

THEORY & PRACTICE

Instructor: Rebekah Stathakis
Fall Quarter, 2021
Annenberg 303

Welcome to the Theory and Practice of Teaching!

I consider it a tremendous honor to spend this quarter working and learning with you. I am here to support you and help you think critically about important issues in teaching and learning. Please do not hesitate to let me know what you need. I can be reached by email (rstathakis@northwestern.edu) or by scheduling an appointment.

Course Description:

The Theory and Practice is a place for you to advance your inquiry stance toward education as you engage in the complex, scholarly work of teaching. You will synthesize and grapple with what you have experienced and learned in many courses and contexts as you actively participate in the community at your practicum site. As the name suggests, the focus will be on analyzing relevant educational theory and research and then investigating practical applications as we consider our vision of transformative teaching and learning. The course provides a structured forum for you to share your observations, questions, discoveries and reflections. Classroom assignments and video exercises are designed to enhance your skills of “professional noticing” and we will discuss the skills and habits that are needed to fully see, hear, understand, and honor our students and their thinking. We will analyze our own teaching and learning in a deliberate manner, honing our self-reflection. Course assignments and discussions will also involve metacognition—thinking about your thinking—as you examine your evolving beliefs.

Main Course Objectives:

1. To focus on how teaching practice can advance equity and justice.
2. To encourage the habits of reflection, noticing, listening, and inquiry.
3. To examine and engage with the intersection of educational research, theory and practice as teachers focused on transformative teaching and learning. Throughout this process, we will carefully consider our own experiences and practices.
4. To prepare student teachers to begin working through complete teaching cycles (planning, teaching, assessing learning, and reflecting); understanding the cyclical nature of teaching and the interconnectedness of each of the components of the teaching cycle.

“ When the school bell rings on day one and all our students are in their seats, we will hold the future of this nation and this world in our hands. Whatever we do will have lasting implications, not only on the lives of those students, but also on the lives of all those who they come in contact with. So, then, the questions that we should ask ourselves should not be, ‘How can I make this work?’ The question must be, ‘How can I afford not to make this work?’

-Wendy Kopp,
One Day, All Children

POLICIES, PRACTICES AND GRADING

Course Flexibility and Student Input

Throughout this course we will consider how we can center students (including their ideas, experiences, voices, and needs) in our classroom. We will also discuss how students can participate in and co-plan curriculum and instructional decisions. This will not be something that we only consider for your PK-12 students; instead, this is an approach and philosophy that we will live together in our course. This syllabus represents a best estimate of the topics we will discuss and the activities we will complete. However, the course will evolve based on the interests, experiences, and needs of our unique learning community. Please share your questions, concerns, and ideas to share so that we can work together to continually revise our plans in ways that will meet our needs as learners and teachers. At the beginning of the course, we will spend time discussing how we can work together to ensure that our course is reflective of our needs, our interests, and the current educational climate. I hope that together we can continue to re-imagine and develop our course.

Active Participation in our Learning Community

During our class sessions, we will engage in discussions, debates, simulations, and other activities. The breadth and depth of our discussions is contingent upon the contributions of each member of our learning community. When a member of our learning community misses class or comes unprepared, the entire group suffers. Therefore, we should all come to class fully prepared (having completed related assignments/readings) and ready to actively participate. Together, we will discuss what active participation can look and will co-develop our norms. Please contact me in advance if there are any reasons to miss class or come unprepared; again, I want to work with you. When missing a class, you should expect to make up the missed instructional minutes by completing the missed assignments or engaging in alternate activities as assigned by the instructor (at times, viewing a class recording may or may not be possible). Absences or tardiness may result in a lower course grade. Per MEd/TeachEd Policy, missing three class sessions will result in an automatic grade of "incomplete" and you will have to retake the class at another time.

Note: Some texts and class discussions will touch upon deeply personal issues, including cultural practices, gender, mental health, and antisocial/violent acts. I will do my best to provide timely anticipatory warnings, but the nature of our course is that discussions/ events at times take unexpected turns. Further, our class will respond to what we are experiencing in the field and therefore can change rapidly. You are always welcome to step out (or offline) to take care of yourself during these discussions. Let us share responsibility: please indicate to me privately and confidentially if you feel vulnerable around certain topics. Also, please note that campus resources are available to assist you. Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the NUhelp [website](#) and [app](#). Let us all develop a safe space that allows for respectful free expression and exchange of ideas.

Support for Wellness: Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the [Counseling and Psychological Services \(CAPS\)](#), [Religious and Spiritual Life \(RSL\)](#) and the [Center for Awareness, Response and Education \(CARE\)](#).

Information regarding COVID-19

As we continue to adjust to what is happening in our world at this moment in time, we will adjust policies and procedures. This course will follow all university guidelines and recommendations and we will continue to respond to and accommodate requirements from your partner school sites. I recognize that there are many challenges and ongoing uncertainty and want to work with you; please always reach out if you need any assistance. If I am not able to solve the problem, I will help connect you with the people or resources that you need.

University Statement Regarding COVID-19 Classroom Expectations

Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

- Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.
- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.

If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week. Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension.

Exceptions to Class Modality

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

Absences: Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with Northwestern's Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework.

Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework.

Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.

Canvas and Via

Our weekly meetings provide a time and place for us to connect, work collaboratively, and discuss. Through Canvas we will continue this work through discussion questions and space for you to add your insights or thoughts. I will also post detailed reminders through Canvas. Please add checking in on Canvas to your regular routine for the week. You will be using Via to submit key materials related to your field experiences; for example, this site will be how you log practicum hours.

Engaged Observations and Field Notes

By the end of the field experiences, many student teachers report that the field notes were an invaluable tool that helped them notice what was happening in the classroom, develop their own questions, clarify their thinking, and keep a record of ideas/strategies/questions. Your field notes also provide me with a window into your classroom and your thinking. You may find that your field notes will serve as the foundation for many assignments as well as prove useful for other endeavors such as the edTPA and action research. We will discuss how we can regularly share field notes.

Weekly Check-In & Reflection

We will determine a system for weekly check-ins and reflections. In the past, we have used dialogue journals, google forms, audio messages, and other tools. With all of the unique circumstances this year, we will collaborate to determine what will be helpful and effective.

Texts and Materials

This course will include shared texts as well as menus with options for you to select from; articles and book chapters will be shared electronically with you. In addition, you will be responsible for acquiring one of the following texts:

- *Culturally Responsive Teaching & the Brain* by Zaretta Hammond (Corwin, 2015).
- *Start Here, Start Now* by Liz Kleinrock (Heineman, 2021)
- *Equity-Centered Trauma-Informed Education* by Alex Shevrin Venet (Norton, 2021)
- *We Got This.* by Cornelius Minor (Heineman, 2019)

Please note that you do not have to purchase your text and are welcome to check materials out from the library. These texts may be available through interlibrary loan or your local public library. If finding or purchasing a text poses a challenge for you for any reason, please contact me so we can work together to find a solution.

Academic Integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All work for this course will be submitted electronically via email (rstathakis@northwestern.edu); no need to waste paper! We will also be using shared Google folders. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit:

<http://www.northwestern.edu/provost/policies/academic-integrity/index.html>.

While the guidelines for academic integrity at Northwestern prohibit students from submitting similar work in more than one course, these guidelines are modified here. Your courses are all working toward the same goal; providing you, as a teacher scholar, culminating experiences to support synthesis and application of theories and practices. It is likely that as you synthesize and expand your thinking, there will be some overlap between this course, other courses, your action research project and the TPA.

Accommodations for Students

I am committed to ensuring that this class is **fully accessible** to every member of our learning community. If anything is impeding your success in this class, please see me so that we can work together to find solutions. I believe in differentiation and want to work with you to tailor this course to best meet your needs, readiness, and interests.

Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

Class Recordings

This class or portions of this class will be recorded by the instructor for educational purposes and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them—is also prohibited. Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Grading, Assignments & Assessments

The assignments for this course are strategically designed to help you learn, reflect, synthesize ideas, challenge your thinking, and engage in authentic educational practice. As you are working on the assignments, the learning objectives and purpose should be clear, relevant, and meaningful. You should be able to understand the practical applications of your work. If this is ever not the case, please see me. Also, note that assignments can be modified to meet your unique needs and interests. Detailed instructions for each assignment will be provided in class and/or through Canvas.

As we will discuss in this course, assessment and evaluation are complex. Many of the texts we will examine make a case for actively engaging students in all steps of evaluation; you will be an active participant in the evaluation and assessment of your own learning in this course.

“Photo Album” Components

As suggested by Tomlinson and McTighe, assessment is best viewed as a photo album instead of a single snapshot. You will work all quarter to fill your album with authentic and relevant tasks; these tasks have been grouped into a few key strands and are aligned with the program’s Guiding Commitments. You will continue to revise and add to these items next quarter in your student teaching seminar.

Practicum & Course Requirements (20 points)

- Weekend Check-ins and Reflections
- Field Notes
- Practicum Agreement
- Weekly Class Preparation
- Practicum Log
- Curriculum Map for Winter Quarter ***DRAFT***
- Practicum Evaluations from Mentors
- Self-Assessment with NU CEF
- Meeting with Rebekah at the end of the quarter
- Teacher Performance Assessment Requirements

Learning Communities Portfolio (40 points)

- Design of Learning Environments (Video)
- Mentor Interview and Reflection
- Student Interview
- Maintaining & Caring for the Classroom Community
- Asset Mapping
- Interrogating the Self

Subject Matter Sensemaking Portfolio (40 points)

- Eliciting & Interpreting Student Thinking (Video)
- Assessment
- Evaluating Lesson Materials
- Universal Design for Learning Task
- Discourse Activity (Video)
- Content-Area Focus (Video)



Consider Photo Albums Versus Snapshots...

A photo album typically contains a number of pictures taken over time in different contexts, when viewed as a whole, the album presents a more accurate and revealing ‘portrait’ of an individual than does any single snapshot within. It is the same with classroom assessment—a single test at the end of instruction is less likely to provide a complete picture of a students’ learning than a collection of diverse sources of evidence is.

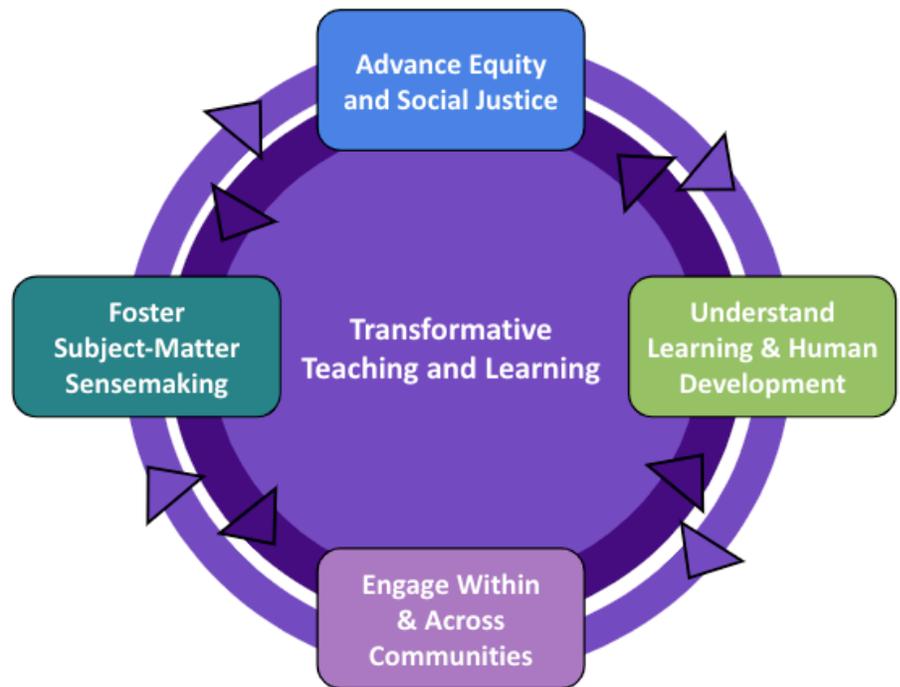
- Tomlinson & McTighe, *Integrating Differentiated Instruction and Understanding by Design*



Northwestern Teacher Education Guiding Commitments

As you will hopefully see and experience, we use the Guiding Commitments as a tool and lens. The Northwestern Teacher Education Program's Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions



Northwestern Teacher Education Dispositions



Commitment to Advancing Equity and Justice

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.
- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.



Reverence for Learners and Learning

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.
- Value students' contributions and their diverse ways of knowing and being committed to understanding students' thinking.



Sense of Professional Responsibility and Commitment to Ongoing Growth

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements



Focus on Collaboration

- Seek to build meaningful relationships by understanding, working with, and learning from others.
- Value the contributions of families and community members and actively work to meaningfully connect with them.
- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

WEEK 1 – SEPTEMBER 23

QUESTIONS TO THINK ABOUT:

How can we co-construct norms and work together to nurture our classroom community? How can we engage with and learn from multiple communities of learning? What are our own internalized biases and positional privileges and how can we develop our identity awareness? How can our teaching be grounded in equity and social justice?

IN CLASS:

- Co-constructing our class norms and considering how to engage in this practice in classrooms
- Discussion of how teaching and learning exist within multiple communities
- Asset-based approach
- Overview of our syllabus and expectations
- Introduce Community Portfolio including asset mapping
- Culturally-sustaining and anti-bias education
- Introduction of the Design of Learning Environment task

PRACTICE (PARTNER & INDIVIDUAL):

- Introduction letter for families/students
- Begin thinking about your Design of Learning Environments assignment (and complete the section about Core Values)
- Begin Interrogating the Self form

READINGS:

(for next week)

Required:

- Cultivate Unconditional Positive Regard
- Begin by Listening
- Critical Practices for Anti-Bias Teaching at least pages 8-13

Select at least a couple of supplemental resources and investigate which full book you will be reading.

AT YOUR SITE:

- Introduce yourself to your classes
- Distribute your letter and release forms
- Talk with mentor about curriculum mapping for the quarter and year (in very general terms)
- **Practicum Agreement** with your mentor
- Use two column notes to generate your questions during at least one lesson
- **Design of Learning Environments Video (10/7)**

WEEK 2 – SEPTEMBER 30

QUESTIONS TO THINK ABOUT:

What is taught or understood through the design of the learning environment? How can a learning environment be designed in ways that promote equity and are culturally sustaining?

What is the role of student thinking in my classroom? Why? How can we effectively elicit student thinking? When students share their thinking, how can we respond?

IN CLASS:

- Continue discussion about the design of learning environments (including school funding)
- Interrogating organizational routines and getting to know the routines at your school
- Restorative conversations (begin discussing scenarios)
- Introduce Sensemaking Portfolio
- Discussion about the role of student thinking
- Strategies for eliciting and interpreting student thinking
- Discussion about the role of student thinking
- Introduce Understanding by Design

PRACTICE (PARTNER & INDIVIDUAL):

- Audit of Danielson Domain 2
- Interrogating organizational routines
- Core Values (in community portfolio)

READINGS:

Required:

- Formative Assessment in Seven Moves
- Culturally Responsive Teaching and the Brain Chapters 4 and 5
- Critical Practices for Anti-Bias Teaching at least pages 14-20

Select at least a couple of supplemental resources and begin reading your personal-choice text.

AT YOUR SITE:

- **Design of Learning Environment Video on Flipgrid** (Due Oct. 7)
- Observation Focus – Student Thinking
- Eliciting and Interpreting Student Thinking (due Oct. 14)
- Mentor Interview (due on Oct. 21)

WEEK 3 – OCTOBER 7

QUESTIONS TO THINK ABOUT:

How do we nurture class environments that are restorative and that honor students' dignity?

What is the role of student thinking in my classroom? Why? How can we effectively elicit student thinking? When students share their thinking, how can we respond?

How do we select, evaluate, and adapt instructional materials? What criteria should we use in that process?

How do we plan for student learning in meaningful ways?

IN CLASS:

- Sharing design of learning environment videos
- School funding
- Restorative conversations
- Discuss curriculum design, adaptation, and implementation
- Discuss Understanding by Design
- Star working on evaluating curriculum materials tasks

PRACTICE (PARTNER & INDIVIDUAL):

- Watching design of learning environments videos (on Flipgrid) and share responses
- Design your eliciting student thinking task.
- Work with a partner as you plan your task and then to analyze your task.
- Evaluating curriculum materials

READINGS:

Required:

- Classroom Management is about Restorative Discipline (Chapter 5 from *These Kids*)
- We Got This chapter 5
- Cultivating Genius – selected chapters

Select at least a couple of supplemental resources. If you are new to Understanding by Design, read the overview from *Upgrade Your Teaching*.

AT YOUR SITE:

- Eliciting and Interpreting Student Thinking (due Oct. 14)
- Mentor Interview (due on Oct. 21)
- Discuss curriculum materials and expectations
- Continue working on asset mapping
- Share takeaways from Interrogating the Self. Post on Canvas discussion by October 12.

WEEK 4 – OCTOBER 14

QUESTIONS TO THINK ABOUT:

How do we nurture class environments that are restorative and that honor students' dignity?

How can we design for learning in a way that is asset-based and iterative? How do we plan for student learning in meaningful ways?

How can our assessment practices contribute to students' growth? In what ways do specific types of assessment elicit and privilege particular ways of knowing?

IN CLASS:

- As needed, discuss scenarios for restorative conversations
- Continue discussing our work with asset mapping
- Continue discussing how we evaluate and adapt curriculum materials
- The role of assessment in curriculum design, adaptation and implementation

PRACTICE (PARTNER & INDIVIDUAL):

- Debrief eliciting and interpreting task
- Selecting, evaluating, and adapting lesson materials with a partner

READINGS:

Required:

- Objectives as the Foundation for Learning-Focused Instruction (from *Where Great Teaching Begins*)

Select multiple supplemental resources related to assessment.

AT YOUR SITE:

- Discuss assessment strategies. When possible, begin assisting with designing and collecting formative and diagnostic assessments.
- Work through community portfolio sections on organizational routines
- **Mentor Interview and Reflection due on October 21.**
- Design and implement an assessment (**due on Oct. 28; bring draft on Oct. 21**)

WEEK 5 – OCTOBER 21

QUESTIONS TO THINK ABOUT:

How do we establish, maintain, and care for our classroom community in ways that are effective and restorative?

How can our assessment practices contribute to students' growth? How do we plan for student learning in meaningful ways?

IN CLASS:

- Maintaining and caring for the classroom community including procedures, scenarios, and restorative practices
- Providing effective instructions
- Planning assessment
- Continue discussing curriculum with a focus on planning for learning or daily plans

PRACTICE (PARTNER & INDIVIDUAL):

- Sharing planning approaches and tools (such as templates)
- Discuss your student interview questions
- Add information to your Candidate Evaluation Framework

READINGS:

Required:

- Candidate Evaluation Framework

Select multiple supplemental resources related to assessment and planning for learning.

AT YOUR SITE:

- Design and implement an assessment (**due on Oct. 28**)
- Continue working on understanding organizational routines in your school
- Optional (Encouraged) recording providing instructions and setting up a task (encouraged by Nov. 25)
- Student Interview (due by Nov. 4)

WEEK 6 – OCTOBER 28

QUESTIONS TO THINK ABOUT:

How can our assessment practices contribute to students' growth? In what ways do specific types of assessment elicit and privilege particular ways of knowing? How can we design for learning in a way that is asset-based and iterative? How do we plan for student learning in meaningful ways?

How do we effectively facilitate classroom discourse where all members of the community can meaningfully participate and where ideas are encouraged and welcomed? How does classroom discourse relate to student sensemaking?

IN CLASS:

- Work through assessment portfolio including item analysis, feedback that advances learning, and next steps (differentiation of next steps will be focus of following week)
- Classroom discourse and engagement (TPA rubrics 6, 7 and)
- Begin discussing Universal Design for Learning

PRACTICE (PARTNER & INDIVIDUAL):

- Work on planning your lesson/mini-lesson that focuses on discourse and engagement
- Discuss your assessment portfolio (perhaps focus on student feedback and next steps)

READINGS:

Required:

- UDL guidelines

Continue working through supplemental resources related to assessment and planning for learning.

Resources will also be provided related to discourse strategies.

Work on completing your personal-choice text.

AT YOUR SITE:

- Student Interview (due by Nov. 4)
- Lesson that focuses on discourse and engagement recorded (due by Nov. 11)
- Section on assessment in Sensemaking Portfolio is due by November 7 (including reflection)
- Continue talking with your mentor about how they approach planning and the local curriculum.
- Continue working on the classroom community sections of your community portfolio (including philosophy statement). This is due November 14.

WEEK 7 – NOVEMBER 4

QUESTIONS TO THINK ABOUT:

How do we effectively facilitate classroom discourse where all members of the community can meaningfully participate and where ideas are encouraged and welcomed? How does classroom discourse relate to student sensemaking?

What is trauma-informed practice? How can our classrooms be spaces of safety, joy, and healing?

IN CLASS:

- Continue with classroom discourse. How can our discourse practices promote equity and engagement?
- Discuss TPA rubrics 6 and 7.
- Trauma-informed practices
- Universal Design for Learning
- Thinking about UDL with our assessment samples and upcoming TPA lesson sequence

PRACTICE (PARTNER & INDIVIDUAL):

- Work on community portfolio together
- Plan for your discourse and engagement activity! Rehearse as needed.
- **Prepare to present about your personal-choice text!**

READINGS:

Required:

- Finish your personal-choice text!

Select additional readings from the menu of supplemental readings.

AT YOUR SITE:

- Section on assessment in Sensemaking Portfolio is due by **November 7** (including reflection)
- Discourse and engagement video due **by November 11**.
- Consider your role in the maintenance and care of the classroom community
- Continue working on the classroom community sections of your community portfolio (including philosophy statement). This is due November 14.
- Engaging in the community beyond the classroom walls as you continue your asset mapping

WEEK 8 – NOVEMBER 11

QUESTIONS TO THINK ABOUT:

What are we understanding regarding culturally-sustaining practices anti-racist pedagogy? How will we take up this work in our classrooms this winter and in the future?

What have we learned about the assets in the communities we will be working in? How does this impact our work?

How can students' assets, lived experiences, needs, and interests meaningfully inform and impact teaching and learning? How can we plan for and with the learners in our classes?

IN CLASS:

- Group presentations on culturally-sustaining practices and anti-racist pedagogy
- Begin sharing asset maps and discuss centering student assets in our classrooms
- Universal Design for learning in our upcoming TPA
- Sharing videos
- Planning your content-area focus lesson (TPA Rubric 9)
-

PRACTICE (PARTNER & INDIVIDUAL):

- Share discourse/engagement video with a partner
- Discuss how you will integrate UDL and differentiation in your Teacher Performance Assessment
- Plan your content-area focus lesson

READINGS:

Select readings from the menu of supplemental readings.

AT YOUR SITE:

- Continue working on the classroom community sections of your community portfolio (including philosophy statement). This is due **November 14**.
- Talk with your mentor about IEPs/504 and what you know about students.
- Your TPA Lesson Plans and Task 1 are due on **November 22**.

WEEK 9 – NOVEMBER 18

QUESTIONS TO THINK ABOUT:

What are we understanding regarding culturally-sustaining practices anti-racist pedagogy? How will we take up this work in our classrooms this winter and in the future?

What have we learned about the assets in the communities we will be working in? How does this impact our work?

How can students' assets, lived experiences, needs, and interests meaningfully inform and impact teaching and learning?
How can we plan for and with the learners in our classes?

IN CLASS:

- Group presentations on Culturally-Sustaining Practices and Anti-Racist Pedagogy
- Begin sharing asset maps and discuss centering student assets in our classrooms
- Universal Design for learning in our upcoming TPA
- Sharing videos
- Planning your content-area focus lesson (TPA Rubric 9)
- Task 1 of the Teacher Performance Assessment
- Discuss long-term curriculum planning

PRACTICE (PARTNER & INDIVIDUAL):

- Discuss your TPA plans
- Finish Task 1 and lesson plans (Due November 22)
- Plan your content-area focus lesson

READINGS:

Select readings from the menu of supplemental readings.

AT YOUR SITE:

- Plan your 3-5 lesson sequence and communicate with your mentor regarding timing and any questions
- Teach a lesson that address the TPA content-area focus by December 2

NO CLASS ON NOVEMBER 25

WEEK 10 – DECEMBER 2

QUESTIONS TO THINK ABOUT:

How are we making sense of our experiences this quarter? What are our shared ideas of enduring value for our course?
How do we prepare for student teaching?

What steps can we take to actively care for ourselves as educators?

IN CLASS:

- Return to the Guiding Commitments as we consider how to meaningfully connect all of these experiences
- Share asset maps
- Plan for winter quarter
- Final questions related to TPA
- Working on Tasks 2 and 3

PRACTICE (PARTNER & INDIVIDUAL):

- Share videos of lessons
- Discuss curriculum maps
- Discuss TPA

READINGS:

AT YOUR SITE:

- Teach your TPA sequence
- Work on curriculum mapping for winter and a plan to stay in contact for December