In *Researching Your Own Practice*, British mathematician and teacher educator John Mason observed, “Change is not something that you do to other people, but something you do to yourself, following the maxim that ‘I cannot change others, but I can work at changing myself.’ Growth and development is seen as a maturation process, a process of transformation, not a process of tinkering as if adjusting the settings on some machine.”[[1]](#footnote-1)

**Essential Questions for the Quarter**

* What does it mean to teach for social transformation?
* How do I enact culturally responsive pedagogy as a transformative educator?
* What does it look like when students are engaged in transformative learning experiences?

Guiding Questions for Cultural Diversity:

* What impact does diversity have on human relationships?
* What constitutes the cultural “other”?
* Who am I as a cultural being and how does this impact my relationship with “other”?
* What is the work of a culturally responsive educator?

Guiding Questions for Child/Adolescent Development:

* What are the prominent developmental processes (cognitive, affective, social, and physical) that students may experience within the age range of my endorsement area?
* How does culture shape development?
* How can my understanding of developmental processes strengthen my ability to support students’ learning and growth?

**Reflective Writing**

As you continue to observe and begin to take on teaching responsibilities in your practicum classroom, you will have the opportunity to refine your “noticing” skills, your reflective writing skills, and your ability to make connections between program content and your classroom observations. Each week, you will respond to the given prompts by writing in your field notebook. During the Friday Practicum Reflection time, you will share your writing with your practicum group. During weeks 4 and 8, you will write a reflective essay that responds to the given prompt for the essay. However, you should use your weekly reflections as a way to support your responses to the essay prompts.

Reflective writing uses particular examples or classroom instances and draws on these examples to formulate multiple and/or possible explanations. Your reflective writing should attend to the particular interactions you select, support your possible explanations using what you have learned in the program, and consider the various contextual factors (activity, classroom environment, content, school climate, etc.) that might play a role your interpretations.

Being reflective means many things including:

* Wondering about reasons or why something happened
* Making connections between theory and practice
* Interpreting events
* Exploring what you notice
* Speculating or hypothesizing based on what you observed
* Noticing subtleties, patterns, connections across time

**Your Sociocultural Lenses**

We all use sociocultural lenses to view the world and interpret experiences within our world. Our lenses are influenced by socially constructed identities such as race, gender, sexuality, religion, class, ability, and others. We are all socialized into particular understandings of others and ourselves. As teachers, it is critical that we begin to make these lenses visible. The reflective responses you write in weeks 4 and 8 should serve to help you reveal your sociocultural lenses and in particular, the ways in which your own biases, assumptions and projections influence your perceptions. Use the reflective essays to make visible your sociocultural lenses you use to interpret classroom events. Ask yourself: How are my underlying beliefs, assumptions, and perceptions (related to my sociocultural lenses) influencing how I might interpret or explain an interaction I observed in the field?

Prompts for weeks 1-2:

Which students are you interacting with the most? What is the nature of your interactions with these students? What are you learning about these students (academically, socially, culturally)? How are these students different from you? Which students have you not yet interacted with? Why? How might this be related to your various sociocultural lenses?

Prompts for week 3-4:

Select 3 students: One student who you really enjoy working with; one student who seems to be less engaged with classroom processes; and one student who you find challenging to interact with. Make a concerted effort to get to know these three students. Who are these students? In what ways do you like or find it challenging to work with these students? What are their strengths (academically, socially, culturally)? In what ways are they challenged (academically, socially, culturally) in the classroom?

Field Debrief Activity – weeks 3 & 4: Discuss strategies for making efforts to get to know students. What does it look like to be engaged with students? How can we purposefully and intentionally establish relationships with students?

**Reflective Essay: Due week 4 (Sunday after):**

**Who am I and what am I learning about myself as a transformative and effective teacher for diverse learners? (5-7 pages, double-spaced, 1” margins, 12 point font, use APA if citing sources)**

Prompts for weeks 5-8 have a focus on teaching (assessment, learning activities, engaging students). There are individual prompts for each week.

Prompt for week 5: Observe

As you observe a lesson, in what ways are you able to assess students’ learning? In what ways have your assumptions been confirmed or disrupted given what you now know about particular students in the classroom? How is what you learned about the students in weeks 1-4 informing your observations and/or practices? How have your sociocultural lenses shifted given what you now know about students?

Prompt for week 6: Assess

Gather a complete set of student work. Ideally, this set of student work would demonstrate some critical aspect of learning related to your content area. What do you notice about students’ learning, and also struggles to learn, from looking at their work? What does the student work tell you about these students as learners? How does examining this student work help you notice your own assumptions about students, their learning, and/or their engagement? How might your biases and filters prevent you from accurately assessing student work?

Prompt for week 7: Plan

How do your relationships with students help you plan learning activities for the whole class? How does what you know about particular students help you consider how (a few, some, all) students might respond to learning activities? How does this inform your planning of activities?

Prompt for week 8: Teach

Teach a lesson this week (either one you plan or co-plan with your mentor or a “shadow” lesson). Provide yourself time to immediately reflect on your lesson. If possible, debrief your lesson with your mentor teacher or a peer who is also placed in your school. Consider these questions:

* What went well and what didn’t go well? How might you do things differently next time and why? What surprises you about being responsible for the entire class, even for a short while or short lesson?
* How do your relationships with students help you teach? What is it about the relationships you have developed with students that are helping you teach? What strategies are you finding effective?
* How do you know the students are learning? How do you know they are engaged in the lesson?

Explore your response to these questions with a lens on being a transformative educator. How are these questions helping you learn more about yourself, your projections, and your assumptions?

Week 8 Field Experience Debrief activity: Review edTPA and create a set of questions to discuss with you mentor teacher. This should allow you to collect information and resources to enable you to begin planning your edTPA microteaching lessons.

**Reflective Essay: Due Week 8 (Sunday after):**

**Who am I and what am I learning about myself as a transformative and effective teacher for an entire classroom of diverse learners? (5-7 pages, double-spaced, 1” margins, 12 point font, use APA if citing sources)**

Field activity for week 9: edTPA Microteaching

Make an appointment with your mentor teacher (approximately 1 hour) to talk through the lessons you might teach during the week of March 17-21. Create a bulleted draft/outline of the work you need to complete in order to be ready for your edTPA microteaching. Be sure you attend to all of the edTPA prompts and requirements.

Week 10 Field Experience Debrief activity: edTPA workshop

**Washington State Standard V related to this strand:**

**Effective Teaching**

5.A. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds.

5.B. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.

5.C. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.

5.D. Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with other.

5.E. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student.

5.F. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them.

5.G. Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.

5.H. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

5.I. Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.

1. Mason, J. (2002). *Researching Your Own Practice: The Discipline of Noticing* (p. xii). New York: Routledge. [↑](#footnote-ref-1)