

**Master in Teaching Program: “Widening the Circle: Seeking Inclusive Education”
Winter 2013**

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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?”

We began our investigation of this question in the fall quarter by attending to students and their communities. We operated under the premise that all students have valuable funds of knowledge, life experiences, and interests to which we can connect our instruction. We developed some strategies for learning about students’ backgrounds and prior knowledge. This quarter we will return to the study of Funds of Knowledge by investigating strategies for integrating families and communities as resources and participants in the classroom. You will also practice developing developmentally appropriate curriculum that is specifically relevant to current events and the community.

We studied some ways in which cultural, historical contexts of schooling as well as teacher expectations and practices are implicated in whether all students have access to learning in schools. We worked to uncover some ways that power, privilege and oppression effect access to learning, and investigated how to develop equitable and accessible learning environments. We will continue our investigation of TCSJ this quarter by examining ways a teacher needs to understand and address the dynamics of Socio Economic Status, Sexuality, and Gender. Last quarter you began to develop practices for adapting instruction to the needs of English Language learners. This quarter you will continue to learn about important aspects of differentiation and accommodation by beginning to investigate how to provide accommodations for students with special needs. We will also begin to learn about the needs of children from military families. The purpose of all of these investigations was, beyond developing an awareness and disposition to consider how the social, historical and political contexts affect the lives of your students as well as your perceptions and decision making as a teacher, to help you identify and develop practices that support the learning of all students. In addition, you will begin to learn about some of your legal professional responsibilities as a teacher.

This quarter, you will continue to refine, synthesize and apply your understanding of the principles of learning, assessment, literacy, instructional methods, unit planning and teaching for critical social justice. You identified and deconstructed standards for the purposes of developing relevant learning targets and appropriate assessments. You will integrate your understandings in at least three contexts: (i) instructional practices strand where you will learn how to structure discussions, concept attainment, and presentations for the purposes of eliciting, developing and refining student thinking; (ii) collaborating with colleagues to develop an interdisciplinary curriculum unit; and (iii) completing full on practice edTPA. In this final quarter before student teaching, it is important for you to develop a routine and rhythm for writing complete lesson plans with clearly scripted procedures. Come the fall you will be writing multiple lesson plans for each day that you teach.

Assignments will continue to 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.

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 assignments.**

- 1. Important first integrating assignment for the quarter** (*week 1*)
As you will be in different configurations of class work this quarter, you will be working from several syllabi. For planning and time management purposes, it is important that you take this first week to read through, make sense of and consolidate the timeline of assignments. Also, make certain that you have the books you need for the quarter when they are needed, and the correct editions. There are many ways you can do this.
- 1. Practice edTPA: Assessment, Lesson Planning & Analysis of Student Learning** (*develop plans weeks 1-6; teach week 7; final due Saturday week 8*)
You will plan for, teach and critically reflect on a 3-5 day sequence of lessons to a class. In addition to being an important teaching practice, this project will give you experience with all of the tasks and thinking that you need to engage for the TPA.
- 2. Instructional Practices**
This Strand builds on our year-long explorations. We studied how people learn, what they are supposed to learn (Standards), what else should they learn (Teaching for Critical Social Justice), how do we know what they have learned (assessment), how can we plan for supporting learning (lesson and unit planning design), how to build from students' strengths and support their learning (Funds of Knowledge, ELL, Sped, smartnesses...). Now we are talking about instructional strategies that pull these elements together. We started with launching tasks fall quarter as well as gestures to support communication. You have had instructional practice in winter methods courses, content area literacy, and in your 3-day teaching experiences. In this strand we will study and apply instructional strategies that include: Discussions that elicit students' ideas, Discussions that develop and refine students' ideas, concept attainment lessons, and giving presentations. Each Saturday, you will teach something to a small group of your colleagues using the model of that day. This should all help you prepare for your Week 7, 3-5 day teaching.
- 3. Interdisciplinary Curriculum Unit Plan** (*Group agreement due Monday week 3, weekly group progress reports Saturday week 3-8; final Curriculum Unit due Wednesday week 9*)
For this strand you will collaborate with colleagues to design a 2-3 week long interdisciplinary, conceptually-based curriculum unit built around a guiding question that addresses a theme that is relevant to the Tacoma community, the school community and/or relevant to local issues of sustainability. The unit should engage practices that promote equity, embrace diversity, and that develop critical and creative thinking. Each unit should have a final product/project that is presented to an authentic audience. That audience could include family members, students from other classes, and or some other authentic and public forum. It should be developed through a backwards design (UbD) planning strategy as discussed in Wiggins and McTighe's Understanding by Design, and should address standards in the Washington State Pedagogy Assessment TPA (Teacher Performance Assessment).
- 4. Advancement to Student Teaching Portfolio** (*due Monday, week 10*)
Building your Advancement to Student Teaching Portfolio in Evergreen's Master in Teaching Program is a way to reflect upon and present your emerging teaching persona. This portfolio is primarily a reflection of your Dispositions, what you KNOW (Knowledge), combined with some evidence for what you can DO (Skills) in the areas of instructional practice and curriculum development. When you begin your student teaching in the Fall of 2013, you will continue to demonstrate your dispositions, knowledge, skills and personal qualities -- especially what you can do with what you have learned -- in working with students in the classroom. This portfolio serves as a critical rite of passage into teaching children. In order to advance to student teaching, you will need to show that you have already demonstrated sufficient skills, knowledge and dispositions for teaching and collaborating with a mentor teacher.

OTHER REGULAR ASSIGNMENTS

1. **See syllabi for assignments related to your specific Content Area Methods strand**
2. **Seminar preparation**–(*due every Monday at the beginning of seminar*)– This quarter seminar papers will continue to serve the purpose of preparing for discussion by examining the author’s ideas, identifying discussion questions that could help your discussion group collectively uncover the meaning and implications of these ideas for your practice as teachers. There are minor but important changes to the structure and focus (i) the responses to the text; and (ii) the process addendum. . Be sure to read the revised directions on Moodle
3. **Seminar facilitation & lesson plan** – (*due the Monday of the week that you are facilitating, facilitation reflections due on Wednesdays*) You will also develop and refine your skills in planning, structuring and facilitating these professional discussions. You will also practice writing lesson plans for facilitation that identify a purpose for discussion and build in strategies for supporting that discussion. Finally, you will also critically reflect on your planning and facilitation for the purpose of refining your practice. See directions on Moodle.

PRACTICUM:

New to this quarter will be a set of interviews that you conduct with school personnel. The purpose of these interviews is to learn about and make use of the human resources within the school to inform your planning and advocacy for students. The interviews should include conversations with Special Education teacher, ELL specialist, Librarian, and Principal.

You will continue to have a variety of other assignments that ask you to explore and practice what you are learning in your work with students. It’s very important that you be very proactive in consulting with your teacher about these assignments.

Beyond the expectations of the assignments, continue to be proactive in asking teacher for opportunities to assist in classroom and program duties, including opportunities to give directions, support differentiated instruction, individual & small group tutoring, initiating transition protocols, etc. Using opportunities now to practice will help you anticipate and refine some of the many routines that you will need to coordinate when you are teaching the class by yourself.

REQUIRED READINGS

FOR EVERYONE:

Seminar books

- Gay, G. (2010) *Culturally Responsive Teaching: Theory, Research, and Practice*
- Choice book: one of the following books on poverty:
 - Finn, P. J. (2009). *Literacy with an attitude: Educating working-class children in their own self-interest*. Albany: State University of New York Press.
 - Kitchen, R., DePree, S., Patichis, S., Binkerhoof, J. (2006). *Mathematics education at highly effective schools that serve the poor: Strategies for change*.
 - Lareau, A. (2011). *Unequal childhoods: Class, race, and family life*. Berkeley: University of California Press.
 - Beegle, D. M., Ellis, D., & Akkary, R. (2007). *See poverty-- be the difference!: Discovering the missing pieces for helping people move out of poverty*. Tigard, Or: Communication Across Barriers, Inc.
- Astor, R. (2012). *The teacher's guide for supporting students from military families*. New York: Teachers College Press.

- Selected resources on the *SafeSchools Coalition Website* see <http://www.safeschoolscoalition.org/index.html>
- Working constructively with Families. *Educational Leadership* Volume 53, No. 7, April 1996

Special Education

- Vaughn, S., Bos, C. S., & Schumm, J. S. (2006). *Teaching exceptional, diverse, and at-risk students in the general education classroom*. Boston: Allyn and Bacon. -- ** please get 4th edition or later – it's important that the book addresses the 2004 IDEA elements. ** This is a text and resource book that we will use now and in the winter next year.

Classroom Management

- Curwin, R. L., Mendler, A. N., & Mendler, A. N. (2008). *Discipline with dignity*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Wolfgang, C. H. (2008). *Solving discipline and classroom management problems: Methods and models for today's teachers*. Hoboken, NJ: John Wiley & Sons.

INTERDISCIPLINARY UNIT DESIGN & INSTRUCTIONAL PRACTICES

On going from fall quarter

- *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. **
- *Smarter Together: Collaboration and Equity in the Elementary Math Classroom* (Featherstone, Crespo, Jilk, Oslund, Parks, and Wood, 2011)

One of the following Formative Assessment texts

- **Science folks** -- Keeley, P., & National Science Teachers Association. (2008). *Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning*. Thousand Oaks, CA: Corwin Press.
- **Math folks** -- Keeley, P., & Tobey, C. R. (2011). *Mathematics formative assessment: 75 practical strategies for linking assessment, instruction, and learning*. Thousand Oaks, Calif: Corwin Press.
- **Everyone else** -- Brookhart, Susan M. (2010). *Formative Assessment Strategies for Every Classroom: An ASCD Action Tool*. 2nd Edition.

One of the following texts on Multicultural Education & Curriculum Development

- **Elementary:** Christensen, L. (2012). *Rethinking elementary education*. Milwaukee, WI: Rethinking Schools.
- **Math → one of the following:**
 - Gutstein, E., & Peterson, B. (2006). *Rethinking mathematics: Teaching social justice by the numbers*. Milwaukee, WI: Rethinking Schools.
 - Tan, E., Calabrese, B. A., Varley, G. M., & Turner, E. E. (2012). *Empowering science and mathematics education in urban schools*.
- **Language Arts → one of the following:**
 - Christensen, L. (2009). *Teaching for joy and justice: Re-imagining the language arts classroom*. Milwaukee: Rethinking Schools Publication.
 - Christensen, L. (2000). *Reading, writing, and rising up: Teaching about social justice and the power of the written word*. Milwaukee, Wis: Rethinking Schools.

- **Science:** Tan, E., Calabrese, B. A., Varley, G. M., & Turner, E. E. (2012). *Empowering science and mathematics education in urban schools*.
- **Social Studies:** Bigelow, B., & Peterson, B. (2002). *Rethinking globalization: Teaching for justice in an unjust world*. Milwaukee, Wis: Rethinking Schools Press.
- **Visual Art → one of the following**
 - Cahan, S., & Kocur, Z. (1996). *Contemporary art and multicultural education*. New York: New Museum of Contemporary Art. OR
 - Joo, E., Keehn, J., Ham-Roberts, J., & New Museum of Contemporary Art (New York, N.Y.). (2011). *Rethinking Contemporary Art and Multicultural Education*. New York: Routledge.

CONTENT AREA METHODS

Math methods:

- Boaler, J., & Humphreys, C. (2005). *Connecting mathematical ideas: Middle school video cases to support teaching and learning*. Portsmouth, NH: Heinemann.

Elementary Literacy: You will continue to work with your current set of books

Science folks:

- Lee, O., & Buxton, C. A. (2010). *Diversity and equity in science education: Research, policy, and practice*. New York: Teachers College Press.

Social studies:

- Williams, Y. R. (2008). *Teaching U.S. history beyond the textbook: Six investigative strategies grades 5-12*. Thousand Oaks, CA: Corwin Press.
- Also get one of the following:
 - Zinn, H. (2003). *A people's history of the United States: 1492-present*. New York: HarperCollins. **or**
 - Spodek, H. (2001). *The world's history: Combined volume*. Upper Saddle River, NJ: Prentice Hall. 3rd or 4th edition (*Note: be sure to look for a used copy. You should be able to find one for \$30*)

Art methods:

- Walker, S.R. (2001) *Teaching Meaning in Artmaking*. Davis Publications
- Vieth, K. (1999). *From ordinary to extraordinary: Art and design problem solving*. Worcester, Mass: Davis Publications.

Theatre methods:

- Talk with Sonja about selecting books

World languages:

- Richards, J.C., Rodgers, T.S. & Swan, M. (2001). *Approaches and Methods for Teaching Language*. Cambridge University Press; 2nd edition.

NOTES:

The college's bookstore returns books by Week 6 to publishers/distributors.

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.

Please honor the hard work we did on Community Agreements from the Fall. Continue to keep agreements in mind in practice and mind. This is a living document. Use it to invite conversation.

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.