San José State University

Humanities 185: Fieldwork for the Humanities

**Instructor:** Susan Verducci Sandförd

**Office Location:** Clark Hall 439

**Telephone:** (408) 924-4459

**Email:** susan.verducci@sjissu.edu

**Office Hours:** Tuesdays 10:30-11:30am; 1:45-2:45pm, Thursdays 9:30-11:30, miscellaneous Wednesdays, by appointment and via email. Always best to make an appointment. Sign-up sheet is on the door of Clark Hall 439.

**Class Days/Time:** Tuesdays 3:00-4:40 pm

**Classroom:** ENG 403

**Class Website:** Canvas login: http://www.sjsu.edu/at/ec/canvas/index.html

**Course Format:** Traditional Classroom, Online work, and Field Study

**Course Description**
Humanities 185 is designed to introduce prospective K-8 teachers to California’s public school classrooms and the path to becoming teachers in these classrooms. Coursework involves 45 hours of volunteering in a public-school classroom with a credentialed teacher.

**Liberal Studies Teacher Preparation Program Learning Objectives Addressed (PLOs)**
Upon successful completion of this class, students will be able to demonstrate:

1. skill in written and verbal communication.
2. understanding of how to engage and support all K-8 students in learning.
3. understanding of how to create and maintain effective learning environments for K-8 students.
4. understanding of how to plan instruction and assess student learning.

**Additional Course Learning Objectives (CLOs)**
Upon successful completion of this class, students will be able to:

1. demonstrate the skills of reflective practitioners (reflecting on experience to improve action, asking questions and pursuing answers, identifying problems and potential ways to solve them, taking a critical stance, working autonomously and collaboratively, connecting reflection to practice, and so on).
2. demonstrate understanding of their own beliefs and assumptions about teaching and learning, as well as those of the teachers they observe.
3. think critically about the complexities of schooling, including racial, ethnic, economic, gender and teacher biases.
4. articulate a personal path to a credential program.
5. articulate the beginnings of a personal teaching philosophy.

**Relevant Teaching Preparation Expectations (TPEs)**
The contents of this course are linked to the California State TPEs. See the course calendar for topics and assignments that address the TPEs.

TPE 1: Engaging and Supporting All Students in Learning

- Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

- Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.

TPE 5: Assessing Student Learning

- Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

TPE 6: Developing as a Professional Educator
- Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

Required Texts/Readings
To Teach: A Journey, in Comics, William Ayers and Ryan Alexander-Tanner, Teachers College Press, New York, 2010. ISBN: 978-0807750629 (Bookstore should have this)

Reader: The required course reader is available at Maple Press (location: 330 South 10th Street) (408) 297-1000. (Cash or check only)

Booklet: Teacher Performance Expectation (also available at Maple Press)

Course Requirements and Grading Policy
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu senate/docs/S12-3.pdf.

This course is designated credit/no credit. To receive credit, you must complete all of the assignments AND you must earn a total of at least 75% of the points available in the class.

- Class Participation (20%): PLOs 1-5; CLOs 1-6. See class participation rubric.
- Portfolio (60%):
  - Statement of Purpose Essay: PLO 1; CLOs 2,6
  - Journal Entries: PLOs 1-5; CLOs 1-6; TPEs 1-6
  - Group Presentation: PLOs 1, 5; CLO 1
  - Miscellaneous Assignments
- Final Reflection (10%): CLOs 1-5
- Online Final (10%): PLOs 1-5; CLOs 1-5. There will be a cumulative final. This final is only for those who have not earned the required 75 percentage points necessary to pass the course.

In addition to “point-earning” assignments, you must complete the following. If any of the following are missing, you will receive no credit.

- 45 hours of fieldwork in a public K-8 setting verified by a signed letter from the teacher or principal that confirms the number of hours you worked in the classroom – MUST BE ON SCHOOL STATIONARY (CLOs 1-4).
- Attendance at a credential program advisement session (one is offered during a class session) (CLO 6)
- Proof of having taken the CBEST (or Passing scores on the ELM and EPT; or passing scores on the EAP; or passing scores on the CSET multiple subjects sub-tests plus the Writing Skills Test) (PLO 4). See Canvas/Assignments/Requirements for details.
- Observation log
- Copy of a thank-you note to your teacher (CLO 1)
- Completed Journal (PLOs 1-5; CLOs 1-6)
Under no circumstances are you to turn in documents that you created from another class for Hum 185 assignments.

I will accept late work for any reason with 10% reduction of the grade each week (for example, if you earn 85% on a late paper, your grade will be reduced to 75% the first week, 65% the second and so on). I will accept late papers for no reduction in the case of a documented medical problem (e.g., a doctor’s note or dated bill) or a documented bereavement.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

The readings and assignments are due on the day they are listed at the time class starts. All readings are in the course Reader or Canvas, unless location otherwise noted. All assignments are turned in online, unless otherwise noted. Do not use a hard-copy of this schedule to guide your planning, as this schedule is subject to change with fair warning. All updates and modifications appear on our Canvas Homepage. If you miss a class, it is your responsibility to find out from a classmate any information that might be relevant to the schedule.
HUMANITIES 185 GUIDELINES FOR OBSERVING CLASSES

A primary requirement for Hum 185 is 45 hours of fieldwork in a public K-8 classroom. SJSU students are expected to gain a variety of things from their observations in these classrooms. One of the most important is the confirmation or rejection of their intention to become a K-8 teacher. The fieldwork and the associated assignments are also designed to help prospective teachers understand schooling and classrooms in increasingly rich and complex ways.

Guidelines for identifying a fieldwork placement: You can find your own placement, or you can request a placement at McKinley Elementary School (651 Macredes Ave, San Jose) by contacting Principal Julie Aguille at julie.aguirre@fmsd.org. If you are interested in a placement at Gault Elementary or Happy Valley School in Santa Cruz, please contact me directly. You will want to select a placement that is appropriate to your plans to become a teacher. For example, if you are planning to be a 3rd grade teacher, try to find a 3rd grade classroom to observe. The classroom must be a regular education classroom (no ROP, no special non-academic program, no afterschool academic program). The exception to this is if you intend to be a special education teacher; these students should find a special education classroom or follow a special education teacher. To maximize your own learning, you will want to observe exemplary teaching to diversified student groups. Thus, you are required to observe in a classroom where the teacher is credentialed and the school is public and serves TK-8 students. No exceptions. The state of California requires it as a prerequisite to entering a credential program.

Although the teacher you work for cannot be a relative or good friend, this person can help you find a placement. Many students return to their own elementary school or choose a school that is close to where they live. As noted above, you can also request a placement at McKinley Elementary or in Santa Cruz through the contacts mentioned above. Still other students obtain a site from students in the class who have connections to schools; so, if you have connections to share, please let us know.

Remember, people at elementary schools are busy, particularly in the beginning of the year and semester. You may have to be persistent and assertive to get their attention. If you are having difficulty getting a classroom by the first two weeks of the semester, move directly to the McKinley option.

District Requirements: You should be aware that most districts require fingerprinting and/or TB tests be done prior to starting your observations (fyi: both cost money). You have to check with your school for their district requirements. (Instructions for fingerprinting at McKinley are in Canvas ->Modules -> Course Documents. Please see Margie Ridgeway, Administrative Assistant, at McKinley for the required signature on the final page.) In the case of San Jose Unified, they do fingerprinting "in house," at the district office. To make an appointment, call (408) 535-6006. If your district does not provide this service, fingerprinting can be done through the SJSU police department. Ask your school which type of clearance you need (Department of Justice or FBI). You must pay SJSU with cash or money order. The process takes 5-10 minutes and you would be wise to make an appointment (924-2172). The results take longer to get. There may be other places that offer the same services less expensively, so look around (and let me know). The student health center provides TB tests to registered students for a fee. You will need to make an appointment (924-6122) and it is a two-step process that takes 3-5 business days to get the results.

Have you worked in classrooms before? If you have experience working in a regular K-8 public school classroom with a credentialed teacher, you can be credited up to 25 hours toward this course requirement - that is, if you can verify the hours in the manner described above. You might have
experience from your job, from other classes at SJSU that you have taken, and so on. If you are unsure about whether your experience "counts," check with me on the first day of class.

Guidelines for observing at a field site: You should act as volunteers in the classroom you observe, helping the teacher in whatever ways s/he requires. You should perform a variety of tasks for the teachers and students. If you find yourself spending so much time on tasks like grading or copying documents that you are missing out on experiencing the dynamics of the classroom, gently let your teacher know that your observation hours need to include a variety of experiences.

SJSU students are guests at the school site and in the classroom. Not only are you guests, you are representatives of SJSU at your field site. Student observers must dress in a professional manner. That is, their clothing, hairstyle and jewelry should not in any way distract students or detract from the learning environment of the classroom.

You must also behave professionally the entire time you are on the school campus. Since schools vary, it is critical that you immediately become familiar with your host school’s policies and requirements. These might include (but are not limited to) check-in when arriving on campus, requirements for professional manner, and parking limitations. It is also important that you become familiar with the school’s safety plan.

Common courtesy should prevail. It is important to be on time. Nothing is more distracting than interrupting a lesson in progress. Observers must avoid absences, and the school and classroom teacher should be notified if an absence is unavoidable.

You must be respectful of the teacher as s/he is teaching. Questions may be asked of the teacher or administrator, but an observer should be sure not to interfere with the classroom procedures and the schedules of the teacher and administrator. These questions should be for the purpose of clarification and asked tactfully. The purpose of observation is to learn how things are done in a sample school and classroom. Observers are not judges. They are, however, helpers. If the teacher asks you to assist with a student or with a lesson or a project, follow the teacher’s instructions. Such activities can enrich your observation experience. You are not a substitute teacher and are not expected to conduct any lessons; if asked though, you should "jump" at the opportunity. At no time should you be put in charge of students without the teacher being present.

Obviously, observers should present a positive attitude about the importance of education. Observers should show respect for students and their accomplishments – such as reading or spelling successes. Observer encouragement, such as pointing out a student’s strength or ability, can be important.

If any questions arise about your own or others behavior in the classroom arise that you are not comfortable discussing with your teacher, please ask me via email or during class.

Verification of fieldwork: It is required in this course that the observer complete the observation process by having the teacher or administrator write a note on school stationary verifying the number of hours that you observed in his/her classroom. A copy of this note is due on the final day of the course along with a completed log of your observation hours and a copy of the thank you note you have sent your teacher. A helpful thank you will point out observations that were particularly interesting or provided revelations. School personnel appreciate positive comments as much as students do.
Portfolio Layout  
Humanities 185 Spring 2018

At the end of the semester, you will collate the work that you have done in this class in a Portfolio. The assignments should be in the following order. Please put this work in a soft thin binder with no loose sheets.

Section 1: Miscellaneous
1. Class Participation Rubric – filled out by you (Handout in Class, Modules, Course Documents)
2. Personal Learning Goals
3. Statement of Purpose
4. Goals and Timeline (final draft)
5. Teaching Philosophy (in-class writing on the first day)
6. My Developing Philosophy of Teaching and Learning (Final Reflection is due on the last day of class, bring a hardcopy with you to class)
7. Teaching Goals (done in class on the first day)

Section 2: Journal Entries (with copies of professor’s feedback)
- Explaining Schooling to an Alien
- My Funds of Knowledge
- Standards Tracking Exercise
- Concept Map of Social, Emotional and Moral Education
- Fairness, Equity and Culture(al Blindness)
- Evidence Based Instruction
- Picture of Classroom Layout (final draft)
- Classroom Procedural Plans
- Active Learning Strategies
- Scaffolding List
- Seeing Two Students

Assessment Types and Uses
- Differentiation Hub and Spokes (completed in class and pulled out from the reader)
- Home-School Partnership Plan
- Philosophy of Homework
- Toolkit List

Section 3: Theories of Learning
Include copies of your theory and the learning theories of the other groups. You can find them in Modules -> Theories of Learning.

Section 4: Take-Away Documents from Group Presentations
Include copies of the take-aways from all group presentations. You can find the ones you don’t have in Modules -> Group Presentations.

Section 5: Class Notes AND FIELD STUDY NOTES
Section 6: Verifications
1. CBEST verification (this is NOT verification of registration, but of completion of test)
2. Verification letter from your teacher on school letterhead (see Assignments in Canvas)
3. Observation Log (Reader or Modules -> Course Documents)
Charting our Course (August 21)

The Purposes of Schooling? (August 28)
Find: Classroom Placement (ASAP!) Sign up for fingerprinting. Sign up for TB test if you need it
Register: CBEST
Check Assignments ➔ Register for CBEST to see if you need to take the CBEST. Upload proof of registration or of having met the requirements to Canvas by September 11.
Purchase: a small binder with dividers for your Portfolio; create a title page
Read:
Welcome to Humanities 185 Lecture (Reader)
“Opening Day” in To Teach, Chapter 1 (Ayers book)
“The Mystery of Teaching” in To Teach, Chapter 7 (Ayers book)
“The Public Purposes of Education” - Joel Spring (Reader)
Due: Personal Learning Goals
List three of your own learning goals for this class (upload to Canvas and add to your portfolio).
Due: Journal Assignment – Describe schools to an alien.
Explain schools to an alien. Describe what schools do and explain how would you justify schools to someone who has no idea what they are. For example, how would you describe and explain that we require children be away from home for 6-8 hours a day for at least 13 years. How do you justify that they work with other children of the same age, and are placed in the custody of unrelated adults? Reconsider what is ordinarily deemed necessary in schools (for example, moving from place to place when a bell rings, lining up, homework, asking permission to go to the bathroom, and other activities we consider typical at schools). Be sure to do the readings for this week before embarking on this assignment. I expect to see information from these readings assimilated into your thinking on the topic. (2-3 pages, upload and add to your portfolio)

HOW DO STUDENTS LEARN?

What Knowledge do students bring into classrooms? (September 4)
Read:
TPE 1: Engaging and Supporting All Students in Learning (TPE booklet)
TPE 2: Creating and Maintaining Effective Environments for Student Learning (TPE booklet)
TPE 4: Planning Instruction and Designing Learning Experiences for All Students (TPE booklet)
“Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms” - Luis C. Moll, Cathy Amanti, Deborah Neff and Norma Gonzalez
Due: Journal Assignment – My Own Funds of Knowledge
Create a short (3-4 minute) Prezzi, PowerPoint, PowToon, Video or other electronic representation of (1) the main ideas of the reading and (2) three funds of your own knowledge. Focus primarily on (2). Provide examples of how your funds of knowledge might influence your work as a teacher. If you find prototypes of this assignment on the internet, be sure to view more than one source to assure that the model you are using is of high-quality. Upload and bring access to the electronic version to class to share.

Find: Classroom Placement (ASAP!) Sign up for fingerprinting. Sign up for TB test if you need it.
Register: CBEST
Check Assignments ➔ Register for CBEST to see if you need to take the CBEST. Upload proof of registration or of having met the requirements to Canvas by September 11.

Theories of Learning (September 11)
Read:
TPE 4: Planning Instruction and Designing Learning Experiences for All Students (TPE booklet)

Due: Journal assignment - Theories of Learning

You have been assigned a theory about how people learn (See People -> Learning Theories in Canvas for your assigned theory). Describe these learning theories in no more than 1.5 pages, including citations. Be sure to: 1) describe the learning or motivation theory that you have been assigned; 2) describe multiple ways it manifests in practice in classrooms; and 3) describe how the theory addresses differentiated instruction. Go beyond Wikipedia (although primary resources can usually be found in the bibliography there). Upload and bring a copy to class. You will be sharing and honing your research with others. The theories we will work with are: Constructivist Theory (Piaget, Dewey): Learning is about making sense - constructing knowledge; Behaviorist Theory (Pavlov, Skinner, Watson): Learning is shaped through positive and negative stimuli; Social Learning Theory and Social Constructivism (Bandura): Learning is about building knowledge with others; Spiral Curriculum (Bruner): Learning is process, not product; Experiential Learning (Kolb): Meaningful experience motivates and promotes learning; Problem Based Learning: Learning happens through problem-solving; and Multiple Intelligences Theory (Gardner): Students are smart in different ways that influence how they access, understand and express understanding of academic content.

Due: Registration for CBEST (Upload proof of registration to Canvas)

Find: Classroom Placement (ASAP!) Sign up for fingerprinting? Sign up for TB test?

Low Inference Observation and the Changing Role of the Teacher (September 18)

Due: Group 1 Presentation

Read:

TPE 6: Developing as a Professional Educator (TPE booklet)

The Observation and Feedback Cycle: Best Practices for Low-Inference Notes

“Developing Practice” – Sections: What would teachers need to know? and Learning in and from Practice” – Ball and Cohen pp. 5-10 (Reader)

Due: Statement of Purpose (upload and add to Portfolio)

Research and compose an application essay for admittance into the credential program you want to attend. (Further instructions are provided in Canvas -> Assignments -> Statement of Purpose)

Due: One page Final Draft of your assigned Theory of Learning (upload one per group to Canvas, please put all names on the document).

Mindset, Student Engagement and Play (September 25)

Group 2 Presentation

Due: Document Your Volunteer Classroom in Canvas (If you have not finalized a classroom placement by today, move to the McKinley option).

Read:

TPE booklet: TPE 2: Creating and Maintaining Effective Environments for Student Learning

Take: Mindset Quiz (Reader)

Score: Mindset Quiz using the scoring device (Reader)

Watch: (10:24) Web at Carol Dweck – The Power of Believing you can Improve

Read:

What are Mindsets, and How Do They Affect the classroom

Mindset Make All the Difference in Learning – Ormsbee (Reader)

Failing Forward: 21 Ideas to Help Students Keep Momentum (Reader)

Creating Paths for Participation for Introverts at https://www.edutopia.org/article/creating-paths-participation-introverts

Seriously Considering Play Lecture (Reader - at the end of the reader)

The Importance of Play (Reader - at the end of the reader)

Play Types (Reader – at the end of the reader)
Take: Quiz – Play. (You will need to download and use Respondus LockDown Browser. Information on LockDown can be found at: https://www.youtube.com/watch?v=XuX8WoeAyes. It should become apparent when you enter the test.)

Download and add to your portfolio: Final drafts of all Learning Theories discussed in class. They can be found in Canvas -> Modules

WHAT DO STUDENTS LEARN?

Credential Session (October 2) – Location TBA

Due: Standards Tracking Exercise
Examine California’s English Language Common Core State Standards (found at https://www.cde.ca.gov/be/st/ss/documents/finalelacssstandards.pdf). Choose one set of standards from the list below and follow them from Kindergarten to Grade 12 (note that K-5 standards are separated from 6-12 in the document).
Reading Standards for Literature
Reading Standards for Informational Text
Speaking and Listening Standards
Then choose a single standard within the set to follow closely from K-12. Once you have followed that standard several times, brainstorm what you noticed. Prepare a 2 page typed, double-spaced, 12 point font response to the following questions. Feel free to use subtitles for each question. Your answers should be thoughtful and meaningful with a couple full paragraphs for each response.
- What is it that we want students to know and be able to do when they graduate from high school if they were to receive excellent instruction in this standard from K-12?
- What pattern(s) do you see over the grade levels?
- From where you are now, what do you need to do to feel competent to teach this standard?
- How will this reflection inform your work as an educator?
Upload to Canvas and add to your portfolio

Read: Advising Guide for the SJSU’s Department of Elementary Education (see sidebar for “Advisement Guide” on the website)

Due: Journal Assignment - Goals and Timeline – draft 1
Create a detailed and chronologically ordered list of what you need to accomplish in order to be accepted into a credential program. In effect, answer the question: What do I have to do between now and starting a credential program, and when should I do it? (Your list might include: Apply for graduation - November, 2018; pass the CBEST - December, 2018; Get three letters of recommendation from X, Y, and Z; raise my GPA - ongoing; etc.). Be sure that you do this after reading SJSU’s Advisement Guide or looking carefully at the admissions requirements of your preferred credential program. If you have not yet chosen a program, use SJSU’s as a guide. If you are no longer planning on becoming a teacher, please see me for an alternative assignment. Upload only.

Curriculum, Hidden Curriculum & Social and Emotional Learning (October 9)

Group 3 Presentation

Due: Journal Assignment - Goals and Timeline – final draft (Upload and add to portfolio).

Read:
TPE 2: Creating and Maintaining Effective Environments for Student Learning (TPE booklet)
TPE 3: Understanding and Organizing Subject Matter for Student Learning (TPE booklet)

“What gets Taught in Schools” Lecture (Reader)
The Hidden Curriculum (Reader)
The Social, Emotional and Moral Life of Classrooms Lecture (Reader)
“Teaching and The Moral Life of Classrooms” – David Hansen (Reader)

Due: Journal Assignment – Concept Map of Social, Emotional and Moral Education
Using the readings on the social, emotional and moral life of classrooms, develop a concept map that answers the question: What 3 values do you want to prioritize, highlight and foster in your future classroom and what are the classroom mechanisms to cultivate these values? In other words: how will you cultivate these values?. Then, in writing describe how you obtained these values. Are they political, religious, ethnic, traditional, familial, or otherwise cultural? What makes these values more important than others?; and 2) critically assess how these particular values align with the purposes of schooling we read about and discussed. Upload a photo of the map and your narrative and bring a hardcopy of the map and electronic access to your writing to class. If you have an ill-defined idea of what a concept map is, visit http://www.inspiration.com/visual-learning/concept-mapping for more information.

Begin work on: Journal Assignment - Classroom Procedural Plans

HOW DO TEACHERS HELP STUDENTS LEARN?

Culturally Responsive Pedagogy (October 16)
Group 4 Presentation
Read:
TPE 4: Planning Instruction and Designing Learning Experiences for All Students (TPE booklet)
Culture and Schooling Lecture (Reader)
Banks and McGee “Culture and Schooling” pp 31-34 (Reader)
Banks and McGee “Culture and Schooling” pp 44-54 (Reader)
An Indian Father’s Plea (Reader)
Marching to Different Drummers - Chapter 3 “Culture and Learning Style” (Guild and Garber)
(web at http://www.ascd.org/publications/books/198186/chapters/Culture-and-Style.aspx)
Gender and Schooling Lecture (Reader)
The ABCs of Sexuality (Reader)
Embracing the Gender Spectrum (Reader)
“Critical Race Theory, Multicultural Education, and the Hidden Curriculum of Hegemony,”
(Reader)

Due: Journal Assignment - “Fairness, Equity and Culture(al) Blindness
This journal has two parts related to the readings for this week: 1) List personal and structural/systemic challenges to fairness, equity and respect that students face, and describe specific strategies for creating a classroom culture where all students are treated with fairness, equity and respect; and 2) The riddle at the beginning of last week’s lecture was to show you how difficult it is to “see” or perceive something when it is culturally rare or foreign (or at least, as in the case of US doctors, historically relatively new). Explore how cultural blindness and cultural bias can impact the way you teach and the way you perceive your students. Will you be able to “see” the strengths of your Wind-Wolfs? Will you be able to identify the stereotypes you hold and curb bias in your perceptions and actions? How will you negotiate the challenges and opportunities provided by cultural, racial, ethnic, economic, gender (etc.) diversity in your classroom? Upload and add to portfolio.

Continue to work on: Journal Assignment - “Classroom Procedure Plan” Submission 1

Evidence Based Instruction (October 23)
Group 5 Presentation
Read:
TPE 3: Understanding and Organizing Subject Matter for Student Learning (TPE booklet)
The Physical and Procedural Classroom (October 30)

Group 6 Presentation

Read:

TPE 2: Creating and Maintaining Effective Environments for Student Learning (TPE booklet)
“Creating an Environment for Learning” in To Teach, Chapter 3 (Ayers book)
Physical Environment Lecture (Reader)

Due: Journal Assignment - Picture of Classroom Layout draft

To begin answering the guiding question: How do teachers arrange and adapt classroom the classroom setting to accommodate individual and group learning needs, sketch the setup of your ideal classroom (grades K-3 will use 25 students, 4-8 will use 30 students). Be sure to include furniture layout, wall decorations, pencil sharpener, sink, and so on. For your first draft, simply sketch the setup (don't do any major artwork). Upload picture of your sketch and bring hardcopy to class. We will discuss in class, and you will rework into a final draft for the following class. Please don't simply copy your teacher’s plan. Seriously consider what you value and let your principles guide your design. Think outside the box.

Due: Classroom Procedural Plan

The guiding questions for this assignment are:

• How do teachers provide students access to material resources, technologies, and comfortable workspaces?
• How do teachers develop daily schedules, timelines, classroom routines, and norms that maximize learning?
• How do teachers help students transition smoothly and efficiently from one instructional activity to the next?
• How do teachers create a safe and nurturing space where students are encouraged and excited to learn?

Now is the time to begin constructing a plan for your own classroom procedures. Part of your plan will consist of series of practices and routines that you use to create an environment in which learning can occur. What you begin here should be a “living” document, changing as you change and as your students change. This assignment will be your first step. In this journal entry, 1) Use your classroom observations to respond to the set of 23 questions about your observation teacher’s classroom procedures. (see Canvas -> Assignments -> Classroom Procedure Plan for these questions.) Ask your teacher if you can “see” the answer to a question. 2) Evaluate the use of each procedure by focusing on the effects on students. Reflect on the meaning of these established procedures in the light of what we have been studying. Use low inference and objective observation language. Upload and bring an electronic copy to work with in class.

Scaffolding (November 6)

Read: In the TPE booklet
TPE 3: Understanding and Organizing Subject Matter for Student Learning  
TPE 4: Planning Instruction and Designing Learning Experiences for All Students  
Instructional Scaffolding to Improve Learning (Reader)  
Gradual Release of Responsibility (Reader)  
Six Strategies for Scaffolding - Edutopia (Reader)  
40 Active Learning Strategies (Reader)

Due: Picture of Classroom Layout – Final. Bring a hardcopy of the finished design of your classroom

Due: Journal Assignment - Active Learning Strategies
Choose three effective active learning strategies (either that you read about and/or saw in your observation classroom) that you plan to use in your classroom and describe how you anticipate using them. You can represent your answer to these questions in visual form, create a song, or whatever you choose (as long as I can see/hear/understand a deep level of thinking in your work). Upload and include in your portfolio.

Due: Journal Assignment - List of Scaffolding strategies
Create a list of ALL the scaffolding strategies you read about in this week’s readings. Upload and add to your portfolio.

Differentiation and Complex Instruction (November 13)
Read:
TPE 1 “Engaging and Supporting All Students in Learning” (TPE booklet)  
TPE 3: Understanding and Organizing Subject Matter for Student Learning (TPE booklet)  
TPE 4: Planning Instruction and Designing Learning Experiences for All Students (TPE booklet)  
Differentiated Instruction (Reader)  
“What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom” at https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/  
Keeping Track in To Teach, Chapter 6 (Ayers)  
Ability Grouping Lecture (Reader)  
Complex instruction: Equity in Cooperative Learning Classrooms – Cohen et al. (Reader)

Watch:
Complex Instruction Video at https://www.youcubed.org/introduction-complex-instruction/ (Once you get to the website, search Introduction to Complex Instruction and then scroll down).

Explore: Complex instruction tasks for the grade level you are interested in teaching on the web at https://www.youcubed.org/tasks/

Due: Journal Assignment – Seeing Two Students
Describe two specific students, one who is an English Language Learner and another who presents a different instructional challenge.  
- Detail these students’ skill and capacities, their strengths and weaknesses.  
- Describe the adaptations your observation teacher makes for these students.  
- Describe further differentiation that you might make. Think in terms of differentiating in terms of content, process, product and/or learning environment.

Write your reflective thoughts about what you learned through this exercise and its potential impact on your instructional practices. Upload and add to your portfolio.

Bring: Reader to class

HOW DO TEACHERS KNOW STUDENTS ARE LEARNING?

Assessment (November 20)
Read:
TPE 5: Assessing Student Learning (TPE booklet)
Formative and Summative Assessment (Reader)
Practical Ideas on Alternative Assessment for ESL Students (Reader)
Thinking Maps – see Thinking Maps in Readings. And
https://www.weteachnyc.org/resources/resource/Making-thinking-visible/

Watch: Highlighting Mistakes: A Grading Strategy (web
at https://www.teachingchannel.org/videos/math-test-grading-tips)

Due: Journal Assignment - Assessment Types and Uses

Make a comprehensive list from the readings and your observation classroom of types of
assessments that you can use in your future classroom. Explain in detail two that you didn't know
about before doing the readings. Upload and add to your portfolio.

Add: Differentiation Hub and Spokes Worksheet (filled out during our last class) to your portfolio

Begin: Getting your portfolio in order

Home-School Partnerships and Homework (November 27)

Read:
TPE 1: Engaging and Supporting All Students in Learning (TPE booklet)
Homework Lecture (Reader)
The Balanced View: Homework (Reader)
Home-School Partnership Lecture (Reader)
Tips for Parent Teacher Conferencing (Reader)
12 Conversation Starters on What Parents want Teachers to Know at
https://www.edutopia.org/blog/what-parents-want-teachers-to-know-joe-mazza

A Teacher Guide to Parent-Teacher Conferences

Due: Journal Assignment - Home-School Partnership Plan

Articulate reasons for creating strong partnerships with parents from our readings and the
Teaching Performance Expectations. Make a list of strategies that you plan on using to interact
productively with the guardians of your students. Upload and add to your portfolio.

Due: Journal Assignment – My Philosophy of Homework

In response to what you are learning about the value of homework, begin articulating your ideas
about the aims and purposes of homework. What purpose will it serve in your classroom? How
much and what type will you assign? What other considerations will constrain and shape your
approach to assigning and grading homework? Provide reasons for your choices. Upload and add
to your portfolio.

Due: Portfolio

Turn in your entire portfolio in class. Review the sheet handed out on the first day of class to
verify the contents and order of the portfolio.

Wrapping Up (December 6)

Due: Final reflection “My Evolving Philosophy of Teaching and Learning”

Write a culminating journal entry that addresses the following:

- What are three overarching goals you want to achieve through teaching and why are these
goals meaningful? Be sure your focus is on student learning when thinking about these
questions;
- Describe strategies you intend to use to meet these goals; and
- Justify your use of these strategies (in other words, provide evidence that these strategies
will meet your goals).

Essentially, distill and personalize what you have learned over the course of the
semester. Review what you learned from your observations, our readings, class discussions, the
Teaching Performance Expectations and the journals that you have written before beginning this assignment. (5 pages, double-spaced, 12 point font, 10% of your grade). Upload and bring a hard copy to class.

Due: Observation log (upload by due date and add to portfolio)
Due: 45 hours verified on school letterhead (upload by due date and add to portfolio)
Due: CBEST Completed (upload by due date and add to portfolio)
Due: Thank You note (upload)

Online Final (Monday December 17, 2:45-5:00)