

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

Winter 2014

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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?”

The primary focus of your work this quarter is to develop a practice of professional development and to refine your skills for engaging with colleagues in professional learning communities. You will follow through on your Professional Growth Plan (PGP) by critically reading and synthesizing professional educational research and writing a synthesis paper. At the end of the quarter you will present a workshop to fellow educators (your peers & anyone else you choose to invite) sharing what you have learned from the research and how you plan refine your practice. You will complete the final step of the PGP during your second student teaching by applying and critically reflecting on your growing competency with the area you investigated this quarter.

In addition to the PGP you will engage critical reflection and ongoing refinement of classroom management practices. For this strand, you will continue to investigate how to effectively manage the classroom for learning with respect and consideration for all community members. You will become more familiar with the myriad of classroom responsibilities and differing discipline models in order to articulate and implement your own classroom management plan.

In our ongoing examination of how to adapt lessons to meet learner needs, you will learn about the nature and processes of differentiation. You will continue to develop your routines for anticipating student learning needs in your lesson planning by refining your knowledge of the specific learning experiences, strengths and needs of students with disabilities. You will refine your capacity to both analyze lessons for entry points and barriers, and to appropriately adapt lessons.

You will also continue to examine the possibilities for integrating content areas in your teaching through a series of workshops on arts integration. We are fortunate to be able to collaborate with teaching artists from *Arts Impact*. The folks from this professional development organization are committed to developing teachers’ capacity to infuse the arts into their lessons. Their approach involves examining Big Ideas and concepts both within and through the arts. A particular aim of this group is to explore how integrating and developing students’ literacy in the Arts might also support the kinds of habits of mind, student thinking and problem solving that are described in the CCSS and that are relevant to important learning outcomes in the different content areas.

Finally, Elementary endorsed candidates will continue to develop their content area methods knowledge by studying social studies and science methods. Secondary candidates will develop their understanding of how to meaningfully integrate technology into their curriculum.

As you now begin the transition to the professional world, you will begin the professional development series that will help you to prepare and present yourself to the job market in a timely and professional manner. Thanks to Maggie and Loren’s strong commitment and experience with preparing candidates, you will have several essential opportunities to develop your resumes, practice professional interviewing, and attend job fairs. Your attention to

deadlines, program expectations for paperwork and professional presentation of your application materials will be essential if you are to benefit from their efforts.

The assignments, as always, are specifically designed to help you to explore, reflect on, inform and ultimately demonstrate your understandings and skills. Much of your work this quarter will be a collaborative enterprise, while other parts will continue to be an individual endeavor. Effective communication and collaboration will be essential for your individual success with the various assignments and projects. Deliberately and thoughtfully looking back at specific classroom experiences and lesson plans from your first student teaching will help you use this quarter's foci to make useful adjustments and refinements for the next student teaching. Faculty will pay particular attention to: (i) how you actively use opportunities to self-assess and refine your understanding; and (ii) how you show up for your colleagues to support their learning (i.e. timeliness, professional communication & collaboration) – in other words how you engage in the practice of critical reflection and professional development in the context of professional learning communities.

SCHEDULE

Monday 9-4 (room 218)	Wednesday 4:30 -8pm	Friday 9-2:30pm
<p>PGP: <i>How to critically read and make sense of Educational Research</i></p> <p>Building your practices (alternating weeks):</p> <ul style="list-style-type: none"> • <i>Sped & Differentiated Instruction</i> • <i>Classroom management</i> 	<p>Elementary: <i>Social Studies Methods & Science Methods</i> (room 206)</p> <p>Secondary: <i>Meaningful integration of technology into the curriculum</i> (room 104)</p>	<p>PLC Research Circles (room 105)</p> <p>Entering the profession sessions with Loren</p> <p>Arts integration</p>

STRANDS (See syllabi for assignments related to each of the following strands)

1. Classroom Management and Engagement
2. Differentiated Instruction and Special Education
3. Arts Integration
4. Educational Technology (Secondary folks only)
5. Elementary Social Studies & Science methods
6. Professional development: Finding Employment

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. **Professional Growth Plan (Step 1 and Activities for step 2 due Wednesday, Jan 15th; Step 2 -Proposed Evidence due)**-- There are several parts to developing this plan. You completed the first step of the plan last quarter by completing the self-assessment and goal selection. IN week __ you will (i) check your "Step 1-Needs Assessment and Goal Selection" for any needed refinements/clarifications, and (ii) complete the "ACTIVITIES" section of "Step 2 – Professional Growth Action Plan." using the key activities from masters project investigation. Then, you will complete the PGP in the spring quarter by first mapping out the evidence you will collect in the "PROPOSED EVIDENCE" section of Step 2; and then examining some aspect of student work/learning in light of your new practices. At the end of the spring quarter you will create a new PGP, this time using the professional criteria. Both PGP's will become part of your professional portfolio that

will demonstrate to a prospective employer your capacity for to examine your practice, set professional goals, and to both structure and follow through on a professional growth plan. Very cool.

2. **Masters Project and Presentation** (Final paper due 9am Friday February 28th week 8; *Presentations* March 14th end of week 10)
3. **Other summative projects:**
 - Revised classroom management plan (*due Monday, March 3rd*)
 - Arts Integration presentation (*Monday, March 3rd*)
 - Special education performance assessment (*in class Monday, March 10th*)
 - Educational Technology Unit outline and website (*Secondary Endorsed folks only*)
4. **Synthesis of Learning folder** (*due to seminar faculty by Wednesday March 12th, week 10*)
The purpose of this final reflective assignment is two-fold: (i) to gain experience communicating professionally to a potential interviewer/principal/colleague about practices you'll engage as an educator; and (ii) to help you write your final self-evaluation.

Your task: Answer the following set of prompts for each of the strands you worked on this quarter:

(i) Research methods, (ii) Classroom Management, (iii) Special Education/Differentiation, (iv) Educational Technology or Elementary Methods, (v) Arts Integration, and (vi) your work as part of a Professional Learning Community.

- Identify and explain the 2-3 most important things you learned in this strand.
- Identify and explain Two specific practices you plan to engage next quarter. ("I plan to engage are _____ and _____. (Practice 1) would help me better support student learning by _____. (Practice 2) would help me better support student learning by _____).

Your responses for each strand should be about a page in length. Submit **two** copies of each of the six responses in a manila folder

5. **Self-evaluation** (*due to seminar faculty on day of evaluation. Submitted during evaluation week to my.evergreen.edu by Friday March 21st*)
6. **Faculty evaluation** (submitted to my.evergreen.edu no later than day of your evaluation conference with faculty)

REQUIRED READINGS

Overview books (*everyone*):

- Rose, M. (1995). *Possible lives: The promise of public education in America*. Boston: Houghton Mifflin Co.
- (*recommended*) Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach*. Boulder, Colo: Westview Press.

Research Methods (*everyone*)

- Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative & qualitative approaches*. Thousand Oaks, Calif: Sage Publications.
** Please be sure to get this edition.
** You can rent the book for about \$27 through the Evergreen Bookstore

Classroom Management and Engagement (*everyone*)

- Ritchhart, R., Church, M., & Morrison, K. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. San Francisco, CA: Jossey-Bass. You can get access to

this book on line through the library.

- **We will continue to work with:**

- 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.

Differentiated Instruction (*everyone*)

- **Please get ONE of the following three books. Choose the one that best corresponds to where you will be teaching next quarter:**

- Tomlinson, C. A., & Eidson, C. C. (2003). *Differentiation in practice: a resource guide for differentiating curriculum, grades K-5*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Tomlinson, C. A., & Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum, grades 5-9*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in practice: A resource guide for differentiating curriculum, grades 9-12*. Alexandria, Va: Association for Supervision and Curriculum Development.

- **We will continue to work with** 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.

Integrating Technology into the Curriculum (*secondary folks*): Readings will be posted on moodle.

Elementary Social Studies

- Levstik, L. S., & Barton, K. C. (2005 or 2010). *Doing history: Investigating with children in elementary and middle schools*. Mahwah, N.J: L. Erlbaum Associates. **(3rd or 4th edition, 2005 or 2010)**
- Leif Fearn (2013) *Content Matters: Social Studies in the Elementary and Middle Schools*. R&L Education

Elementary Science TBA

EXPECTATIONS

1. **Information on MiT program structure, policies, procedures and resources:** Refer to MIT Guidebook
2. **Learning Community Collaboration and Communication:** As mentioned earlier much of this quarter's work involves partner and group work. Be proactive in making and adapting agreements for how you will productively work together. Regularly reflect on the effectiveness of your work and make refinements to your agreements in order to support your collective learning, work and wellbeing. Also, consider using the Community Agreements from the Fall 2012 as a tool for inviting conversation and as a way to find language for expressing your needs.
3. **Expectations for Timeliness:** All assignments and workshop preparations *must* be on time this quarter. Peers count on you to be prepared and ready to push their thinking and to complete quality collaborative assignments. Some of the effectiveness of workshops often depends on your advanced preparation. Assignments such as the master's project cannot be written overnight. They require ongoing thought, deliberation with colleagues, visual mapping, and drafts to steadily and successfully create the final paper. Your work needs to demonstrate that

you can be a reliable colleague who plans ahead, anticipates and deals with confusions/hurdles to meeting deadlines and makes the most of learning opportunities. These qualities often make the difference between strong and weak professional reputations and collaborations. Late assignments will result in a critical evaluation around professionalism and may result in loss of credit.

4. **Submission guideline for assignments** -- Unless told otherwise, always submit assignments on Moodle **AND** bring a physical copy to work with in workshops.
5. **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.
6. **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. 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 –Fridays make up five 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.

7. **Fees:** The master’s papers from each cohort have always been published and bound. In addition to becoming part of the library collection, each student receives a copy (and may order additional copies). The printing costs are covered through an additional student fee. We will let you know the nature of that fee this quarter and it will be charged to your spring quarter tuition.
8. **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, unless otherwise indicated (e.g. masters project).
 - 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 Research Articles, Rogoff and *How People Learn* texts for examples of what it looks like in use).
 - The pages of your papers ***must*** be stapled.
9. **Weather Alerts:** To determine if the college is canceling classes due to weather conditions, find out what the Tacoma School District is doing.