**Practicum and Curriculum Unit Syllabus**

**MiT Spring 2014**

**Essential Questions for Spring Quarter**

* What does it mean to be a professional educator in all of the dimensions of a teacher's work?
* What does it look like in the classroom and through interactions with students, parents, colleagues, and administrators to enact the belief that *all students can learn*?
* How can we organize our classrooms in ways that foster student learning, support engagement, and empower students?
* What does it look like when students are engaged in transformative learning experiences?

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| **Week** | **Practicum Focus** | **Curriculum Unit Focus** | **Notes** |
| 1  4/3 | Activities:   * Practicum check-in - What did you learn about yourself and about your students from teaching 3 days? * Review Practicum Syllabus * Letter to My Students + Survey (discussion)   Read Lareau Part I & II (Ch 1-7) | Review Curriculum Unit Syllabus |  |
| 2  4/10 | Activity: In-class peer feedback on Letter and Survey  **Due: Draft Letter to My Students + Student Survey** (bring copy to class)  Read Lareau Part III (Ch 8-12) | Activities:   * Sustainability presentation by Heather and Tashi * Curriculum Unit Introduction & form groups * Concepts, Essential Questions, and Understandings   **Due:**  **Curriculum Unit Part 1**  Read:   * Nolet & Wheeler article on Sustainability * Review UbD Ch. 1, 2, 3 & Read Guiding Question article | Bring to class: Rethinking Schools magazines and other good resources for interdisciplinary and social justice related lessons/units (i.e. math folks look at RadicalMath.org)  Meet with Mentor teacher this week to discuss general topic/concept for edTPA Practice #2 |
| 3  4/17 | Activities:   * edTPA workshop: Student Voice * Lareau discussion (Focus on 2nd Essential Question) * Introduce Advancement to ST Portfolio   **Due: Final Letter to My Students + Survey** (Moodle by 4/16 at 11:55pm)  Read Lareau Part IV (Ch 13-15 + Appendix A & B) | Activities:   * Assessment Plan * Family Involvement Plan   **Due:**  **Curriculum Unit Part 2**  Read:  UbD Ch. 4, 5, 6 (Jigsaw in your group)  Everyone: Ch 7 & 8 | Be prepared to discuss general topic/concept you will teach next week  **Due: Lareau Practicum Paper** (4/19 at 11:55pm) |
| 4 | Microteaching/Practice edTPA #2  Give your Letter to My Students + Survey to students  **Week 4 Conferences** | | |
| 5  5/1 | Activities:   * Assign FoK articles * What did you learn about your students from the surveys? * Self-evaluation of teaching using Student Teaching Rubric Section 4 | Activity:   * Assets Matrix – what did you learn about your students?   **Due:**  **Curriculum Unit Part 3** | **Due:**  **Self-evaluation using Student Teaching Rubric** Section 4 – post to Moodle by 5/5 (11:55pm) |
| 6  5/8 | Read: Funds of Knowledge Preface, Ch 1, & Ch 4 OR Ch 5 (split equally w/in practicum) | Activity:   * CU workshop time   **Due:**  **Curriculum Unit Part 4**  Read: Ubd Ch 9, 10 |  |
| 7  5/15 | Read: Funds of Knowledge 2 articles from Part II (TBD) | Activity:  Peer Feedback on Curriculum Units  **Due:**  **Curriculum Unit Part 5** |  |
| 8  5/22 | Activities:   * Practicum Check-in * FoK discussion   Read: Funds of Knowledge 2 articles from Part III & IV (TBD) + Ch 16 |  | **Due: FULL CURRICULUM UNIT** (5/21 at 11:55pm) |
| 9  5/29 | Activity:   * What is equitable groupwork?   Read:  Cohen Ch 3, 4, 8 |  | **Due: FoK Practicum Paper** (5/31 at 11:55pm) |
| 10  6/5 | Activities:   * Curriculum Unit Presentations * Looking Ahead: We can’t do this alone   Read: Bulman 2002 |  | **Due:**   * **Personal, Cultural, and Community Assets matrix + reflection paper** – in your AST Portfolio * **Self-evaluation of teaching using Student Teaching Rubric Section 4** – in your AST Portfolio |