

02.401 EXPLORING TEACHING
TUESDAYS, THURSDAYS 11:00-12:15
O'LEARY 528
SPRING 2012

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GRADUATE SCHOOL OF EDUCATION
CONCEPTUAL FRAMEWORK

A theme entitled *Education for Transformation* provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE's commitment to "Education for Transformation" produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges

The fundamental tenets of the School are excellence, equity, collaboration and inquiry.

PURPOSE

Exploring Teaching is for third and fourth year undergraduates who are considering teaching as a career. Focusing on students, teachers, classrooms and schools, this course will provide an overview of the historical, philosophical, legal and societal influences that shape education today.

PROCESSES

The course will employ group discussions, case studies, technology presentations, guest speakers, videos and reflection as the main vehicles for helping students integrate theory with practice.

THIS COURSE IS GUIDED BY FOUR ESSENTIAL QUESTIONS:

1. Who are the learners? (Or, Who are the teachers?)
2. How are schools shaped by society? (Or, how is society shaped by schools?)
3. What is effective teaching? (Or, what is meant by student learning?)
4. How can I learn to become an exceptional teacher? (Or, is teaching right for me?)

OUTCOMES

Outcomes for this course are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) (1992), a Program of the Council of Chief State School Officers.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (*Question #3*)
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (*Question #2*)
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (*Question #3*)
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills. (*Question #3*)
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. (*Questions #2, 3*)
6. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom. (*Question #2*)
7. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals. (*Questions #1, 2, 3*)
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (*Question #3*)
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (*Question #4*)
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (*Question #1*)

Required Textbook

Cooper, J. and Ryan, K. (2010). Kaleidoscope: Contemporary and classic readings in education 13th Edition. Belmont, CA: Cengage Learning.

Publication Manual of the American Psychological Association, Sixth Edition, (2001). Washington, DC: American Psychological Association.

Evaluation/Assessment

Students will be assessed on activities directly related to course objectives

Assignment	Value (% of Grade)	Due Date
1. Attendance and participation	10	Continuous
2. Quizzes	10	Tuesdays
3. Letter to teacher	10	Feb 2
4. Movie Analysis Project	10	Feb 24
5. School observations	10	TBA
6. Teacher interview	10	March 8
7. Mid-term assessment	10	March 22
8. Final Project Proposal	10	March 29
9. Draft Final Project	10	April 12
10. Final research project	20	May 3

All written Assignments will be submitted electronically through the course website. The proper format for naming a file is LastNameOfficialNameofAssignment (i.e. LustickTeacherInterview. Please save the file as a 'Word 97-2003 Document'.

Class Attendance and Participation

Students must attend and participate actively in class sessions.

Quizzes

In order to assess students' understanding of the assigned text, each week students should be prepared to answer questions based on the assigned reading for that week.

Letter to Teacher: Due February 2nd (submitted through website).

Students will write a letter to a significant former teacher.

Movie Analysis Project : Due February 24th (submitted through website).

From a list of movies, students choose a film to watch and write about from the perspective of concepts addressed in class.

School Observations: Due TBA (written observation submitted before the next class)

Course requirements include structured observations at local schools. Students will be given a specific observation guide to follow.

Teacher Interview: Due March 8th (submitted through website).

Students will interview a teacher using specific questions to guide them. The interview is than analyzed in a formal write up.

Mid-term Assessment: March 22nd

This assessment will address issues, concepts, and terminology from the first half of the course.

Final Research Project: Due May 3th (Optional draft due April 12th)

Each student will be responsible for a final research project. The topic of this project will be based on one of the Four Essential Questions stated on page 2 of the syllabus. Detailed instructions will be given.

EXPLORING TEACHING CLASS SCHEDULE**

Week	Dates	Focus	Questions	Read
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1	1/24, 1/26	Dreams of Teaching	What is involved in the journey into teaching? What does it mean to be a reflective practitioner? What does it mean to teach in today's diverse society? What are factors to consider when preparing for a teaching career?	1, 2, 24
2	1/31, 2/2*	Finding your way to the classroom	Who are the teachers in America's schools? Are teachers born or are they prepared? What are the key challenges for teachers in today's schools?	3, 4
3	2/7, 2/9	Students in Today's Classroom.	What demographic and social changes are occurring in the schools? Have all students found equitable education? Are student accountability and equity complimentary or competing interests?	7, 8
4	2/14, 2/16	Parents, Families and the Community	How have families changed in recent years? How does a community shape the climate of a school? What can schools do to reach out to communities?	11, 17
5	2/21, 2/23	Teaching and the Social Foundations of Education	What is meant by the "Foundations of Education"? How have historical trends affected education today? How have philosophical changes influenced education? How do legal issues affect your ability to teach?	35, 37
6	2/28, 3/1	The Social Context of Schools.	What makes a good school? How does school culture impact a learning community? Who controls the schools? How are schools financed in the United States?	12, 13,
7	3/6, 3/8	The Professional and Ethical Context of Teaching	What is the history of teaching? What is good teaching? What ethical issues do teachers face? What are the legal rights of teachers?	40, 41, 44
SPRING BREAK 3/12-3/16				
8	3/20, 3/22	Diversity and the Cultural Context of Teaching	How does socioeconomic status affect schools? What affect does race have on schools? How do ethnicity and language differences affect learning? How do gender and sexuality issues affect schools?	45, 48, 55
9	3/27, 3/29	Curriculum: What to expect in American Schools	Why are nations willing to go to war over curriculum? How does curriculum represent cultural values? What are the historical roots of curriculum in the United States? What role do teachers play in the curriculum?	19, 20, 22
10	4/3, 4/5	Planning, Delivering and Assessing Instruction	Why do teachers plan? How do teachers deliver instruction? Can assessment aid student learning? How do teachers communicate student progress to parents?	5, 30, 31,
11	4/10, 4/12	Classroom and Behavior Management: Creating a Positive Learning Environment	What are the dispositions of caring teachers? How do effective teachers manage their classrooms? What are different approaches to behavior management? How do teachers respond to inappropriate behavior in the classroom?	33, 15, 28
12	4/17, 4/19	Technology and Teaching	What technologies have been used in the classroom? How do television and the internet influence children? What should teachers know about technology? What is the significance of the "Digital Divide"?	9, 25, 26
13	4/24, 4/26	Entering the Profession: Next Steps	What's next? Early field experiences and student teaching. What can you expect in the first year of teaching? How will you continue to grow as a teacher? What does it mean to teach for life?	42, 49, 43
14	5/1, 5/3	How the Teaching Profession Will Change.	What will teaching look like in the future? How will students be different in the future? Why are multicultural and global perspectives necessary for future teachers? Should teachers be leaders and agents for change?	

***Feb 3 Last day to change courses**

**Due to the complex scheduling involved in this course, the above class topics may change.

Course Policies

- a. Assignments cannot be handed in late without prior discussion with the instructor. Unauthorized late assignments will forfeit 1 point for every day (or part of day) late (e.g. due on Monday, but passed in on Wednesday, forfeits 3 points)
- b. If you are perpetually late to class (third instance) you must be prepared to begin to have points deducted from your final total at a rate of 2 points/lateness – at the discretion of the instructor.
- c. If you know you are going to miss a class, please let the instructor know in advance.
- d. If you are ill on the day of class please leave a voice mail (978 934 4644) or email David.Lustick@uml.edu if possible. If you miss 3 classes due to illness you will be asked to withdraw from the class.
- e. This is a senior level class and therefore I will not be reading assignments in advance to provide you with formative feedback about your content and writing style. However, after grading certain assignments (see below), I will advise you which parts may be re-written in order to gain the minimum points needed to reach a passing grade. The re-writes must be completed and submitted at the next class session.
- f. Clarification about an assignment will be provided to a student by the instructor during class, office hours, or via email.

Course Grading

- 99-100 = A+
- 93-98 = A
- 89-92 = A-
- 86-88 = B+
- 83-85 = B
- 79-82 = B-
- 76-78 = C+
- 73-75 = C
- 69-72 = C-
- 66-68 = D+
- 63-65 = D
- 0-62 = F

**Exploring Teaching
Dr. David Lustick**

**Letter to Teacher
Due February 2, 2012**

As you begin to explore teaching as a possible career and profession, I want you to think about one educator from your past who played an important role in your academic success. Who was this individual? Why was this person so important to you? What was it about their teaching that inspired you? Do you remember a specific example of how this teacher changed your life?

Use these questions as a guide while you write a letter to this teacher. The letter should serve as a vehicle for articulating what it means to be a great teacher. While you do not need to send this letter to the person, I encourage you to do so. Bring a copy of the letter and the teacher’s address and I will bring envelopes and stamps so that you may send them off. Teachers always like to hear updates from former students. The fact that you are exploring teaching would be meaningful. (For a bonus point, see if you can’t find this person on social network such as Facebook and reconnect.)

For this assignment, keep your response to 1 page and use a formal ‘business’ letter format. You should use a 12 point font and 1 inch margins (standard). Letters will be graded according to the following rubric:

Teacher Letter Rubric

ITEM	Description	Possible Value	Actual
Grammar, Spelling and Punctuation	Are there any mistakes including sentence fragments, run on sentences, spelling errors, or errors in punctuation? 0-3 errors full 4-8 errors partial > 9 errors none	10 Points	
Completeness of Response	Does the response address the goals of the assignment? 0 errors full 1-3 errors partial > 4 errors none	10 Points	
Clarity of Communication	Are the ideas presented in a logical and coherent manner? 0-1 errors full 2-4 errors partial > 5 errors none	10 Points	
TOTAL		30 Points	

Paper is due: February 2th before class. Use the Website to submit your letter with the file name ‘LetterLastName’. Don’t forget to bring a hard copy to class.

The life of teachers has proven to be a productive source of dramatic entertainment for Hollywood. What is it about the work of teachers that makes movies about them so interesting? What is your favorite ‘teacher movie? Why? Do you relate to the teacher? Do you see yourself ‘saving’ young learners? What are the romantic notions of teaching that these movies have in common? How are they different?

These are but a few questions we need to consider for this assignment. Choose one movie from the list below and watch it from the perspective of an education student. How does the film help you understand the central course questions? Use the following questions to guide your analysis of your film. Remember to use class readings to support your analysis and responses.

- 1) What movie did you choose and why? Make sure to provide the title, year released, writer, director, and leading actors.**
- 2) How did the main teacher in the film make their way into the classroom? What evidence is presented that supports your answer?**
- 3) How does the teacher in the film address issues of diversity among students? What evidence is presented that supports your answer?**
- 4) How would you describe the teacher’s relationship with colleagues? What evidence is presented that supports your answer?**
- 5) How does the life of students outside of school impact their work in the classroom? What evidence is presented that supports your answer?**
- 6) How does the film portray parents’ role in the education of their children? What evidence is presented that supports your answer?**
- 7) How does the film portray the relationship between schools and society?**
- 8) What is the most important idea about teaching that you take away from this film?**

For this assignment, keep your response to a minimum of 3 double spaced pages and a maximum of 6 double spaced pages. You should use a 12 point font and 1 inch margins (standard). Papers will be graded according to the following rubric:

ITEM	Description	Possible Value	Actual
Grammar, Spelling and Punctuation	Are there any mistakes including sentence fragments, run on sentences, spelling errors, or errors in punctuation? 0-3 errors full 4-8 errors partial > 9 errors none	10 Points	
Completeness of Response	Does the response address each of the 8 items in the assignment? Is evidence included where requested? 0 errors full 1-3 errors partial > 4 errors none	10 Points	
Use of Evidence	Are the ideas presented by the individual supported with specific evidence from the film and the course readings? 0-1 errors full 2-4 errors partial > 5 errors none	10 Points	
Quality of Insights and Ideas	Do the ideas presented in this response reflect our readings and classroom discussions? Does the student provide insights that move the discourse beyond the text? (Credit up to my discretion.)	10 Points	
TOTAL		40 Points	

Movies to choose from are listed below. If you have another film about teaching and/or schooling not listed, please email it to me for approval.

<i>Stand and Deliver</i>	<i>The Miracle Worker</i>
<i>Lean on Me</i>	<i>Conrack</i>
<i>Dangerous Minds</i>	<i>To Be and To Have</i>
<i>Teachers</i>	<i>Class of 1984</i>
<i>Dead Poet's Society</i>	<i>Chalk</i>
<i>The Power of One</i>	<i>Educating Rita</i>
<i>Freedom Writers</i>	<i>The Blackboard Jungle</i>
<i>Good Will Hunting</i>	<i>Mona Lisa Smile</i>

Movie Analysis Paper is due: Feb 24th

Observation Assignment: Reporting using a Podcast

For your observation of a classroom, you will work in pairs and create a podcast news report on an intriguing/interesting/relevant aspect of your visit. Your podcast should focus on one of the course's 4 main questions. They are:

1. Who are the learners? (Or, Who are the teachers?)
2. How are schools shaped by society? (Or, how is society shaped by schools?)
3. What is effective teaching? (Or, what is meant by student learning?)
4. How can I learn to become an exceptional teacher? (Or, is teaching right for me?)

Imagine you are a reporter for an online Education Magazine that has asked you to visit a school and observe a classroom. They are running a series of special reports on Teaching & Learning today and want short interesting stories about what's going on in real classrooms. You and your partner will visit a classroom and then decide what you want to say in your report. The podcast should be:

- 1) Between 3 and 5 minutes in length.
- 2) Include a teaser at the beginning that 'hooks' the audience into wanting to listen to the entire presentation.
- 3) Stay focused in framing your response within one of the 4 main questions
- 4) Use evidence from the observation to illustrate or answer the question.
- 5) Both partners voices should appear on the podcast.
- 6) Both partners should share responsibility for the creation of the script and the production of the finished work.
- 7) Be as creative!!!

Bonus points will be awarded for the following:

- 1) The use of music in the podcast
- 2) The addition of visuals
- 3) The use of video
- 4) Posting to Youtube or another publicly available site
- 5) Posting the podcast to a site for download.

For these last two items, you must include a working URL.

When complete, submit the audio file (mp3 or mp4) to the drop box. If you post it online, you need only submit the working URL at the drop box. Make sure to also indicate the full names of both partners when you submit. NOTE: only one partner need submit on behalf of both. One grade will be given to both partners for this project. The assignment is worth 20 points. With bonus points, the maximum score could be 25/20.

The work is due by the Tuesday after the Observation.

Rubric for Observation: Creation of a Podcast

Names of Students:

Criteria	2	1	0
Clarity			
On time			
Question			
Length			
Teaser			
Focus on question			
Use of Evidence			
Collaboration			
Two Voices			
Creativity			
EXTRA			
Music			
Visuals			
Video			
URL			
Downloadable			
TOTAL			

**Exploring Teaching
David Lustick**

Teacher Interview: Due March 8th (submitted through website).

**Teacher Interview
Due: March 8, 2012**

Find a teacher willing to be interviewed about their practice. Plan on spending 15-30 minutes to conduct the interview either in person or over the phone. You should not record the interview, but rather take notes during. The following questions should be asked during the interview. After the interview, write up an analysis of what you learned. Make sure to include:

- a) Gender of Teacher interviewed
- b) Years of teaching experience
- c) Current grade/subject they teach
- d) Brief description of the School setting

Teacher Interview Questions

1. Why did you choose to become a teacher?
2. What current trends in public education please you? Displease you?
3. Tell me about the three people who have most influenced your teaching and educational career.

Teacher Relationships with Students

1. What kind of students do you work with?
2. How do you challenge the slow learner and the advanced learner within the same class?

Teacher Relationships with Parents

1. What do you feel is the most effective way to communicate with parents?
2. How do parents help you be a better teacher?

Instructional Techniques

1. Describe a professional learning experience that prepared you for a full-time position.
2. What four words would students use to describe your teaching strategies? \

Open Question

1. If you are curious about something else, feel free to ask one additional question.

Reflection

1. Based upon this interview, what did you learn about teaching and teachers that you did not know before?

When you are done, save the document as INTLastName and submit through website.

CATEGORY	5	3	0	Score
On Time	Turned in Thursday March 8th	1-3 days late	More than 4 days late	
Focus	Interview covers all Questions	Interview covers some of the questions	Interview covers less than half the questions	
Style	Information is well organized, and paragraphs are well constructed.	Information is somewhat organized, and paragraphs are not well-constructed.	The information appears to be disorganized.	
Grammar and Spelling	Writer makes no more than 2 errors in grammar and spelling	Writer makes 3-4 errors in grammar and spelling	Writer makes more than 4 errors in grammar and spelling	

Purpose of the Research Paper (30% of your final grade)

The purpose of this paper is to present an in-depth response to one of the **Four Essential Questions** upon which this course has been guided. They are:

5. Who are the learners? (Or, Who are the teachers?)
6. How are schools shaped by society? (Or, how is society shaped by schools?)
7. What is effective teaching? (Or, what is meant by student learning?)
8. How can I learn to become an exceptional teacher? (Or, is teaching right for me?)

The paper should demonstrate a level of **critical thinking** about the topic, a deep understanding, and thoughtful level of inquiry. Most importantly, it should be a unique and appropriate **combination** of scholarly evidence *and* personal insights generated from experience.

Remember: If you have an opinion, it must be backed up by your research findings. Do not submit opinion without support.

11. Final Project Proposal	March 29
12. Draft Final Project	April 12
13. Final research project	May 3

Guidelines

- Paper should be a minimum of 5 pages but no more than 10
- Double spaced, 12 point, Times New Roman font
- Follow APA guidelines for formatting, citations, and the list of references.
 - <http://owl.english.purdue.edu/owl/resource/560/01/>
- Stay focused on the research topic of the paper
- You should include a **minimum** of 5 outside referencesⁱ with at least 2 primary sources (a primary source is an article about research written by the researcher).ⁱⁱ
- Avoid informal wording, don't address the reader directly, and don't use jargon, slang terms (i.e. 'kids'), or superlatives –NO FIRST OR SECOND PERSON
- Avoid use of superfluous pictures - include only those figures necessary to presenting results
- NO TITLE PAGE: Use a heading that is placed in the header of the paper. Make sure to include: Title, Name, Date, Class, Professor, Assignment

Final Project Deadlines

Part I: Project Proposal Due March 29th – Think of this assignment as the first paragraph of your paper. Write one paragraph and make sure to:

- a. Identify your working title of your paper
- b. Identify the essential question of the course you will address.
- c. Describe the specific topic you will investigate
- d. Ask the research question you will answer in your work.

Part II: Project Draft Due April 14th – Prepare your work to date on your project. At a minimum, you are expected to submit an outline of your project along with references. At the most, you might submit a complete draft of the project. The outline should include:

- 1) An abstract (no more than 150 words) that summarizes your project
- 2) Your RESEARCH QUESTION.
- 3) A draft and/or outline of your project
- 4) A bibliography of resources you intend to include in your paper. (You may add to this list, but not remove items. If something is on this list, it should appear in your final paper.

Part III: May 3rd: Submit your finished paper saved as **FINAL3Lastname** to the website before class.

Grading Rubric

CATEGORY	5	3	0
On-Time	Paper is turned in no later than Thursday, May 3th at 11:00 am	Paper is turned in after 11am but by 5pm on the day it is Thursday, May 3th.	The assignment is turned in after 5pm, Thursday, May 3th.
Essential Question	Research question clearly falls within the area of one of the Four Essential course Questions.	Research question somewhat falls within the area of one of the Four Essential course Questions.	Research question fails to target one of the Four Essential course Questions.
Focus	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information somewhat relates to the main topic. It provides only 1-2 supporting details and/or examples.	Information has little or nothing to do with the main topic.
Style	Narrative is well organized with well-constructed paragraphs and subheadings.	Narrative is somewhat organized, and paragraphs are not well-constructed.	The narrative appears to be disorganized or disjointed—could be seen as rambling.
References	All sources are accurately documented in the desired APA format.	Most sources are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Grammar and Spelling	Writer makes no more than 2 errors in grammar and spelling	Writer makes 3-4 errors in grammar and spelling	Writer makes more than 4 errors in grammar and spelling

Paper due Thursday, May 3th by 11:00 am.

ⁱ These are references that were not used or assigned in class.

ⁱⁱ The outside resources should be used effectively. Discuss why the strengths and weaknesses of each article or book you incorporate into your narrative. Avoid just citing something and then moving on. You are not doing a literature review, but using literature to explain the answer to your question.