

Syllabus

ALD 328

Introduction to Teaching: Applied Learning and Development

AKA “Practicing Activist Teaching”

Fall, 2018

Professor: Jim Hoffman
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Class Sessions: Tuesdays 1:00-4:00

Field Supervisors: Vickie Godfrey
Annie Daley
Erica Steinitz

Schedule: School Placement/Observations
Concentrated (First Weeks of School)
Regular Routine in Field-Placement:
 Wednesday 7:30-3:30
 Thursday 7:30-3:30
 Friday Mornings (as arranged – a minimum of 6)
Last Day in Classrooms: Friday, November 16th

Mentoring: 1:00-1:45 (followed by debriefing and break)
Mondays and Tuesdays

Regular ALD Class Sessions: Monday, 2:00-4:00

This course is designed as the “capstone” course in your ALD course sequence. Through this course, the understandings you have developed through your earlier ALD work (e.g, individual differences; cultural influences; cognition, learning and motivation; language acquisition) will be applied to classroom teaching and learning to teach. It is a course directed toward your understanding your emerging identity as a teacher. Your personal “narrative” of becoming a teacher and your vision statement will be a constant reference point for our work. Our work in this course will rely heavily on the observations, interactions and reflections that are part of your field experiences this semester. We will explore notions of Practicing Activist Teaching. This course will

interact (in requirements and work) around the other courses you are taking this semester in Classroom Management and Reading Methods.

Course Requirements

Field Experiences:

Successful completion of your field-experience responsibilities is essential to this course. You must be present at your assignment as required and fulfill all of your responsibilities in your placement site. If you fall short in these responsibilities you may be required to spend additional time at your placement site; or dropped from the course and asked to repeat in a subsequent semester; and/or dropped from the program entirely (i.e., not allowed to enter the student teaching semester in your professional development sequence without additional work). Your performance will be assessed by your course instructor with input from your cooperating teacher and your UT Facilitator. If there is a problem regarding the quality of your performance you will be notified in writing, given specific feedback and recommendations, and given an opportunity to adjust your level work. If performance does not improve, one of the options listed above will be enforced. Your **Research Journal**, and the **Observations by your UT Supervisor and Cooperating Teacher** are the primary sources of evidence for the content and quality of your teaching experiences during the semester.

You (not your friend or your roommate) must notify your UT facilitator and your classroom teacher (not one, or the other, but both) in advance of any absences. Call BOTH your supervisor and your teacher.

Narrative

This is an essay that describes your journey into teaching. No doubt your description of this journey will become part of your vision statement. This narrative is a little more descriptive than philosophical. This narrative will be shared with your classroom teacher. The narrative is not long . . . less than 5 pages for sure. It will be due early in the semester to be shared with your teacher as part of relationship building. If you can have this ready to share when you start in the classroom, that would be an added bonus.

Your Professional Website

This website is your professional portfolio. We want to create as much space as possible for you to represent to others (your colleagues, potential employers, parents of the children you teach). You will be describing your envisioned self (identity) as a teacher of children in a rapidly changing, shrinking and (not always) just world. You can expand this notion of essay to include other modes of expression (photos, art work, posters, etc). This report should reflect your philosophy of teaching that relates to how you foresee your life as a professional -- your classroom, your students (as they live outside of school, and in our society). We will build toward the representation of the content of your philosophy/vision statement in each class session. The portion of your website that focuses on your Vision statement will be part of a Class Presentation. The website will be something of a shell by the end of this semester. We will be using Google Sites for this purpose. You will continue to work on your website as part of Language Arts methods.

We will shift then to “linked-in” to connect to your website and your broader professional community.

Readings and Class Discussion

Read and respond on our class blog to all assignments. Participate in class discussions. We will establish a schedule for you to be the lead responder to readings. When you are the responder you will not need to post a response to the reading. You will offer a five-ten-minute summary of the responses in class. Postings must be made by 8:00 pm on Sunday night before class. On the weeks that you are the responder, you will be leading the class discussion of the readings. You will be asked to sign up to lead the discussions.

Practice Based Research

We will continue to develop our expertise in research. You will keep a research notebook with entries from the first day you are in your classroom. Think of this work as continuing through the entire year concluding with a presentation of your research in March of next year. Your field supervisor and your cooperating teacher will be your primary mentors in this work. We will continue to focus on developing a research stance and research tools as we move through the semester. You may or may not work collaboratively with your classroom teacher on this project. There will be several activities related to this research work that will require extra work (e.g., completion of human subjects research training).

Mentoring

Tutoring is transforming into Mentoring. We will discuss our thoughts on this in class. The mentoring requirement bridges your work in several classes (COM, Reading Methods, and ALD). The credit for your work will fall within this course. Teaching Plans must be posted to the Custom site before teaching and reflections must be added within two days. There is an additional emphasis this semester on co-teaching and peer coaching within the cohort that will extend into our work in the field.

Texts

The reading demands of this course are substantial. There will be two books we are drawing from and additional readings that will be posted. You will need to buy the following books. All of the books focus on activism in teaching.

William Ayers: *To Teach*

Paulo Freire: *Pedagogy of the Oppressed*

http://www.users.humboldt.edu/jwpowell/edreformFreire_pedagogy.pdf

(selected Chapters)

You will need to order these books online in time for the start of the semester.

Models of Teaching: Co-Teach, Direct Teach, Indirect Teach with Critical Reflection

Plan for and engage in co-teaching with your classroom teacher from the very start of your teaching experience. This co-teaching is something you will arrange with your teacher and your facilitator. Engage in shadowing and other forms of co-teaching that will be described in class. Record and reflect on these in your research notebook. Conduct a purposeful observation and submit a report.

Plan for and teach a direct instruction lesson in your classroom. There are specific criteria for this lesson in terms of elements to be included. The direct teach lesson will be observed. It may be part of literacy instruction or any another curriculum area. This lesson will be observed by your UT facilitator.

Plan and teach in a more indirect instructional environment. Video-tape at least part of this lesson. Transcribe a portion. Reflect on your teaching experience -- two pages. (We will encourage you to use your Literature Unit you are working on in Reading Method what as the context for your Indirect Teach. This unit will be observed by your UT supervisor.

Learning to Teach through Experience: Coaching (peer, self, and mentor)

We will be working to develop our understandings of experience in learning to teach and the place of coaching in our experience. There are two dimensions to this work in this course. You will be keeping a log of your experiences in the field. You will engage as a peer coach in your mentoring experience. The documentation for your coaching work will be on your teaching plans.

Your log will be an extension of your first weeks of school journal with a focus on reflecting in your observations, your co-teaching and your teaching in the classroom. For your peer coaching experience, you will video-record an observation and a coaching session. You will present an analysis of the strategies you are developing as a coach.

Due Dates and Deadlines

The due dates will be set for each of the assignments in the course. Points will be deducted for work that is turned in late (minus 20% of the points for missing the deadlines). Deadlines and evaluation criteria will be distributed in class as the assignments are introduced.

Scholastic Dishonesty:

Scholastic dishonesty includes any action that gives unfair advantage to one student over another. It includes cheating, plagiarism, and altering grades and is taken seriously in this course and across campus. Students are advised that any instance of scholastic dishonesty will be reported to the Dean of Students for disposition.

University Policy on Students with Disabilities:

"The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY."

Work Products/Requirements/Grades

Attend classes and participate 100pts
(Reading Responses and Quick Writes and Discussion Leader)

Entries in your Research Notebook. 200pts

You will be given a mid-semester report on each of the areas above. You can assume that you are getting full credit in these areas. If you are not up to the full level, you will be given written and oral feedback and the opportunity to adjust.

Direct Teach Lesson Plan and Teaching	75pts
Teaching Plans (indirect) and Analysis Classroom (Indirect Teach)	175 pts
Web site with: Teaching Narrative Vision/Philosophy Statement	150 pts
Mentoring (Materials, Planning, Instruction and Report)	200 pts
Peer Coaching and Video Analysis	100 pts

You will be given your grade within a week after the work is completed. You will be given an opportunity to revise. If you would like feedback on drafts these can be submitted early.

Grading Scale (adjusted based on points possible in an area):

900-1000 pts (A)	Outstanding work, beyond the requirements
800-899 pts (B)	Excellent work, meets high standards
700-799 pts (C)	Satisfactory work - adequate
Below 700 pts (F)	Unacceptable work (Failing)

Class Session TOPICS

Class 1 August 16th (at Houston ES). 4-6

Orientation and planning for field experiences and the first weeks of school.
Sharing of the syllabus for ALD.

Class 2 September 4th

Sharing of narratives into teaching (Bring this to class to post)

Topic(s): Professional Identity: It's the VISION thing: Teachers, Teaching, Narratives, You and Our Society. Historical, Contemporary and Futuristic Views of Teaching.

Class 3 September 11th

Quick Write: Feedback

Learning to Teach

The role of experience, reflection and coaching support

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Class 4 September 17th

Quick Write: What do you see as the greatest challenges you will face as a teacher? (both as a beginning teacher and a career teacher)

Topic: Research on Effective Teaching

Classes 5 September 18th

Quick Write: Describe a student in your class who you see as a model student. Describe a student in your class who you think is the greatest challenge.

Topic: Models of Teaching

Class 6 October 2nd

Quick Write: Describe the learning environment in your classroom (physical, psychological, social spaces)?

Topic: Models of Teaching

Information Processing Models and Direct Instruction (Part I)

Class 7 October 9th

First Draft Vision Statement Posted

Readings and Postings:

Quick Write: Describe a teacher who influenced you in your life as a student? What was it about this teacher that stood out to you as most important?

Topic: Models of Teaching

Information Processing Models and Direct Instruction (Part 2)

Classes 8 October 16th

Plan for Direct Teach Posted

Readings and Postings:

Quick Write: Who gets to talk in your classroom? About what? When? To what end?

Topic: Social Models of Teaching

Class 9 October 23rd

Readings and Postings:

Quick Write: Do you regard teaching an Art, a Science or a Craft? In what ways?

Topic: Social Models of Teaching (Continued)

Class 10 Oct. 30th

Readings and Postings:

Quick Write: What is your envisioned relationship with your students, with their parents and with their community?

Topic: Personal Models

The Commonplaces of Teaching (and controversial topics in teaching)

Class 11 November 6th

Readings and Postings:

Quick Write: Where will you find your curriculum? (the “what you teach”)

Topic: **Curriculum**

Class 12 November 13th

Readings and Postings:

Quick Write: How will students be grouped in your classroom? For what purposes?

Topic: Grouping

Class 13 November 20th

Indirect Teaching Analysis Completed and Uploaded

Readings and Postings:

Quick Write: How will assessments (including state assessments) shape your teaching?

Topic: Accountability for All: High Stakes Testing

Critical Pedagogy: Becoming, Problem Posing

Post an invitation to respond. Prepare to Co-lead a class discussion that builds on the responses.

Class	Readings	Discussion Co-Leaders
2. Sept. 4	Duffy. "Balancing Round Stones"	Faculty
	Activism in Teaching	Faculty
3. Sept 11	Ayers, Chapter 1: Beginning: The challenge of Teaching	Students
4. Sept 17	Ayers Chapter 2: Seeing the Student	Students
5. Sept 18	Ayers Chapter 3: Creating an Environment for Learning	Students
6. Oct. 2	Ayers Chapter 4: Building Bridges	Students
7. Oct. 9	Ayers, Chapter 5: Liberating the Curriculum	Students
8. Oct. 16	Ayers, Chapter 6: Keeping Track	Students
9. Oct. 23	Ayers, Chapter 7: The Mystery of Teaching Ayers, Chapter 8: Beginning Again: The Current Challenge to Teach	Students
10. Oct. 30	Freire Introduction & Chapter 1	Students
11. Nov. 6	Freire Chapter 2	Students
12. Nov. 13	Freire Chapter 3	Students
13. Nov. 20	Freire Chapters 4	Students

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