Course Overview: This course will be grounded in a big question that is posed in one of the required texts: “What does it mean to be a teacher?” During the course of the next ten weeks, we will examine this question as it applies to historical images of teachers and teaching, our current social setting/community, and in terms of our own cultural groundings, which includes race, class, and gender. Students are encouraged to increase awareness of the ways in which history, social/community setting, and culture impact the daily educational experience of teachers and students. Students are encouraged to gain new knowledge for practical use as they move closer to their roles as professional educators; students are encouraged to think about the ways in which social setting and cultural contexts relate to their specific areas of expertise.

As a part of a research team, course participants will form research questions to explore one of these areas (race, class, gender) in depth; in the span of a typical high school class period, you will teach the class what you know and understand about this concept and thereby increase our knowledge and awareness. Finally, it is my hope that this class will contribute to your professional cadre of colleagues; it is within our ranks as teachers that we find the most support and professional opportunities for growth. I invite you to challenge, question, and learn with each other as you expand your understanding of what it will mean for YOU to be a teacher.

Required Texts:

Course Expectations and Assignments—

All papers and projects are due when they are due; please plan on being in contact with me the moment you foresee any problems or issues with deadlines. Attendance and participation in each session is of course, expected.

Assignments Defined: Below are descriptions for each of the assignments that you are expected to complete. Due dates are included, please get them on your calendars now. Each of these assignments has a place in your Professional Portfolio, so be sure to create “hard copy” of everything for me to read and for you to keep.

“Placing Myself in Context” paper (to be placed in your Professional Portfolio): due Date—APRIL 8th

This is a 3-5 page typed & double-spaced paper which will come directly from our guided journaling exercise. The paper will eventually—I hope—become a work that examines your personal social/cultural contexts and how that impacts the kind of teacher you will become. Try to expand upon our guiding questions for yourself: What does it mean that I am going to be a teacher? How does your background as a student prepare you to be a teacher? What values do you hold regarding education that are grounded in your racial, class, social, ethnic, gender background? Where do you get your vision of an ideal teacher? How do you see yourself as a practitioner of education in a diverse society? Through what metaphor might you identify yourself? Using the umbrella characteristics of race, class and gender as a guide, write about how your experience as a person of your race, class and gender places you in a particular context as an educator.

- Define who you are as a person (race, class, gender)
- Define what you plan to bring to the classroom experience
- Define how you will be your own ideal educator.
- Define how you will continue on as a learner
- Identify issues that will be difficult for you, and plan strategy for educating yourself on these difficulties
- Identify how your students will see you
- Identify how you want to be seen by your students

You will revise this paper at least once during the term. Notes and expectations are below.
“Placing Myself in Context /Revised” (For the Portfolio) On May 20th, please hand your original Context paper, plus a revision; on this revision, you will need to include new information—quotes from our readings, information from our panels and discussions, new insights you’ve gained in your practicum experience, a list of “do’s” and “don’t’s”, an “I will never…” pledge—in other words, your revision needs to indicate any changes of position you have made over the course of the course. You may make these changes editorial style, by making notations in the margins and empty spaces of the original text, OR you may re-submit the original paper with a clean copy which will include any changes you’ve made. See me if you’d like to look at an exemplar.

Summary/Position Paper (To be Placed in the Professional Portfolio): This is a ONE PAGE, TWO -PARAGRAPH , SINGLE SPACED paper in which you do two very simple things: in paragraph one, you will summarize a reading you have completed. In paragraph two, you will take a position on an issue/issues presented in that reading. I expect to see concise coverage of the main ideas in the reading, and a good grasp of the concepts included. In the Position section, I expect to see a clearly defined stand you have taken on a specific issue that is derived from the reading. I want no fence sitting here. If you bring me a paper longer than one typed, single-spaced page, I will hand it back to you and you will not receive credit for this assignment. SP papers due May 6th.

Talking points (Due Dates listed on Weekly schedule): Please use your email list to chat with a partner about the various talking points listed on your syllabus. You are required to copy me (CC) when you have completed a “conversation,” which I define as no fewer than two exchanges between a pair of people. The purpose of this activity is twofold: to ensure that you have time to reflect upon and respond to on the required readings outside of class (which will help greatly with your Summary Position paper as well as the revision of your Context paper), and then to ensure that we have rich discussion about the issues from the readings that are of interest to the group. I am addicted to email, so you can be sure that I will check frequently for your comments. Here’s how you will earn credit for these talking points:

(10 points)
• Successful posting online;
• Direct attention to the question(s) about the readings as posed on the syllabus;
• Specific references to the text;
• Relation of reading to issues you are thinking about/have observed with regard to teaching;
• A list of at least 4 substantive follow -up questions for class discussion that you would like to cover

(7 points)
• Successful posting online
• Attention to the question(s) about the readings as posed on the syllabus
• Text referred to in general
• A list of at least 3 substantive follow up questions for class discussion that you would like to cover

(5 points)
• Successful posting online
• Minimal attention to the question(s) about the readings
• Minimal textual references to the text
• 1-2 follow up questions

(No Credit)
• Assignment not completed, or;
• No reference to question or text;
• No follow up discussion questions.

GESAs reports and reflective journal (To be added to the Professional Portfolio): You will conduct no fewer than two GESA based observations in one class that you observe on a regular basis at your practicum site; you will receive Observation Report forms during our GESA workshop day—use them to record your observations. Your personal journal should reflect the content of the lesson you observed, the make up of the class, and your impressions as to how the teacher conducted her/his lesson based on the GESA model—did you see evidence of specific disparities during the course of the class? Was there a discernible change on a following day(s)? What evidence from the research did you see in “action” as you observed? How might you change the classroom set-up to make a difference? If you were going to have a post-conference with this teacher, what things would you comment on? Remember to stay objective. Don’t judge. (Due in class on May 13th)

Research Project (To be placed in the Professional Portfolio): Each student will be part of a collaborative research group which will conduct a research project, construct a paper (5-10 pages total), and will present its findings in a lesson to the class. Each group will have 45 minutes, or the “typical” amount of classroom teaching time, to present the lesson/findings. Research projects should examine the ways that gender, race, and class impact the educational experience.

Group Requirements:
• Projects must be grounded in a research question on which the group agrees (What does the group want to learn more about?);
• Using a format that you’re learning in a Methods class, projects must include a “Roadmap” of lesson plans and objectives (What do you want us to know and understand/be able to do at the end of your class “period”?)
• Projects must include an annotated Professional Bibliography & copies of relevant resources (If colleagues want to know more about this project, where can they go to get more information? If there is one article that every teacher MUST have in their portfolio of resources, what is it?)

Individual requirements
• Each group member must submit a typed paper (2-5 pages) that makes specific connections between the project question and their particular subject area (How does this project affect teaching in my subject matter?), and which reflects self-/evaluates of the group research process & her/his role in the group.

All group and individual research work is due in class on the day that you are scheduled to present.

Some example research questions

In what ways does “stereotype threat” impact the learning experience of students of color in high level Math/Science classes?

Of what benefit are collaborative learning groups to students of color?

What are vouchers and do they provide unfair advantages to certain populations?

What is “No Child Left Behind,” and how will this initiative impact urban education, specifically classroom teachers? How will it impact the students who are “left behind”?

How does personalization and relationship building between teachers and students increase student achievement, particularly among students of color?

What resources exist for teachers who are interested in creating a “Culture of tolerance” in their classrooms?

What is the role of the teacher in communicating/modeling/facilitating expectations of tolerance and fairness in the classroom?

What is the impact of parent involvement on daily classroom experience?

What’s gender got to do with it? The impact of gender on student expectations for achievement.

What is Attribution Theory, and what is its opposite?

Local News—District 65 and the push for a 5th ward school
Course Outline and Expectations. Please read each entry and assignment expectation CAREFULLY.

April 1: History—how did we get here? Images of teachers in Historical Context/Introduction to the course.

Guided Journal Exercise
IPTS Standards Referenced: #6, #1

April 8: The historical responsibilities of teachers. Constructing the ideal teacher.

Placing Myself In Context Paper due today.

Reading: “The Ideal Teacher: Images in Early 20th Century Teacher Education Textbooks” (Joseph, Ch 7 in Images of Schoolteachers in America, “Responding to Reform: Images of teaching for the new millennium” (Burnaford & Hobson, Ch. 13 in Images), “Reflections in a Mirror: Metaphors of Teachers and Teaching” (Efron and Joseph, Ch. 4 in Images)
IPTS Standards Referenced: #6, #1, #9, #7, #8

April 15th: Teaching in the social/community setting. In what ways do the expectations of our immediate society impact the teachers role?

Reading: Chapters 11,12 (Ayers & Lowe) in Images of Schoolteachers in America

Chapters 3,4 (Green & Manke, Hobson) in Images
Talking Point (post before April 14th to receive credit): Using the readings, to what degree do media portrayals have an effect on the ways real teachers are viewed? What uses do current television shows/movies/cartoons have in terms of furthering a conversation about what it means to be a teacher in the 21st century? In reading chapters 3&4, what do you “hear” from the teachers, new and retired, that indicates their sense of what was expected of them when they were in the classroom?

Research Question due today.
IPTS Standards Referenced: #1, #7, #4, #10

April 22: “High School Stories” (film)
Readings: Dilg (Introduction, pp.1-10+ Chapter 1, pp11-32); Foster, Introduction + read TWO teacher narratives from each section of the book (two “Elders,” Two “Veterans,” and the two “Novices”); handout packet (selections from Adolescents in School)

Talking Point (please post before April 21st to receive credit): Of what use do you find reading/listening to the voices of veteran teachers? How might you use their expertise and knowledge once you’re in your own classroom? Choose a minimum of THREE quotes from the readings and reflect on their impact in your thoughts.
IPTS Standards Referenced: #7, #2, #6, #1, #3

April 29th: What do teachers know about Race, Class and Gender in the classroom environment? A Panel of Educators.

Come this afternoon with two really good questions – on a notecard, to be handed in-- to pose to real live high school educators.

Summary/Position paper due.
Reading: Dilg, Chs. 3-4, Landsman, Intro, Chs. 1-3

IPTS Standards Referenced: #3, #9

May 6th: How do teacher expectations influence student learning?
Warmup—journal reaction to a quote by Peter McLaren & bell hooks
A GESA module – Who will teach a 5-8 minute “lesson”?
Reading: Reviving Ophelia, and McIntosh, “White Privilege and Male Privilege” (at www.uwm.edu/~gjay/whiteness/mcintosh/htm)

Talking Point (please post before May 5th to receive credit): Please react to “Ophelia”. What information/voices are missing? Do you think Pipher presents a full portrait of girls in our culture? Do you agree with her thesis that we live in a ‘girl-hating’ culture? What evidence do you see to support her opinions and yours? Have you read the McIntosh essay before? What systems of privilege do you recognize in your immediate environment?
May 13th: What do students know about Race, Class and Gender? A Panel of real high school students. Come with two excellent questions on a notecard.

**Reading:** Osajima “Speaking of Silence”, Landsman, Chs. 8-10

“Placing Myself in Context” Revision due today; GESA reports due today.

*IPTS Standards Referenced:* #10, #3

May 20th: Groups 1-2 present their lessons & we evaluate them.

Readings: TBD by groups

Papers due today.

*IPTS Standards Referenced:* #4, #5, #8

May 27th: Groups 3-4 present their lessons & we evaluate them.

Readings: TBD by groups

Papers due today.

*IPTS Standards Referenced:* #4, #5, #8

June 2nd: Groups 5-6 present their lessons & we evaluate them.

Readings: TBD by groups

Papers due today.

Course Evaluations

*IPTS Standards Referenced:* #4, #5, #8

Good luck this fall; my best wishes for a meaningful student teaching experience!