UAS CTE graduates will be informed, reflective, and responsive teachers within diverse classroom, school, and community contexts

**ED 692 Orientation to Teaching Seminar**
July 19th-August 6th
M – F: Mornings 9-Noon

**Instructor:** Alison McKenna  
Phone: 321-0127  
Email contact: Alison_mckenna@breadnet.middlebury.edu

**UAS Technology Support Help Desk:** 465-6400 or 1-877-465-6400 and http://www.uas.alaska.edu/helpdesk

**UAS Online Class Site:** Go to [http://www.uas.alaska.edu](http://www.uas.alaska.edu), click on A-Z in upper right corner, click on the letter U, click on UAS Online, type in ED692, and click on ED692-JO1. Go the Homesite, and add your e-mail to the list. Under Resources, you will find a variety of documents for your use. Check this site from time to time.

**Course Context**
The goal of the teacher education program at UAS is to prepare reflective and response practitioners. Okay, what does that mean and why is that important? Good teachers reflect on their own learning, modify lessons (even in the five minutes between classes), think about individuals’ needs, build on their students’ prior knowledge, and articulate to themselves and their students what their key objectives are.

Effective teachers and reflective practitioners need to utilize, assimilate, and consider many types of knowledge when they are making decisions in their professional context:

*Knowledge of subject matter/curriculum*  
*Knowledge of learners/knowledge of pedagogy*, including knowledge of student characteristics and cognitions as well as knowledge of motivational and developmental aspects of how students learn.  
*Knowledge of educational goals (state and school standards) and different*
methods of assessment of student progress, which contribute to instructional decisions.

*Knowledge of social and cultural context* to understand the impact and influence of community, social and economic disparity, issues of racism or sexism or homophobia, and pressures from home on learning.

**Course Description**
We’ll be asking and examining the BIG questions in here (How do I engage and inspire all learners?) and the smaller ones (What do I have my students call me?). You may walk out of here with more questions and more confusion. For some of you, it may be March before you have an epiphany and connect the theories and concepts we discuss in here with real practice.

**KEY TOPICS**

**WEEK ONE**

**Concerns and Realities of Entering the Teaching Profession**
What is the purpose of education? Is it different for different community members? If so, how do you meet the objectives of diverse groups? For what are you accountable? To whom are you accountable? How much autonomy do you have? Why is there so much teacher attrition? How can you be prepared? How do you manage the paper load and student load? How do you find time to take care of yourself and minimize stress?

**Professionalism**: You are a role model. You will be developing and/or strengthening particular habits related to your influence as a teacher and your identity as a professional.

**Theories of Learning**
How do people learn? What are different learning styles? How do you support and challenge students in a heterogeneous classroom? What are different theories of learning? What are different perspectives on intelligence?

**WEEK TWO**

**Lesson Planning, Curriculum Design, and Assessment**
How do you have high standards but not set up students for failure? How do you decide what to teach and how long to spend on a concept? How do you test or assess mastery? How do you personalize but not do 130 different things? How do you balance standard, quantitative assessment with performance assessments? How do you manage, organize, and monitor group work?

**Classroom Management:**
A good lesson plan that is engaging, relevant, challenging and doable is the best management strategy, but we will discuss management issues and strategies.

**WEEK THREE**

**Lesson Delivery, Controversial Issues in Education, Jargon**
What are the ramifications of No Child Left Behind? Is it improving education? How is it changing under the Obama administration? Are charter schools a good
idea? Homeschooling? Vouchers?

Final Assessment (fondly known as Trial By Fire by former MATers): You will design, prepare, and deliver a 50 minute lesson for a class comprised of fellow MATers, local teachers, and teens.

**Required Text:**

John Dewey, *Experience and Education*
Class Reader—I will provide this the first day
Readings from the Internet which will be linked to class website

**Relationship to Conceptual Framework**

This course is an introduction to social, cognitive, and pedagogical theories that have shaped American education. Controversial contemporary issues in education, the function of schools in a democracy, the ramifications of NCLB, classroom management, lesson planning, and assessment will all be addressed. Coursework, role playing, modeling, readings, and discussion will guide learners to be informed, reflective, and responsive teachers within diverse classroom, school, and community contexts.

**Instructional Methodologies**

This course includes discussions, group research, short analytical papers, presentations, discussion-based lectures, cooperative learning, peer teaching, group presentations, classroom simulations, and reflective written applications of class activities and readings. Different methods of assessment will be modeled.

**Diversity**

Dealing effectively with the range of diversity (culture, gender, ethnic, developmental, physical, etc.) found in our public school classrooms is one of the greatest challenges facing the teaching profession today. The very nature of our discussions and work in class will cause us to focus on meeting the needs of our diverse student body. Your materials and observations will also address the issue of diversity as you plan instruction with the needs of all students in mind.

**Disability Support Services:** If a student has a documented disability for which they require academic or programmatic accommodations, please contact the Disability Support Services (DDS) office @ 465-1298 as soon as possible.
**Purpose**

The primary purpose of this course is to give the prospective educator instruction and practice in the following areas:

1) Understanding the cultural, social, and economic influences on education.
2) Articulating a personal teaching philosophy
3) Understanding the key components of an effective lesson plan
4) Understanding alternative assessment
5) Learning management strategies, ways to involve parents and the community
6) Developing and maintaining an effective, fruitful mentor-mentee relationship
7) Developing an understanding of educational terms and jargon
8) Analyzing key controversial issues in education and curriculum development

**KNOWLEDGE, DISPOSITIONS & PERFORMANCES ASSESSED**

**Orientation to Teaching**

*Knowledge of Content*

*Dispositions*

1c. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D),
2c. Appreciate unique thinking processes of learners at different stages of development. (D),
3d. Appreciate multiple perspectives and value individual differences. (D),
4c. Commit to professional discourse about content knowledge and student learning of content. (D),
5c. Value assessment and instruction as integrated processes. (D),
6c. Commit to ensuring student well-being and development of self-regulation and group interaction skills. (D),
7c. Recognize the school as an integral part of the community and value parents as partners in promoting student learning. (D),
8d. Value professional ethics, democratic principles, and collaborative learning communities. (D),
9c. Value technology as a tool for student and teacher lifelong learning. (D)

*Professional and Pedagogical Knowledge*

1a. Support their philosophy of education with research-based theory and evidence. (K),
2a. Identify ways students’ developmental levels affect their thinking processes and learning. (K),
6a. Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn. (K,P)

Pedagogical Content Knowledge

Impact on Student Learning
4c. Commit to professional discourse about content knowledge and student learning of content. (D)

UAS GRADUATE COMPETENCIES

The UAS Graduate Competencies are holistic in nature and have a broad scope. Each of the courses and the field experience in the Middle Grades and Secondary M.A.T. program address these competencies and provide opportunities for the M.A.T. interns to demonstrate their understanding and mastery of the particular skill or behavior.

Communication
1.1 Candidates possess effective professional writing skills appropriate in their fields.
1.2 Candidates are effective in presentations and professional discourse.
1.3 Candidates use substantial comprehension skills in reading and listening.
1.4 Candidates understand the role of technology and effectively use it for professional communication.

Professional Behavior
2.1 Candidates recognize ethical and professional responsibilities.
2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals.
2.3 Candidates can assume a leadership role, when necessary.

Critical Thinking and Problem Solving
3.1 Candidates identify, analyze and conceptualize problems in their field.
3.2 Candidates evaluate and synthesize data, considering multiple perspectives.

3.3 Candidates understand the holistic and systemic nature of issues in relation to various environments.

3.4 Candidates understand the role of technology in analysis and decision-making.

3.5 Candidates exercise judgment in decision-making.

**ASSIGNMENTS**

**Written Assignments:**

**Biography:** Posted in class forum on website

**Assignment #1:** Essay responding to readings about different educational philosophies and the external influences on educational policies.
(Standards addressed: 1C, 2C, 4C, 1A)

**Weekly Reflection:** Informal discussion of your thoughts about the concepts discussed this week. Post in forum on class website.
(Standards addressed: 1C, 2C, 4C, 1A)

**Assignment #2:** Written response to different management scenarios.
(Standards addressed: 6A, 2A, 6C)

**Assignment #3:** Lesson Plan Draft to be reviewed by practitioner in field
(Standards addressed: 2C, 4C, 2A)

**Weekly Reflection:** Informal discussion of your thoughts about the concepts discussed this week. Post in forum on class website.
(Standards addressed: 1C, 2C, 4C, 1A)

**Assignment #4:** Final Lesson Plan
(Standards addressed: 2C, 4C, 2A)

**Assignment #5:** Examination of two sides of controversial issue in education (i.e. teaching evolution, merit pay, school vouchers, etc.)

**Assignment #6:** Final reflection: revision of teaching philosophy paper
(Assignment #1), review of key concepts from course, and reflection on lesson delivery
(Standards addressed: 1C, 2C, 4C, 1A)

**Class/Group Assignments:**
**Assignment #1:** Presentation of controversial issue to class. Brief Powerpoint explaining why the issue is controversial and putting it into context
(Standards addressed: 1A, 4C, 3D)

**Assignment #2:** Presentation of lesson to a “class” comprised of each other, teachers from district, and teenagers.
(Standards addressed: 2C, 4C, 2A, 1C, 6C)

**ATTENDANCE**

Due to the discussion nature of the course, and the fact that many of these discussions should cause the student to examine their own beliefs and attitudes about education in America, attendance will constitute a portion of the student’s grade in the course. (See grading criteria) *When you do miss a class, a one to two page synopsis of the material covered during your absence will be due during the next class session.*

You are also expected to be on time for class. Consider it practice for the teaching world and as general respect for the learning of your peers in class. Excessive lateness will be discussed with the student and, if it persists, will begin to affect your grade

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade Percentages</th>
<th>Knowledge, Dispositions &amp; Performances Assessed</th>
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</thead>
<tbody>
<tr>
<td>Written work -</td>
<td>55%</td>
<td>5a, 5b, 5c</td>
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<tr>
<td>Paper on purpose of schools:</td>
<td>100 pts</td>
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<tr>
<td>Lesson plan draft:</td>
<td>30</td>
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<tr>
<td>Revised lesson:</td>
<td>20</td>
<td></td>
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<tr>
<td>Management scenarios</td>
<td>30</td>
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<tr>
<td>Controversial issue:</td>
<td>100</td>
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<tr>
<td>Reflective email WK 1</td>
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<tr>
<td>Reflective email WK 2</td>
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<td></td>
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<tr>
<td>Final reflection: Part I</td>
<td>100</td>
<td></td>
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<tr>
<td>Final reflection: Part II</td>
<td>150</td>
<td></td>
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<tr>
<td>Lesson Delivery</td>
<td>15%</td>
<td>5a, 5b, 5c</td>
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<tr>
<td>150 points</td>
<td></td>
<td></td>
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<tr>
<td>Class participation</td>
<td>30%</td>
<td>5a, 5b, 5c</td>
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<tr>
<td>(involvement, attendance)</td>
<td>100 points/week</td>
<td></td>
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<tr>
<td>1 absences = -10%</td>
<td></td>
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<tr>
<td>2 absences = -20%</td>
<td></td>
<td></td>
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<tr>
<td>3 absences = -30%</td>
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**Assessment Scale** (UAS does NOT mail final grades to students; go to UAS Online for your grades). Students can check with me at any time for a progress report.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90</td>
<td>(90-100%)</td>
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<tr>
<td>B</td>
<td>80</td>
<td>(80-89%)</td>
</tr>
<tr>
<td>C</td>
<td>70</td>
<td>(70-79%)</td>
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</tbody>
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**Detailed Syllabus**

**July 19**
1) Introductions: Why are we all here?
2) Activity and discussion: What is the purpose of school? Look at a timeline of the past century and influences on education.
3) Brainstorm elements of good learning experiences and effective facilitators of those experiences. Analyze our own strengths and weaknesses as teachers.
4) Prepare for student panel for second class

Assignment:
1) Read the section on the history of public education and the different philosophies.
2) Discuss specific theorists (Dewey, Mann, Sizer) and schools of thought. Write about what the purpose of school is and how/ if it has changed. What is the purpose of school in a global, pluralist society? Refer specifically to the text and use proper citation when possible (either APA or MLA—all of the articles may not be properly notated by me, so I can’t penalize you). Email this to me by 8 AM, the 30th. Avoid first person. I expect these to be 3-6 pages, double-spaced. You don’t need a title page, but include a title, headers with page numbers, and a reference page—especially if you include other sources.

**July 20**
1) Panel of students from local middle and high schools. Principal from the alternative school (she is out-of-town for the rest of our session)
2) Discuss readings from last night and your written reflections.
3) Quick lecture on functionalism, Marxism, and post-modernism.
3) If time, meet in content area.

*What facts and skills are essential for your course?*
*What do you want your students to have read about (or list specific books for your course)?*
*What do you want your students to have questioned?*
*What do you want your students to have experienced/produced/designated/tested/produced*
Assignment:
1) Look at state standards in content areas in groups. Go to Alaska’s DOE website: http://www.eed.state.ak.us/ContentStandards/

Do they align with what your group generated? Be ready to discuss this for the next class. Take notes on the standards you feel are the most important or print off the document and highlight portions. Think about any that aren’t essential. Type a reflection about standards. Who should determine the curriculum? Parents? Legislative representatives? Should there be a national curriculum?

July 21
1) Meet in content areas to discuss last night’s research.
1) Lecture on theories of learning--PowerPoint
   Maslow
   Bloom
   Behaviorist
   Constructivist
   Piaget’s stages
   Gardner
   Emotional intelligence
   Types of learning styles

Assignment:

1) Before reading the section on cognitive theories, get on line and take a learning style inventory self-assessment. Go to http://www.metamath.com/lsweb/dvcllearn.htm and do the learning style survey (or any that you find on line that tell you if you are auditory, visual or kinesthetic). Then take the Myers-Briggs personality test (even if you have done this before). There are many on-line sites. Read about your type. Then take this one: http://literacyworks.org/mi/assessment/findyourstrengths.html

2) Read the section on cognitive theories, learning styles, and differentiation.

3) Get on-line and find a lesson from your content area about any topic that takes into account different learning styles or Gardner’s multiple intelligences. One lesson on one day may not bring in different styles, so you may need to find a week-long unit. Which theory seems to underlie the teacher’s choices?

July 22
Share lessons in content areas.
Practice devising questions based on Bloom’s Taxonomy
Visit from former MAT students to talk about the program
Assignment: Read this tip sheet on lesson planning-
http://712educators.about.com/od/lessonplans/ht/lessonplans.htm
Read the section on Authentic Assessment. Be ready to discuss whether or not
your view of what a good lesson is changed? Has your view of teaching
changed?

July 23
1) Look at examples of alternative assessment
2) Share homework in content areas

Assignment:
1) Find 2-3 good lessons in your area. Find good web sites to share with the
cohort. Bring in enough copies of the lessons for your content-area group and
me. Be ready to discuss why these are good lessons.

Begin thinking about the lesson you want to teach for your final assessment. Fill
out the template for July 28th. Take a bit of a break this weekend and breathe,
hike, rest, and focus on other people in your lives that will be neglected
sporadically when you begin your internship (your pets, your friends).

2) Post your weekly ruminations by 8 PM Sunday.

WEEK 2
July 26
1. Share lessons in content area
2. Examples of authentic assessment
3. With partner, devise lesson, planning backwards

Assignment: Read section on management and complete management scenarios
by Wednesday. Template for lesson due the 28th.

July 27
Guest speaker about management.

July 28
Lesson planning
Management
Share scenario responses
Role Playing

Assignment: Lesson draft emailed to me by midnight

July 29
Assign controversial issues and discuss paper
Workshop lessons together
Possibly visit local school

July 30
Meet with content-area veterans to workshop lessons and discuss issues in your content area. For example, how do you handle a student who turns in a suicidal poem? How do you deal with teaching evolution? How do you answer a student who says “When am I going to have to solve for X in real life?”

Assignment:
1) Post your weekly reflection response by 8 PM Sunday. What did this week make you think about? How will these ideas shape your teaching? Questions?
2) Revise lesson plan for me. Bring in a hard copy Monday.
3) Pro/Con paper on controversial issue. Post for the class and bring in a hard copy. Explore the background of the issue, then explore both sides of the topic, and conclude with your recommendations (avoid first person). For example, explain the emergence and inclusion of technology in the classroom, discuss advantages (connection, resources, engagement, media literacy, teaching bias and manipulation, real world skills) and disadvantages (cyber bullying, distraction, off-task behavior, lazy “research”, cutting and pasting, incorporated for “fun” not substantial tasks). Conclude by recommending thoughtful, productive use. Use legitimate sources. Be wary of commercial or personal websites. Use proper MLA or APA formatting. Include a resource page and cite information within the text. These papers should range from 3-7 pages, depending on the topic.

August 2
  1) Controversial issues: class discussion
  2) Jargon

August 3
Continue discussion on controversial issues.

August 4: We’ll leave this one open to pick up on a topic you want to explore more, to address a need or question that I can’t predict right now, to practice public speaking, etc. Possibly a work session with time for material gathering for the 5th.

August 5: (Insert dramatic music here): Teach 50 minute lesson in front of members of your cohort, a veteran teacher, and a few high school students.

Assignment: reflection paper/revision of personal philosophy. Part I (reflection on teaching due the 6th). Part II, the revision or elaboration of your philosophy due by midnight Sunday. I will give you detailed expectations and examples.

August 6: debriefing, share thoughts from final reflections, affirmations, unresolved questions