

Master in Teaching Program: 2009-11

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

Fall 2009

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Office Hour (& by appointment):

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

Sonja: Tuesdays, 9:45-10:45 a.m.

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

I. PROGRAM DESCRIPTION

The planet we inhabit is facing unprecedented challenges as we approach the second decade of the 21st century. For the lone individual, it can be overwhelming to consider positive actions to counter the dramatic effects of climate change on the environment; of huge pockets of people living in poverty who long for basic material needs; of nation-state relations marked more by the devastation of war than by peaceful cooperation; and of the oppression of people based on their racial and ethnic identification, gender, physical and mental abilities, sexual orientation, and class. Teachers occupy a unique position, from which they can help a new generation of young people become locally active, globally conscious citizens. As an educator at any level and in any subject, you have the opportunity to help your students develop the attitudes, knowledge and skills that will empower them as active and compassionate citizens. This is as true for the teacher of kindergarten as it is for the teacher of high school, as true for the teacher of math as it is for the teacher of social studies.

The Evergreen MIT program takes seriously the charge from the state of Washington to prepare teachers who are able to place learning in a social context. The state wants teachers to use what they know about learning, development, communication and diverse learners to inform their teaching. They also want teachers to purposefully “seek information from multiple communities; consider student learning in the context of social, political, environmental, and economic systems; and create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance.” 2009-2011 Cohort Theme Thinking Globally, Teaching Locally: Educating for Active Citizenship.

This rigorous program will prepare you to engage in reflective practice in order to support the learning of diverse students; to critique educational research and practices; and to advocate for social justice. In that light we will examine the following questions together:

- What is involved in supporting the development of students’ knowledge and skills in the specific area(s) you plan to teach?
- What insights on learning informed by (a) cognitive, social, and emotional development, (b) cultural context, (c) motivation, and (d) recent brain research can we use to inform our teaching practices?
- What is involved in adapting, creating, and implementing interdisciplinary curriculum that (a) connects to the assets and interests of local communities, (b) emphasizes citizenship that is responsive to human needs in a pluralistic society, (c) reflects a world shared with diverse populations with diverse needs and aspirations, and (d) provides all students an equitable opportunity to gain access to the tools they need for empowerment in the world in which they live.

“Narrative, whatever its medium – words, film, strip-cartoons – holds the interest of an audience by raising questions in their minds, and delaying the answers.”

David Lodge, *The Art of Fiction*, 1992, p. 14
(cited in Wiggins & McTighe, *Understanding by Design*, 1998)

Our goal as faculty is to support you in becoming a purposeful and thoughtful teacher who develops the dispositions, knowledge, and practices involved in supporting young people and their families and the communities in which they live. This goal will ask you to examine and challenge both yourself and the existing structures of schooling in order to create learning environments that are inclusive of and responsive to the needs of all students. This will involve curiosity empathy, patience, critical thinking, a sense of humor, collaboration, and a practice of actively seeking out and being open to constructive feedback.

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 A3107 Sonja: SEM 2 E2107 Michael: SEM 2 A3109	10:00 – 1:00 All Program SEM 2 D1107	Start of teacher’s workday and generally ending around noon (may vary according to school schedule) Structured field experience (beginning Week 2)	10:00 a.m.-noon Seminars: Jana: SEM 2 A3107 Sonja: SEM 2 A3105 Michael: SEM 2 A3109 1:00-4:00 p.m. All program SEM 2 D1107

Notes:

- *Week 1 of Fall Quarter* follows a slightly different schedule – see full schedule in syllabus, including family & supportive friends potluck on Thursday, Oct. 1, at 5:00 p.m. in Seminar Building 2 – D1107
- *Friday Week 10* meets at the Organic Farmhouse.

II. 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 FALL 2009

Oliver Sacks, *Seeing Voices: A Journey Into the World of the Deaf*, 1990 / 2000

Joel Spring, *The American School: From the Puritans to No Child Left Behind*, 7th edition, 2008

*Barbara Rogoff, *The Cultural Nature of Human Development*, 2003 – selected chapters

Carol Tavis & Elliott Aronson, *Mistakes Were Made (but not by me)*, 2007 – selected chapters

James E. Zull, *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*, 2002

John Bransford et al. (editors), *How People Learn: Brain, Mind, Experience, and School*, 2000 – chapters 2-3 (purchase PDF version on-line @ http://www.nap.edu/catalog.php?record_id=9853)

*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.
George Counts, *Dare the School Build a New Social Order?*, 1932/1978
B.F. Skinner, *Beyond Freedom and Dignity*, 1971
Jerome S. Bruner, *The Process of Education*, 1960/1963/1977
Elaine M. Garan, *Beyond the Smoke and Mirrors*, 2001 (article as pdf to be posted)
Articles related to Wednesday's workshops (to be announced)
Rethinking Schools magazine to-be-distributed in program

III. EXPECTATIONS

1.Fee

\$59 for Week 1 retreat costs, magazine subscription

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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 will also be writing one essay prompt related to the reading in order to help you focus on critical information from the reading as well as give you practice in writing an essay question.

Hence, beginning Week 2, for each Tuesday seminar's assigned reading, 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. Bring 2 copies, one for you and one for your faculty.

Your paper MUST be in the following format:

<u>Your Name</u>	<u>Title of Reading</u>	<u>Week #</u>
(1) 3-5 <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) and <i>patterns</i>		
(3) <i>thesis</i> : What is the author's primary aim or argument? Limit to 1-2 sentences.		
(4) 1-2 <i>new areas of learning</i> for you		
(5) an <i>essay prompt</i> that you create based on the assigned reading – see posted pdf "Stiggins/ Essay excerpt" for ways to think about writing an essay prompt		

Due:

✓ Each assignment is due *at the beginning* of seminar.

✓ For Week 7, at the beginning of our day (11:00 a.m.) you must also bring an example of "popular culture" for sharing in a workshop that day

2. Wednesday Learning Workshop Preparation

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.

3. Friday Integration Papers

The purpose of these weekly papers is to help you make sense of the information and experiences you received during each week by connecting and integrating your understandings into a coherent whole. Your paper should capture your understanding about key ideas, concepts, or issues that were presented for that particular week.

Friday morning (unless otherwise noted) your seminar paper must include (a) the assigned reading for Friday AND (b) an integration of the week's other readings, lectures, workshops, and films in a cohesive 1^{1/2} to 2-page, single-spaced paper. The final paragraph of your paper must address the following questions:

What have you been learning for the week about the process of learning & schooling that have implications for your practice as a teacher?

Besides your faculty giving you feedback on these papers, you will be involved in a collaborative critiquing of your papers. The procedure for the collaborative critique will be explained in the program.

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

4. Friday Teacher Workshops

During the teacher workshop on Friday afternoons, you will teach something to your colleagues about which you already know a lot. Through this assignment, you will put into practice what you are learning about the process and nature of learning. To think about learning, you will deconstruct something already do well in order to teach it to others. As you prepare and teach, you will assess prior knowledge, plan and carry out formative assessment to know whether or not people have learned, and differentiate between teacher activity and student activity in lesson design.

You will complete the process in three steps: (a) a community supported brainstorm, (b) practice teaching followed by feedback and reflection, and (c) debrief and revision.

5. Teaching, Learning, Schooling Synthesis Paper

Within the maze of schools, textbooks, assessments, schedules, children and youth, basic questions like the following often get lost:

"What is the nature and process of learning? What are the history, functions and issues of schooling? What are the implications of the nature of learning and schooling for your practice as a teacher?"

Student learning is your central goal. Teaching in a way that supports student learning within the context of schooling is your task. This synthesis paper is intended to help you make strides in figuring out the nature of these relationships. This paper will also provide one window for you to demonstrate your understanding of the learning theories and the functions of schooling that you will have studied this quarter.

You will be providing each other feedback through writing workshops. Friday integration papers can prepare you in part for this assignment.

Due:

✓ Week 5, Friday, Oct. 30, each of your last paragraphs from your Week 1-4 Integration

Papers pasted into one document (see #2 above)

✓ Week 7, Friday, Nov. 13, complete draft of paper + self-assessment

✓ Week 9, Wednesday, Dec. 2, revised paper + faculty critiqued draft + self-assessment

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.

Due: Week 6, Thursday, Nov. 5, 4:00 p.m. to your seminar faculty

7. Fall Field Observation Expectations

The purpose of these school visits is to hone your observation skills. Among other things, you will notice patterns in the structures of schools, classroom dialogue, and in your own reactions. Importantly, you will observe schooling at the elementary, middle, and high school levels as well as the differences/similarities among rural, urban, and suburban schools. To be effective in this field placement, you will need to be an alert observer rather than as a participant.

Thursday Field Observation expectations for this quarter will be distributed during Week 1. You will maintain a separate notebook for your observations.

Due:

✓ Week 4, Friday, Oct 23, for mid-quarter evaluation – along with your portfolio (see #9 below)

✓ Week 10, Friday, Dec. 11, for end-of-quarter evaluation – along with your portfolio

8. Essay Response Paper

The purpose of this assignment is to help you to identify and articulate key concepts and patterns related to the history, politics, and functions of schooling and to apply your learning to public education. During Week 8 you will receive guidelines and a set of writing prompts. The prompts will be based on your Tuesday readings, lectures, films, and program experiences. This paper will be returned to you during your end-of-quarter evaluation conference.

Due: Week 10, Tuesday, December 8, at the beginning of class

9. Advancement to Teacher Candidacy Portfolio

The overriding purpose of the portfolio is for you to demonstrate that you are prepared to continue your work as a teacher candidate in this program. For this portfolio you will need to reflect about and document the following:

- (a) your prior learning in your endorsement area(s) as this knowledge relates to State of Washington Learning Goals (see http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx);
- (b) the development of your knowledge and understanding of theories of learning, the learning process, and the relationship of learning and schooling to teaching;
- (c) your understanding of the relationship of social/personal perspectives and filters to collaboration, group process, group development, and interpersonal relationships; and
- (d) your ability to do graduate level work.

This portfolio is centered around a series of reflective essays in which you address the following questions:

Who am I as a colleague and an academic learning community member?
Who am I as a learner in this graduate-level program?
Who am I as a research practitioner?

For each essay you will provide documentation through illustrative samples of relevant work that you completed this quarter. To complete this assignment, you need to save all of your work.

Due:

- ✓ Week 4, Friday, Oct 23, for mid-quarter evaluation – include your field observation notes (see #7 above)
- ✓ Week 10, Friday, Dec. 11, 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 →