

Rutgers, The State University of New Jersey
05:300:200:06 Introductions to Education, 3 credits
Spring, 2015
Tuesdays, 4:30 PM-7:30 PM Scott Hall 206

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Office Hours: By appointment, in person or SKYPE	Lecture Format

Course Catalogue Description

Taking a multidisciplinary approach to the study of education, this course examines educative practices in and outside of school contexts. We will focus on critical issues in U. S. education, including: the structures of schools and schooling, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies. We will make comparisons between learning and teaching in and outside of school contexts. ****This course is a prerequisite for admission to the teacher education program.***

A key component of this course is a field placement in two different school sites. This field placement involves 8 three-hour visits on Friday mornings. You must attend a mandatory field placement meeting on 1/30 at the Busch Campus Center

In this course, you will draw upon your own experiences as learners, your field observations, the readings and class discussions and activities to develop an understanding of contemporary schooling, and equally importantly, of education as a process that is at the heart of all human activity. Each week is organized to consider educational issues from both a theoretical and research perspective, and from the realities of educational practice in school and out of school contexts. In addition, class will model various pedagogical strategies; and these experiential exercises will provide for an examination of teaching and learning.

All of you have had at least twelve years of experience as participants in a teaching and learning environment. You have all been exposed to teaching as a profession--you have seen movies and television shows, read books, and have already formulated a pretty good idea of what should and should not go on in a classroom. We all know what teaching is, but what is it like to *be* a teacher? This course is designed to help you reflect on your experiences, memories, and beliefs. In addition, it will expose you to current issues, literature, and field experiences that will help expand and challenge your ideas about teaching, learning, and school.

Learning Goals

This course is based on the premise that before learning how to teach, it is important and useful to consider what teaching is. The following questions will guide us:

- What is my interest in education?
- Do I want to teach? What is my motivation?
- What kind of teacher do I want to be?
- What does it mean to learn? To teach?
- What does it mean to be a teacher in the twenty-first century?
- How are the images of teachers and teaching changing?

Rutgers University Disability Statement

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Required Texts ordered at NJ Books

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

Schultz, B. (2007). *Spectacular things happen along the way: Lessons from an urban classroom*. New York, NY: Teachers College Press.

Readings

All other readings will be on electronic reserve on the library website (search either **“Introduction to Education,”** or **Abu El-Haj**, *not* my name). Please note that there **are multiple pages of reserves** ordered by the title of the article (not by the article's place on your syllabus). You will need to have physical access to these readings while in class (hard copies). You may print the articles for free at the GSE computer lab on the 2nd floor.

Course Expectations (*All expectations are consistent across various sections)

Note: Instructor reserves the right to amend syllabus as needed throughout the semester

A successful class will depend on every member of the group being actively engaged as both learners and teachers. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

Class attendance is mandatory. Students are expected to be on time and prepared for class. Beginning with the second class, please sign in upon coming into the classroom. Because much of the work we do in class depends on partnering and small work groups, your contribution is necessary not only for your success but for the success of your peers. **You are permitted to miss 1 course for an illness or serious events**. Being more than 15 minutes late for class will count as an absence. More than 1 absence will lower your overall course grade one full assignable grade for each additional absence (i.e. If your course grade was to be an A, you will receive a B+ for 2 absences, a B for 3 absences, and a C+ for 4, and so forth).

In addition, because you are working with teachers and children who expect you to be there, *you should never be absent on field observation days*. In the event of an emergency or illness, you must contact your cooperating teacher and let her/him know you will be absent. You must also plan to reschedule that visit at a later date.

Note: You cannot receive course credit without completing all the required hours.

Learning in this class will require your active participation and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people, etc.) in all of your work. There are many ways to participate in class; actively listening, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are valued as much as stating original, completely formed thoughts. I encourage you to take intellectual risks and to support your colleagues (and professor) to do the same.

It is very important that you let me know if you have questions about the concepts being discussed during the course. Please e-mail me with any questions or concerns.

Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible.

This class is discussion-oriented. For this class to be effective, *all students must come prepared to discuss the week's assigned readings and to share your field observations.* Response papers (see below) are intended to help you think about the issues raised in the readings ahead of class time. You are expected to read each week's assigned readings even on the weeks that you do not write a response paper.

Keep notes on the readings. These notes will be important for completing your writing assignments.

All assignments are required to pass this course. An "A" assignment is exceptional work; not work that merely meets the requirements outlined in the syllabus. All written work is graded based on thoroughness, quality of analysis, level of support from data and/or literature, organization, and clarity. **Only work that meets professional standards will be accepted. As future teachers, you will be expected to clearly communicate information to parents, administrators, and colleagues. You are expected to only turn in work that has been carefully proofread-do not just rely on automatic spelling and grammar checks. I highly recommend finding a peer reader in class with whom you can swap assignments to proofread before submitting your work for a grade.**

All written work must be properly referenced using the APA (American Psychological Association) reference style. You are expected to cite course readings in most assignments. Every paper referencing another text (or the ideas of another scholar) must include a separate reference page in APA format. One good reference for APA reference style is <https://owl.english.purdue.edu/owl/resource/560/01/>

Students are expected to turn in all work on time. If you need an extension, be sure to ask for it *before* it is due. Extensions will only be granted for legitimate reasons - *absences are not a legitimate excuse.* When an extension has not been granted, grades on assignments will be lowered one grade for each calendar day that they are late (i.e. A to B+, and so forth). No assignments will be accepted more than one week from the due date.

You are expected to demonstrate respect for our classroom community. This means being attentive to each class member and refraining from activities that distract from our work together. All electronic equipment (mobile phones, reader devices, laptops, etc.) must be turned off at the beginning of class.

You should take notes in class by hand, unless you have a particular need to use a keyboard or virtual notepad. (If this is the case, please discuss it with me.) This way you are able to actively participate without distractions from the latest Facebook updates, tweets, or sports scores. And, there is good evidence that the act of writing supports the development of thinking and understanding.

Check your e-mail regularly. I will use e-mail for announcements and to contact you individually. You will need to pay attention to these e-mails in a timely fashion. If you do not usually use your Rutgers e-mail account, be sure that you have set it to forward to the account that you do check.

ASSIGNMENTS

Note: All assignments must be submitted in hard (paper) copy in the beginning of the class session it is due. If you are absent the day of the assignment, you must email me with the document attached before 4:30 the day of class

1) Response Papers (20% of final grade)

You will write **nine reading response papers** over the course of the semester. Each paper will address all of that week's readings in at least 500 words. Notice that there are more than nine weeks of readings - **you will choose the weeks that you do not write a paper.** However, keep in mind that you must spread your response papers across the entire semester so that you will have some to draw from for your two reflection letters. **You must write three for each portion of the course (Weeks 2-5; 6-10; and 11-14).**

Writing is not just a means to communicate fully formed ideas; it can also be used to raise questions and speculate about texts as well. Your response papers are intended in this second way. Each week you will find guiding questions on the syllabus to help focus your reading and responses. These papers should directly address all of the readings for the week. They are not to be simply a summary of the readings. Please cite at least one quote from each text as a way of grounding your own thoughts. Choose these quotes carefully. They should add to, extend and/or help you to explain a cogent point you are making. In these papers, you will explore issues or questions about the readings, address the relationship between the different readings and draw these readings into conversation with your personal and fieldwork experiences. You will be placed in a reading group early in the semester. This group will serve as your cohort for you to actively interpret and engage with the required readings. These papers are intended to give you a chance to think more deeply about the readings before you come to class and will help stimulate discussion as you will discuss these papers and pose your question in your reading group. Conclude every response paper with at least two lingering questions, takeaway points, or thoughts to share.

Since one major function of these papers is to have you think about the readings and share ideas ahead of class, late papers will not be accepted and cannot be counted toward your 9 required pieces. More information will be provided on this assignment.

2) Field Journals (20% of final grade)

After each visit to your school site, you will write about one key issue or incident that you observed that day. The field journal is a place to record your observations (what you actually noticed) and to begin interpreting these observations in relation to class readings and discussion. Each week's entry need not be long (approximately two single-spaced pages) and should not try to cover everything you observed on your visit. This means you will be choosing one issue or incident that was particularly salient and that interested you.

One important goal of having you write about a specific issue or incident is to encourage you to take the time to describe it in its particularities and complexity. Good observation and good writing depend on learning to pay careful attention to the details of the situations we attempt to understand and describe. In your field journal, you will practice separating what you actually saw from your

interpretation of these observations. Too often in schools, as in life, we attribute feelings, motivations and attitudes to individuals with little or no evidence for these attributions. Your field journal is a place to begin learning the skills of careful observation and thoughtful interpretation.

In your journal, you should write separate:

- Observations. These are *detailed descriptions* of the classroom environment and organization, vignettes of telling events, or captured monologue or dialogue, as well as nonverbal cues/information.
- Reflections & Analysis. What do you interpret this event, dialogue, or description to mean? What is it affirming or disconfirming about schooling for you? In your analysis, draw on course readings to make connections to what you are seeing.

Your reflection/analysis may be your own reflections on the events, your questions about them, your judgments, and, perhaps, a comparison to other school situations you have known. *Most importantly, use readings and discussions from the course to help explain (or to challenge or suggest possible changes in) what you are seeing.*

In your field journal (which you will turn in twice over the course of the semester), I, the reader, should be able to see clear links between readings, class discussions, and your reflections. You should also work to untangle and understand the choices that are being made by teachers and students in classrooms. More information on this assignment will be provided on a separate handout.

Confidentiality

When discussing classroom situations during course sessions, do so carefully. For your field notes, you will create pseudonyms (fake names) for your classroom teacher and students. Please make use of these pseudonyms when discussing observations in class and with peers. When discussing teaching practices you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

Professionalism

For many of you, your field observations during this class will mark your first professional exposure to an educational institution. Make a good first impression—jobs are hard to come by and people talk! Be timely, courteous, friendly, and energetic. Dress professionally and be sure to update all of your privacy settings on any social media accounts prior to the start of your observations. Maintain a separation between work and leisure. Ensure that anything available to the public is something that portrays a professional persona.

After your first observation, you will turn in your first field journal entry so that I can give you feedback. This assignment will count towards your class participation grade.

3) Reflection Letters (15% of final grade): (500 words double-spaced).

Twice over the course of the semester you will write a reflection letter in response to the following specific questions. These letters offer you an opportunity to stop and consider how your thinking has evolved. In these letters you are expected to draw on readings (at least 3), class discussions, and your observations to make a case for the position you are taking.

a) **First Reflection Letter:** What *should* the purposes of education in a democracy be? What currently constrains our society from realizing those purposes? Provide evidence to support your claims.

b) **Second Reflection Letter:** If you could make one reform to bring about more engaging and equitable learning environments for all children, what would it be? Choose one reform—of pedagogy, curriculum, or institutional policy—that we have studied and make a case for why you believe this reform is critical to creating the kind of learning environment you would like to advocate.

More information will be provided on this assignment.

4) ***Educational Autobiography (15% of final grade; 750-1000 words, double-spaced)***

In the first part of the course, we will be exploring the nature of learning in human contexts and how this relates to the structures of formal schools. We will also discuss the purposes of education and examine the role formal schools play in preparing young people for their societies.

In this paper, you will choose one experience from your own educational autobiography and analyze it in relation to one of the course readings. You will develop a thesis (an interpretation) that links your experience to the reading you have chosen.

Note: We will discuss thesis statements and how to develop and support an interpretation of your experience in class.

5) ***Analysis of Inequality (10% of final grade; 750-1000 words, double-spaced)***

In this paper, you will analyze an aspect of inequality or an attempt to redress inequality that you have observed in your school placement. You will use selected readings to analyze what is happening in the situation you observed.

See Sakai for a handout with more details and a grading rubric.

6) ***Group Mini Lesson (10% of final grade)***

The goal of this assignment is for you to work collaboratively with class peers to interpret one of the weekly themes through designing and implementing a creative, hands-on, and thought-provoking mini lesson (approximately 20-25 minutes in length) on the weekly topic. This assignment will give you the opportunity to practice teaching skills in a non-threatening and supportive environment. A handout with specified lesson criteria will contain additional information. Group lessons will receive both informal feedback from the class and formal feedback from me in written form. A separate handout will provide additional information on this assignment.

7) ***Class Participation (10% of final grade).***

In addition to the basic norms that you come to class (and your field placement) prepared, and on time, you are expected to be a full, responsible, and engaged participant in our classroom community, discussions, group assignments and so forth. As we will discuss, there are many ways to demonstrate your commitment to our learning community.

Grading Distribution

A-90-100	outstanding work
B+-87-89	very good work
B-80-86	good work
C+-76-79	satisfactory work
C-70-75	less than satisfactory work
F-69 or below	failing work

Academic Integrity

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

For further information, visit <http://academicintegrity.rutgers.edu/>.

Violations of Academic Integrity

Any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

Course Schedule by Week

Week		Topic	Readings	Assignments Due
1 (1/20)	Course Introduction	Introductions & syllabus	Syllabus	
2 (1/27)	Purposes of Education	What is education? Go over response paper expectations/ APA formatting & group lesson expectations Assign reading groups Sign up for group lessons	Dillard Rose Cisneros	

3 (2/3)		1: Education as Human practice 2. Observing Children Go over field journal expectations	Almy & Genishi Carini Rogoff	Response Paper #1 Group Lesson 1: Observation
4 (2/10)		1: Hidden Curriculum 2: Education for Liberation 3. Historical Perspectives Educational autobio expectations	Dewey Jackson Kohn	Response Paper #2 First Field Journal Entry due for feedback (part of participation grade) Group Lesson 2: Hidden Curriculum
5 (2/17)	Learning and Teaching	Social Reproduction	Anyon Kozol Persell & Cookson	Response Paper #3 Group Lesson 3: Inequalities
6 (2/24)		How is learning organized in schools and classrooms? Assign jigsaw reading groups	Mehan Oakes Rubin	Response Paper #4 Educational Autobiography Group Lesson 4: Tracking
7 (3/3)		Social and Cultural Dimensions of Learning Review field journal expectations Review reflection letter expectations	Ladson-Billings (all read 1-3) To be divided among the class: Lomawaima & McCarty, Skilton-Sylvester, Orellana, Lee	Response Paper #5 Group Lesson 5: Culturally responsible teaching
8 (3/10)		Gender & Sexuality	Brown Kimmel Padawer Kosciw, Bartkiewicz & Greytak Sokolower-Shain	Response Paper #6 First Set Field Journals Group Lesson 6: Issues of gender/sexuality
9 (3/24)		Perspectives on Schools and Communities	Shultz (Intro, Chapters 1&2) Ladson-Billings Chapter 4-6	Response Paper #7 First Reflection Letter Group Lesson 7: Schools as Communities

10 (3/31)	Curriculum and Pedagogy	Practical Aspects of Constructivism	Shultz (3-5) Wallerstein Duckworth	Response Paper #8 Group Lesson 8: Constructivism
11 (4/7)		Debating the Canon Go over reflection letter expectations	Hirsch Cooley Banks	Response Paper #9 Group Lesson 9: Multiculturalism
12 (4/14)		Considering diverse learners: Pedagogical strategies Go over field journal expectations & philosophy expectations	Oyler Armstrong Sapon-Shevin Belkin	Response Paper #10 Analysis of Inequality Paper Group Lesson 10: Differentiation and/or Inclusion
13 (4/21)	Policy and Reform	Standards and Accountability	Shultz Darling-Hammond Jennings & Rentner Darling-Hammond Meier Michie	Response Paper #11 Second Reflection Letter Group Lesson 11: Social Justice Education Bring in one idea for digital learning
14 (4/28) Last day of class		Current Issues Reflections	TBA	Response Paper #12 Second Set Field Journals Philosophy Statement

List and schedule of Readings and Guiding Questions

Week 2

- Dillard, A.** (1987). *An American Childhood*. (pp. 20-23, 42-49). New York: Harper & Row.
- Rose, M.** (1982). I just wanna be average. In *Lives on the boundary: A moving account of struggles and achievements of America's educational underclass*. (pp. 11-37). New York: Penguin.
- Cisneros, S.** (1991), *Woman Hollering Creek* (Selections), New York: Vintage. (pp.3-20).

Guiding Questions: What is childhood? What are children like? What (when and how) are children learning? How do race, ethnicity, class, gender, and orientation influence the children's learning?

Week 3

- Rogoff, B.** (2003) *The cultural nature of human development*. Chapter 8 "Learning through guided participation in human endeavors. Oxford University Press.
- Almy, M. & Genishi, C.** (1979). *Ways of studying children: An observation manual for early childhood teachers*. Chapter 2, 21-50.
- Carini, P.** (2000). A letter to parents and teachers on some ways of looking at and reflecting children. In M. Himley & P.F. Carini (Eds.), *From another angle: Children's strengths and school standards*, pp. 56-64. New York: Teachers College Press.

Guiding Questions: What is this "guided participation" thing? What can we learn by observing students? Why bother getting to know students' interests? What factors limit our powers of observation?

Week 4

- Dewey, J.** (1922/1966). Individuality, equality and superiority. In J. Ratner (Ed.), *Education today*. (pp. 171-177). New York: Macmillan.
- Jackson, P. W.** (1968/1990). *Life in Classrooms*. New York: Teachers College Press. Chapter 1 (3-37).
- Kohn, A.** (1999). *Punished by rewards*. Boston: Houghton Miffling. Pp. 142-159.

Guiding Questions: What purposes have schools served in US society? What is the school's role in fostering democracy? What factors influence student involvement?

Week 5

- Anyon, J.** (1980). "Social class and the hidden curriculum of work," *Journal of Education*, 162 (1): 67-92.
- Kozol, J.** (1 September 2005). Still separate, still unequal: America's educational apartheid. *Harper's Magazine* v. 311, n. 1864
- Persell, C. H. & Cookson, P. W.** (1986). Chartering and bartering: Elite education and social reproduction. *Social Problems* (33), 2: 114-129.

Guiding Questions: How does schooling reproduce societal inequalities? What societal inequalities seemingly correspond with the schooling experiences of different students? Are there downsides to being "educationally privileged?"

Week 6

- Mehan, H.** (2000). Beneath the skin and between the ears: A case study in the politics of representation. In B. Levinson et al. (Eds.), *Schooling the symbolic animal: Social and cultural dimensions of education* (259-279). Lanham, MD: Rowman & Littlefield, Inc.
- Oakes, J.** (1986). Beyond Tracking. *Educational Horizons* 65 (1): 32-35.

Rubin, B. (2006). Tracking and detracking: Debates, evidence and best practices for a heterogenous world. *Theory into Practice*, 45 (1): 4-14.

Guiding Questions: How do schools sort and categorize students? In what ways do teachers “make” handicaps? What workable alternatives to tracking exist?

Week 7

All read: **Ladson-Billings, G.** (1994). The Dreamkeepers: Successful teachers of African American Children. San Francisco: Jossey-Bass. Chapters 1-3

To be divided among groups in jigsaw:

Lomawaima, K. T. & McCarty, T. L. (2006). *To remain an Indian: Lessons from a century of Native American Education*. (Chapters 7 & 8). New York: Teachers College Record.

Skilton Sylvester, E. (2002). Literate at home but not at school: A Cambodian girl’s journey from playwright to struggling writer. In G. Hull & K. Schultz (Eds.). *School’s Out: Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press. 61-95.

Orellana, M. F. (2001). The work kids do: Mexican and Central American immigrant children’s contributions to households and schools in California. *Harvard Educational Review* 71 (3), 366-389.

Lee, S. (1996). Unraveling the “Model Minority” Stereotype: Listening to Asian-American youth. New York: Teachers College Press. Chapters 1 & 3.

Guiding Questions: How do race and ethnicity structure students’ experiences in the US schooling system? What roles have race and ethnicity played in the US schooling system historically?

Week 8

Kimmel, Michael (2004). “What about the boys?” What the current debates tell us—and don’t tell us about boys in schools. In M. S. Kimmel. *The gendered society reader* (pp. 243-262)

Brown, Lynn Mikel (2005). In the bad or good of childhood: Social class, schooling and white femininities. In L. Weis and M. Fine (Eds.), *Beyond Silenced Voices: Class, race and gender in United States Schools* (pp.147-162). Revised edition. Albany: SUNY press.

Kosciw, J. G., Bartkiewicz, M. J., & Greytak, E. A. (2012). Promising strategies for prevention of the bullying of lesbian, gay, bisexual, and transgender youth. *Prevention Researcher*, 19(3): 10–13.

Denizet-Lewis, B. (September 27, 2009). Coming out in middle school. *New York Times* (<http://www.nytimes.com/2009/09/27/magazine/27out-t.html>)

Sokolower-Shain, E. (Fall 2009). When the gender boxes don’t fit. *Rethinking Schools*. 24 (1). (http://www.rethinkingschools.org/archive/24_01/24_01_gender.shtml)

Guiding Questions: How have gender/sexuality been used to “think about” what happens in the classroom? How do other factors, like class and orientation, also influence how gender is read in classrooms? How can teachers prepare to address issues related to gender and orientation?

Week 9

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Introduction, chapters 1 & 2.**

Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American Children. San Francisco: Jossey-Bass. **Chapter 4-6.**

Guiding Questions: In what way(s) is community made important when teaching in a culturally relevant way? What role(s) should community play in learning? Is Schultz’s method “culturally relevant” teaching?

Week 10

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 3-5**

Duckworth, E.(1987). *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*. New York: Teachers College Press. pp.1-14

Wallerstein, N (1987). In I. Shor, (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Heineman. Chapter 2 .

Guiding Questions: How should we teach if we’re to believe students “make” knowledge on their own? What should students be able to do (as a sign that they’ve learned something from us)? In what way(s) does context influence learning – for students *and teachers*?

Week 11

Hirsch, E. D. (1987). *Cultural Literacy: What Every American Needs to Know*. Boston: Houghton Mifflin. Chapter 1, pp. 1-32 and Chapter 5, pp. 110-133.

Banks, J. A. (1997). *Teaching Strategies for Ethnic Studies*, pp. 3-34. (6th edition). Boston, MA: Allyn & Bacon.

Cooley, R. (Winter 2003). Beyond pink and blue. *Rethinking Schools* 18(2).

Guiding Questions: What does every student in the US need to know? How must we teach to accomplish this?

Week 12

Oyler, C. (2001, Spring) Democratic classrooms and accessible instruction. *Democracy and Education* 14 (1): 28-31.

Armstrong, T. (2000). *Multiple intelligences in the classroom*. Washington, DC: Association of Supervision and Curriculum Development.

Sapon-Shevin, M. (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon. Pp. 15-33.

Belkin, L. (2004, September 26). The lessons of classroom 506: What happens when a boy with cerebral palsy goes to kindergarten like all the other kids. *The New York Times Magazine*.

Guiding Questions: How can we teach to meet the needs of all our students? What challenges must be overcome to successfully de-track a classroom (or school)? What are the merits and limitations of inclusion and separation?

Week 13

Darling-Hammond, L. *The Flat World*. 1 & 6

Shultz, B. (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 6-7**

Jennings, J. & Rentner, D. S. (2006). **Center on Educational Policy** The Ten big effects of the No Child Left Behind Act on Public Schools. Phi Delta Kappan.

To be divided among groups:

Deborah Meier (Spring 2009). Reinventing schools that keep teachers in teaching. *Rethinking Schools* 23 (3): (http://www.rethinkingschools.org/archive/23_03/rein233.shtml)

Michie, G. (Fall 2009). Another path is possible: Two Chicago principals keep an eye on what matters. Rethinking Schools 24 (1): (http://www.rethinkingschools.org/archive/24_01/24_01_path.shtml)

Guiding Questions: How is a “teaching and learning system” different from a schooling system? What top-down solutions seem promising? What bottom-up solutions seem convincing? What effect is NCLB (not) having on schooling?

Week 14

TBA

Learning goals:

New Jersey Professional Standards for Teachers (2014):

Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

1. Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

ii. Essential Knowledge:

(1) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning;

(2) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs;

(3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and
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(4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii. Critical Dispositions:

(1) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development;

(2) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning;

(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

2. Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ii. Essential Knowledge:

(1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;

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(2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth;

(3) The teacher understands students with exceptional needs, including

those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;

(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii. Critical Dispositions:

(1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;

(2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;

(3) The teacher makes learners feel valued and helps them learn to value each other; and

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(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

3. Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

iii. Critical Dispositions:

(1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;

(2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;

(3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and

(4) The teacher seeks to foster respectful communication among all members of the learning community.

4. Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances:

(1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners

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through learning progressions, and promote each learner's achievement of content standards;

(2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;

(3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;

(4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;

(5) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;

(6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;

- (7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;
- (8) The teacher creates opportunities for students to learn, practice, and master academic language in their content; and
- (9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge:

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- (1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;
- (2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;
- (3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;
- (4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;
- (5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;
- (6) The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and
- (7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

iii. Critical Dispositions:

- (1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;

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- (2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;
- (3) The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;
- (4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and
- (5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

5. Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

ii. Essential Knowledge:

- (1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;

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- (3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use;
- (4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;
- (5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;
- (6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing

learning;

(7) The teacher understands creative thinking processes and how to engage learners in producing original work; and

(8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii. Critical Dispositions:

(1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;

(2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and

(3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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6. Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

i. Performances:

(1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;

(2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;

(3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;

(4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

(5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;

(6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;

(7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;

(8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in

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assessments or testing conditions, especially for learners with disabilities and language learning needs; and

(9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge:

(1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;

(2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;

(3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;

(4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;

(5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;

(6) The teacher knows when and how to evaluate and report learner progress against standards; and

(7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing

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conditions, especially for learners with disabilities and language

learning needs.

iii. Critical Dispositions:

- (1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;
- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals;
- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;
- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and
- (6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ii. Essential Knowledge:

- (1) The teacher understands content and content standards and how these are organized in the curriculum;
- (2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;

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- (3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;
- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
- (5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;
- (6) The teacher knows when and how to adjust plans based on assessment information and learner responses; and
- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

iii. Critical Dispositions:

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;
- (3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and

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- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Performances:

- (1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;
- (2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;
- (3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;

- (4) The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;
- (5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;
- (6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes;
- (7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;

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- (8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and
- (9) The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge:

- (1) The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;
- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;
- (4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;
- (5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning;

and

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- (6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii. Critical Dispositions:

- (1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;
 - (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;
 - (3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning;
- and
- (4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Council for the Accreditation of Education Professionals (2013)¹:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. •

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. •

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. •

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she

teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. •

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.