each week, you will prepare for these conversations in three ways: (a) reading the seminar text; (b) writing a 2-3 page formal paper in response to a weekly prompt; and (c) self-assessing, setting goals and reflecting on your progress with the collaboration and communication skills that are involved in a productive seminar.
2. **Washington State Standards Project** (Every Saturday starting week 4) – The purposes of this ongoing project are (i) to familiarize yourself with the specifics Washington State Learning Standards for your endorsement areas; (ii) to examine ways in which the goals outlined in the standards relate the skills and knowledge that students need as adults in their everyday lives, as citizens, and as stepping stones into their professional lives; and (iii) to self assess and examine how you will refine your knowledge and skill as part of your preparation for teaching.

### RECOGNIZING STRENGTHS IN VARIOUS CULTURAL GROUPS

“Every intellectual effort set us apart from the common place, and lead us by hidden and difficult paths to secluded spots where we find ourselves amid unaccustomed thoughts.” (Ortega y Gasset)

**Goals:** In this strand you will learn about cultural representation. You will learn to distinguish between cultural competence and cultural knowledge; and between cultural awareness and cultural sensitivity. You will learn what's involved in gathering culturally relevant information about your students, and begin to develop an understanding of what it means to bridge cultural information with pedagogy and curriculum

#### **Assignments:**

*\*\* Readings are listed in the weekly schedule\*\**

1. **Questionnaire** (draft due October 13th; revision due October 20th)
2. **Reflection:** How do you think the information obtained through Funds of Knowledge could be used with your students in the classroom? (Draft due Oct. 20th, Presentation Oct. 27th)

### INTRODUCTION TO ASSESSMENT

**Goals:** In this strand, you will learn the key skills of assessment and be able to align the best form of assessment given the learning goals you have for students. You will learn to pay close attention to student thinking through interview, paper and pencil assessments and performances. You will be able to tie evidence to your claims about

student learning.

## Assignments

*\*\* Readings are listed in the weekly schedule\*\**

1. **Scavenger hunt on Standards** (bring to class) (October 10<sup>th</sup>).
2. **Standards Deconstructed** (October 24<sup>th</sup>): Deconstruct 3 Standards from the Washington State Standards or the Common Core State Standards (LA and math). Elementary folks, do a combination of math and LA for your 3 standards. (as a table: see Ex. 4.1 or 4.2, pp. 100-102 from the Assessment book)
3. **Selected response assessment with answer key (Draft)\*** (November 7<sup>th</sup>)
4. **Selected response assessment with answer key (Submit)\*** (Saturday, November 10<sup>th</sup>)
5. **Written response assessment (Draft)\*** (November 14<sup>th</sup>)
6. **Written response assessment with a scoring guide (Submit)\*** (Saturday, November 17<sup>th</sup>)
7. **Learning about Student Thinking Performance Assessment\* (Draft)** (November 28<sup>th</sup>)
8. **Performance Assessment with rubric (Submit)\*** (Saturday, December 1<sup>st</sup>)
9. **Interview of teacher on Assessment and Grading:** Interview at least 2 teachers at your practicum site about how they keep track of assessments and their grading systems. Write a reflection that describes and examines those systems in light of what you have been learning in the program, and particularly chapters 9 and 10.

**\*Components to include for assessment assignments #3-8** (i.e, Selected Response, Written Response and Performance Assessment)

- (i) **Context Factors.** Specify grade-level and content area for each assessment.
- (ii) **Clear Learning Targets.** Write clear learning targets and the associated EALR, GLE or Common Core State Standard. (All English/Language Arts and Mathematics should be derived from the CCSS, not the state Standards.) Include at least two learning targets with one focused on content and the other focused on Academic Language - not just vocabulary. (*Refer to the TPA handbook for guidance related to Academic Language.*) Choose as many learning targets as you need in order to practice the range of assessment methods. For example, in the “Selected Response” section, you should write a couple of multiple choice items as well as some true/false, matching, and/or fill-in-the-blank items. Use this as an opportunity to learn and practice.
- (iii) **Justification of Assessment Method.** Justify your selection of the assessment method by identifying the knowledge category (see Ch. 3) and the aligned assessment method (see Ch. 4) for your learning targets.
- (iv) **Correct Answers.** Include a version with correct answers.
- (v) **Scoring guide (Only for written response assessments)**
- (vi) **Description of the Performance Task as it is described in chapter 7 as well as Rubric.** (Only for Assignment #2: Performance Tasks)

### **NOTE:**

These assignments provide a great opportunity for you to grow professionally. This is very practical work – exactly what you do as a teacher! Each assessment assignment can target different subject matter, classes or grade-levels, or

the same subject matter. Make this meaningful for you!

For each of the 3 assessments, you are asked to bring a “draft” of work. This should be your best work and best effort given what you have learned from the textbook. We will work with your drafts in class, and you will submit your revised work on the following Saturday. Faculty will examine your work. If your work has not met standard we will ask you to redo it until you demonstrate proficiency.

***Special notes for elementary teachers:***

Some of these assessment strategies may not appropriate for kindergarten or primary students. Select intermediate grades for practicing assessments that require higher levels of literacy.

## **LEARNING THEORY**

**Goals:** You will examine several perspectives how people learn in order to (i) develop your understanding of the learning process; (ii) critically engage with some of the debates on learning that influence approaches to learning and teaching; and (iii) use the literature on learning to inform how you structure, critique and adapt learning opportunities for the students in front of you.

### **Assignments**

**\*\* Readings are listed in the weekly schedule\*\***

1. **Written exploration** (due week 2 -- Monday, Oct 1st) – Your preparation for this week is to investigate what it means to come to know something very well and what distinguishes this kind of knowledge or skill from things that someone has found difficult to learn. You’ll do this by examining a story about learning. Here are your choices: (i) read one of the stories listed on Moodle for this week; (ii) interview a fellow classmate; or (iii) interview yourself. The questions that guide your investigation should allow you to write in response to the following prompts: List the steps learner went through to know this particular skill or area of knowledge so well? How did s/he begin? What did s/he do next? And then? Compare this experience with something this person struggled to learn. How do you make sense of why you had such different experiences with these two learning experiences?
2. **Jigsaw Teaching Preparation** (due week 3 -- Monday, Oct 8<sup>th</sup>) -- This week you will teach your peers about one of the functions of the brain and it’s role in learning. Your preparation will involve several steps: (i) Reading your assigned chapter and collaborating with a partner to make sense of how your part(s) of the brain works and what its function is for learning; (ii) Identifying at least one interactive example to help your peers understand the key points about the how that part of the brain works; (iii) the recommendations Zull makes for teachers to support the learning using each part of the brain; and (iv) using one of the principles related to your chapter to inform your teaching strategy.
3. **Critical reflection on jigsaw teaching** (due week 4 – Monday, Oct 15<sup>th</sup>) -- Summarize 2-3 insights gained from peer feedback on your teaching. Identify something that helped folks to learn. Why, given what you are learning about the learning cycle, might that have been useful? Pick 1-2 things that you will refine for next time. Explain how and why
4. **Reading preparations** (due weeks 5-10 -- Mondays)

## **PRACTICUM: Weeks 2-4**

**Goals:** These neighborhood and classroom visits are multifaceted. You will learn about schools, grade-levels, and neighborhoods that are unfamiliar to you. You will have an opportunity to deepen your abilities to make observations and to notice your instincts on making judgments. You will learn about the culture of place and school, students’ academic strengths, and the nature of discussions.

### **Assignments:**

- For each of the three field work sites you will have tasks to complete that include keeping diligent observation-only notes. You will receive more directions about the specifics of this assignment in class.

## **PRACTICUM: Weeks 5 - June**

**Goals:** Your long-term practicum placements will provide you with opportunities to deepen your skills and knowledge as a teacher while learning to see the classroom through a teacher’s eyes. You will practice particular skills as a way to work toward your full-time teaching experience next Fall.

### **Assignments**

1. **Neighborhood Walk & Context for Learning edTPA** (due Nov. 3) --In your first week at your practicum site, conduct a neighborhood walk as you did in Tacoma, Sumner and Olympia. Then write the Context for Learning portion of the edTPA for your practicum classroom. Secondary - select one class for which you do this. Elementary teachers, select math or ELA. (There is a chance the edTPA handbook is not available for any of your endorsing areas yet. The “Context for Learning” questions are almost the same for each handbook - so select the most relevant handbook to your endorsing area.
2. **Launch a Task #1 (Do it Nov. 17)** -- In your practicum you will observe your teacher “launching” a task or lesson. You will observe the lesson and probably see their goal written on the board. In this task launch #1 and #2, you will use the lesson goal and task to inspire a carefully crafted launch based on the principles of launching tasks that you learn in the program.
3. **Launch a Task #2 (Do it Dec. 1)** -- The second task launch is much like the first one. However, select a different lesson for your inspiration. Make adjustments and modifications based on the feedback you receive from your colleagues and faculty.
4. **Self-reflections on the launches (Due Dec. 3rd)**  
Write a one page reflection on what you learned by doing the launches, and what you developed in your teaching..

## **EXPECTATIONS**

1. **Refer to MIT Guidebook** for information on program structure, policies, procedures and resources.
2. **Meeting with Faculty:** Your faculty are available for meetings – just make an appointment for a time that works for both of you. 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. **Fees:** Evergreen waved the student fees for you that are associated with learning on the Olympia Campus. If you would like to still use the health care or counseling facilities on the Olympia Campus, then you need to specifically sign up and pay the additional fee.

There may be times during the two years when you have an additional fee related to our work in the MIT program. These would be program expenses that the college would use your fees to pay for either because we are able to get a better price (e.g. bulk subscription to the *Rethinking Schools Magazine*), or because of a field trip that is not covered by student tuition.

4. **Attendance & Participation:** Habits of punctuality and completion of assignments on time are critical for your success in this program and as a future teacher. You are expected to attend and participate in all program activities, including arriving on time.

If you do arrive late on Saturdays – since we are the only ones using the building, the doors will be locked. Please call the classroom phone to be let in the building: 253-680-3050

If you must be absent, you will need to negotiate the absence by contacting your seminar faculty in advance of the absence. If you are going absent *you must still e-mail completed assignment to your seminar faculty as a Word attachment by the due date & time.* Every absence will require make-up work – it is up to you to communicate with your peers in order to find out the nature of the missed work and to complete it. Make sure you also then make time to digest the content of the workshop as simply gathering notes and handouts will not be enough to help you learn what you missed.

Note: If you miss three sessions in a quarter (Mondays –Thursdays make up four sessions; Saturday is made up of two sessions) you must meet with your faculty to discuss attendance concerns. Once you miss five or more sessions in the quarter you are in danger of losing credit and therefore not being able to continue in the program. This policy is not tied to having good, bad or justified reasons for missing class – it is about missing content and opportunities to learn.

5. **Timeliness:** Every assignment is expected to be on time at the beginning of the class. Think of this practice as part of what it means to be ready for your students when they walk into your classroom. To help you track and document your skills in this area, you will be regularly assessed for timeliness, following prompts, formatting and communicating professionally. All work will be provided with timely feedback so that you can use the input to refine your understandings and skills.
6. **Typeface, margins, numbering pages, and collating pages for assignments**
  - All typed assignments should be double spaced and 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.
  - Use APA format to cite your references within the paper and to list your sources at the end of your paper (See Moodle for resources on how to use APA. See Rogoff and *How People Learn* texts for examples of what it looks like in use).
  - The pages of your papers must be stapled.
7. **Weather Alerts:** To determine if the college is canceling classes due to weather conditions, find out what the Tacoma School District is doing.