

**Orientation to Early Childhood Education/
Orientation to Early Childhood Education Laboratory**

EDEC 4010/EDEC 4010L



Foram Bhukhanwala

Fall 2006

EDEC 4010/EDEC 4010L
Orientation to Early Childhood Education/
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Tuesday 8:00-10:00
417 Aderhold Hall

Instructor

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The essence of good teaching is in the arena of human relationships. Teaching is good when a class becomes a community of nurturant, honest, and mutually respectful people. Experienced teachers treasure the moments and the memories of times when laughter, compassion, and surprise described their day or year. (Christopher M. Clark, *Thoughtful Teaching*, Teachers College Press, 1995).

According to the conceptual framework of the professional education unit of the University of Georgia...exemplary professionals have both a deep knowledge of the subject matter they are expected to teach and the pedagogical knowledge, skills, and dispositions that are required to make subject matter developmentally accessible, meaningful, and useful for students.
(<http://ncate.coe.uga.edu/programs/earlychildhood/framework/>)

Overview

This course examines the issues of understanding children and building meaningful learning environments. We will consider how teacher beliefs, teacher knowledge, and teacher practices support or fail to support student learning and well being in the classroom. We will examine the relationship between teacher practices and student learning. Through this course we will begin to construct our vision of teaching by taking an inquiry stance.

The guiding questions we will use in this inquiry are as follows:

1. What have our experiences been as learners and teachers?

2. What are our experiences as learners and teachers?
3. Where do we want to be as learners and teachers?

The course topics will be considered within the socio-cultural, psychological, and political issues of schooling, with consideration of diversity and learning. We will work towards articulating our beliefs about teaching and learning as we consider these issues through reading, discussions, field experiences, and class projects.

Goals

Through this course we will

1. Consider how the past shapes the present, investigate the beliefs we bring into our work with young children by examining our own stories as learners and teachers.
2. Formulate understandings of young children's learning and development by examining our experiences, field experiences, engaging in class readings.
3. Learn the importance of students' perspectives and exploring ways in which the students' voices can be included in our thinking about teaching and learning.
4. Develop a community of learners and teachers, collaborating to expand meaningful understandings of what it means to be a learner and teacher. In addition, we will collaborate to support each other and refine our procedures and products as a community.
5. Examine our past experiences as learners and teachers by recognizing the importance of diversity and work towards developing the knowledge, skills, and dispositions necessary to help ALL students.

GSTEP Framework

The GSTEP Framework is a replicable statewide induction tool that identifies the knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. It provides a structure through which novices and their mentors are able to assess and analyze teaching practice.

GSTEP Framework Guiding Principles

The following principles guided the development of the GSTEP Framework:

- **The Process Principle:** Learning to teach is a career-long process.
- **The Support Principle:** Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle:** Professional teachers have ownership of their careers, which they create and design.
- **The Impact Principle:** Effective teaching yields evidence of student learning.
- **The Equity Principle:** All teachers deserve high expectations and support.
- **The Dispositions Principle:** Productive dispositions affect student learning, teacher growth, and school climate positively.

- **The Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

■ Content & Curriculum

Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

Accomplished teachers:

- Demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.
- Understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
- Stay current in their subject areas as engaged learners and/or performers in their fields.
- Relate content area(s) to other subject areas and see connections to everyday life.
- Carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
- Interpret and construct school curriculum that reflects state and national content area standards.

■ Knowledge of Students & Their Learning

Teachers support the intellectual, social, physical, and personal development of all students.

Accomplished teachers:

- Believe that all children can learn at high levels and hold high expectations for all.
- Understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).
- Are sensitive, alert, and responsive to all aspects of a child's well-being.
- Understand how factors in environments inside and outside of school may influence students' lives and learning.
- Are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
- Establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

■ Learning Environments

Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers:

- Create a learning community, in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.
- Organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
- Understand and implement effective classroom management.
- Recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
- Are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
- Access school, district, and community resources in order to foster students' learning and wellbeing.
- Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

■ Assessment

Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers:

- Understand measurement theory and the characteristics, uses, and issues of different types of assessment.
- Use pre-assessment data to select or design clear, significant, varied and appropriate student learning goals.
- Choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
- Involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
- Develop and use valid, equitable grading procedures based on student learning.
- Use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
- Use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
- Are committed to using assessment to identify student strengths and needs and promote student growth.

■ **Planning & Instruction**

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

Accomplished teachers:

- Articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
- Plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
- Understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
- Monitor and adjust strategies in response to learner feedback.
- Vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- Use appropriate resources, materials, and technology to enhance instruction for diverse learners.
- Value and engage in planning as a collegial activity.

■ **Professionalism**

Teachers recognize, participate in, and contribute to teaching as a profession.

Accomplished teachers:

- Continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education.
- Understand and implement laws related to rights and responsibilities of students, educators, and families.
- Follow established codes of professional conduct, including school and district policies.
- Systematically reflect on teaching and learning to improve their own practice.
- Seek opportunities to learn based upon reflection, input from others, and career goals.
- Advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
- Assume leadership and support roles as part of a school team.

Required Texts

1. Nieto, S. (2005). *Why we teach*. New York: Teachers College
2. Oldfather, P. & West, J. with White, J. & Wilmarth, J. (1999). *Learning through children's eyes*.
Washington, D.C.: APA
3. Bel-Jean Packet (163 E. Broad St., 706-548-3648)

Texts for Book Club (Select any ONE)

1. Ashton-Warner, S. (1986). *Teacher*. New York: Simon and Schuster.
2. Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College.
3. Codell, E. R. (1999). *Educating Esme: Diary of a teacher's first year*. New York: Algonquin Books of Chapel Hill.
4. Intrator, S. & Scribner, M. (Ed) (2003) *Teaching with fire: Poetry that sustains the courage to teach*.
WA: Jossey Bass
5. Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco, CA: John Wiley and Sons, Inc.
6. Paley, V. (1989). *White Teacher*. Cambridge: Harvard Press.

Course Expectations

- Notify me **BEFORE** class if you cannot attend a class. Be punctual for class.
- Remember to turn off your cell phone.
- Lap tops can be used for taking class notes but not used for checking e-mails or doing other work during class time.
- Complete all readings and other preparations for each class in a timely manner.
- Participate thoughtfully and constructively in class discussions and activities. Active participation is essential to your learning in the course. Please be sensitive to turn-taking issues.
- "Take charge" of your own learning through pursuing projects which meet personal educational needs and interests.
- Be familiar with UGA Academic Honesty Policy and be consistently fair and honest in representing your work to others.

Honor Code

“Students at The University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the Student Handbook and these should avoid misunderstanding.” – Undergraduate Bulletin

Requirements for 4010

- **Attendance and punctuality:**
You are required to attend all sessions. Class begins promptly at 8:00 a.m. and ends at 10:00 a.m. Students who have 3 unexcused absences will receive a grade lower than what is expected from a total graded requirements. Students who miss 4 or more classes with unexcused absences will receive a failing grade.

- **Establishing a respectful learning community:**
We are a community of learners where every one is a teacher and a student. A meaningful learning community is built on trust, respect, care, appreciation, and support. Within a caring and an ethical environment, we will engage in a collaborative exchange of ideas and understandings. We will work towards creating a psychologically safe space where members of the learning community can feel free to express their perspectives and at the same time feel safe to be challenged and stretched. There are no right or wrong perspectives; our goal will be to understand the perspectives and not to judge others based on their perspectives. Therefore, remember to be sensitive, appreciative, and respectful as we participate in shared conversations.

Please Note: Turn off cell phones or pagers during class. Laptops are permitted for class purposes only. Do not check emails during class time!

- **Web CT:**
We will often use electronic methods for communication. We will use web CT to post messages, extend conversations outside of class, write reflections, and inform each other of important events in the field of education. Be sure to check Web CT regularly.

Beginning Week Five we will use Web CT for Book Club discussions. Each student will have the opportunity to lead the discussion at least once during the semester. The remaining group members will respond to build upon a meaningful discussion about the weekly reading.

- **Participation:**
We will be actively participating in all class discussions and activities. Come to each class prepared to participate thoughtfully and critically.

- **Assessment**
The primary purpose of the assessment system is to support the quality of your work as you strive to become the best teacher you can be. I strongly believe that an education student's primary goal should not be on grades but on professional and personal growth. My purpose of assessment is to enable you to demonstrate what you know and inspire you to continue

being a learner. I hope you will value the process of learning and carry this disposition in your own classroom with children
 Through out the semester you will receive a qualitative feedback and a check, check plus or check minus on your products. You will also receive feedback from your classmates in class and I encourage you to share and seek feedback outside of class. At the end of the semester you will receive the following Grade Sheet.

Grade Sheet

Dear _____,

* ASSIGNMENTS ACTUAL POINTS	* POSSIBLE POINTS	*
Honoring the learning community, Class participation and attendance	30 (2 points per class)	
Dual Entry Diaries	15 (5 points per diary set)	
Book Club (Discussion on web CT)	15 (2 points per discussion)	
My Vision Project	40	
Learner's Autobiography	15	
Metaphor of a Future Teacher	10	
Vision of a Future Classroom	10	
Reflections and self assessment	5	
TOTALS	100	

COMMENTS:
 YOUR FINAL CLASS GRADE IS _____

Best Wishes,

Important dates to remember

- August 22: Classes begin
- August 29: Due: Payment for name tag (\$13.00)
- September 12: Due: Dual Entry Diary
- September 19 Due: Field Assignment # 1: Knowing your mentor teacher
- September 26: Due: Learner's autobiography
- October 3: Due: Completed draft of Metaphor of a Future Teacher
- October 10: Due: Final Draft of Metaphor of a Future Teacher
Field Assignment #2: Classroom Observations from
Students' Perspective
- October 17: Due: Dual Entry Diary
Completed draft of Vision of a Future Classroom
- October 24: Due: Final Draft of Vision of a Future Classroom
- October 31: Due: Field Assignment #3: Learning from Students' Questions
- November 7: Book Club
Due: Field Assignment # 4: Knowing a Student
- November 14: Due: Dual Entry Diary
"Story of the Field" Project – Small Group Presentations
- November 21: "My vision" Project – Small Group Presentations
- November 28: Last Day of Class (as on December 5 University operates on a
Thursday class schedule).
- December 11: FINAL Projects Due: "My vision" Project
"Story of the Field" Project (Before Noon)

Assignments for 4010

(September 26) Learner's Autobiography:

Write a learner's autobiography (5-10 pages, double-spaced). Use your map, jotted notes, or time line as the basis for writing a memoir of your meaningful school experiences. Consider your own cultural life history as an important aspect of this.

Reflection: What are the main "themes" that emerge from your exploration of your learning history? How does your learning history influence the kind of teacher you want to be?

(October 3, 10) Metaphor of a Future Teacher:

Using artistic representations like clay / construction paper / collage / drawing / poem (e.g. a cinquain) or other media create an artifact to describe your metaphor of yourself as a future teacher. Write a 2-3 paged (double-spaced) description explaining your metaphor. Also include a critical reflection to explain how your educational and cultural history has influenced your current thinking.

(October 17, 24) Vision of a Future Classroom:

Using artistic representations like clay / construction paper / collage / drawing / poem or any other media create an artifact to describe your vision of your future classroom. Write a 2-3 paged (double-spaced) description of your vision of your future classroom. How has your metaphor of a future teacher come alive in this classroom?

(November 7) Book Club

Select one book from the book list. We will form six groups of five students each who will be reading the same book. We will begin discussing the readings on Web CT by Week Five. In week 12, we will come together as a class to share our Web CT discussions.

(November 21) "My Vision" Project:

For your class presentation, bring your artifacts that you have prepared to express your metaphor of a future teacher and your vision of a future classroom. Each student will have 20 minutes, in the first 15 minutes you will share your artifacts, your reflections, and learnings from doing this project. In the next 5 minutes your group members will have some time to ask questions and give you warm and cool feedback.

(September 12, October 17, November 14) Dual Entry Diary:

This is a journal that you will bring each day to class and will use to guide your text-based conversations with your peers. Select quotes (a sentence or a short paragraph) from your readings that you feel connected to. Type the quote with page number first and then write your response to it, explaining your connection. What did this quote stir in you? How did it

influence your thinking? What memory or experience did it evoke? You could make a text-text connection, a text-self connection, and/or text-society connection. How can you connect this quote to your past, present and future as a learner and teacher?

(November 28) Self-Assessment:

Looking at the course goals assess your growth over the semester. This is a requirement but will not be graded.

(December 11) Final Project: “My Vision Project”

You will turn in a class project with self assessment

Include the following artifacts with papers

- Learner’s autobiography
- Artifact + paper on metaphor of a future teacher
- Artifact + paper on vision of a future classroom
- Rough Drafts and peer reviews
- Reflection (How has your vision of yourself as a teacher and your classroom grown in this semester? By giving specific examples from the field, readings, and class discussions articulate the growth you have experienced.)
- Self assessment (How would you assess the quality of ideas represented in your paper? How would you assess the quality of your writing? Think about style as well as organization and mechanics. What have you learned in the process of writing this project?)

Requirements for 4010L

Insurance:

You are required to provide evidence of insurance or waive university responsibility for the legal consequences of any of your actions. Membership in SAGE and PAGE includes insurance coverage. Forms are available in 122 Aderhold Hall.

Nametags:

You will be expected to wear an official UGA nametag during all field visits. The cost of the nametag is \$ 13.00

Field Experience:

You are required to visit Whit Davis Elementary at 1450 Whit Davis Road • Athens, GA 30605 • (706) 369-1036 each week, beginning August 24th and ending December 5th. Each visit should be at least an-hour-and-15-minutes long, and *a minimum of 15 hours* (excluding the orientation meeting) across the semester should be spent at the school.

You are required to complete 5 assignments on your field experience (see the guidelines below) and to keep a log (attached) of your visits. You are responsible for notifying the school and me in case you may be absent. You are also responsible for making up any times you missed your field experience. *Please note:* Being on time is critical for your work with your mentor teacher(s) and children. Late arrival is *not* acceptable.

A completed log sheet and spiral note book (field observations) is due *December 11(no later than noon)*. Your 4010L grade will depend on your attendance in the field, on completed hours, and on completed field experience assignments.

Assessment:

You will receive check, check plus, check minus on your field assignments.

Guidelines for the Field Experience Reflections

During your field experience you will be observing and writing reflections. The purpose of writing reflections is to make deliberate connections between your field experience and the class readings and assignments.

You will buy a spiral notebook and keep a record of your observations. You will turn in this notebook at the end of your field experience with the time log. The purpose of this notebook is to help you to be both observant and reflective. Use the four assignment prompts to guide your observations and later use these observations to write your reflections. The topics and due date of each entry are listed below. Use pseudonyms for the names of children and teachers.

Assignment # 1 (Due September 19): Knowing your mentor teacher

Plan an interview with your mentor teacher to understand her/his vision for teaching. How does she/he create the classroom environment in keeping with their vision? What roles do the students play? What roles does she/he play? What specific teaching strategies does she/he use?

Write conclusions and questions for future observations and explaining how what you have learned will affect your teaching in this classroom.

Guiding Text: Neito, S. (2005). *Why we teach*.

Assignment # 2 (Due October 10): Observing a classroom from a student's perspectives

Think about the experiences students in your class might be having. Sitting at the desk of the child and asking your self, "how does it feel to be this child?" may help you to engage in perspective taking. Putting yourself physically in the child's place may help.

Guidelines for observing a classroom

- How does the classroom look? Is it a student's world or a teacher's, or a merging of the two? Is it a place I want to be?
- How do things in the classroom sound? How do I characterize or interpret what the teacher says and does, and what my classmates say and do?
- What does it feel like to be a member of this class? Is it safe or scary, friendly or lonely, comfortable or rigid? Can I be myself?
- What are the rules? Who makes them? What does it mean to break them?
- What does it mean to be a good student? Is it following the rules? Knowing the right answer? Thinking carefully for myself and with my friends?
- When do I feel puzzled? Engaged? Bored? What helps me feel interested?
- What counts as knowledge? Who decides?

Write conclusions and questions for future observations and explain how what you have learned will affect your teaching and your future inquiry.

Guiding Text: Oldfather, P. & West, J. with White, J. & Wilmarth, J. (1999). *Learning through children's eyes* (Goals 3 & 4).

Assignment # 3 (Due October 31): Learning from students' questions

Make a note of the questions students ask in class. Try to note the questions as verbatim as possible. Further observe the interactions that follow. What kinds of questions are asked in this class (concept building, clarification, evaluative, open-ended, close ended)? Who asks the questions (student initiated, teacher-initiated)? Who answers the questions (students, teachers, the child who posed the question)? What counts as "right" answer? Who decides? Can there be one right answer? Write conclusions and questions for future learning and explaining how what you have learned will affect your teaching.

Guiding Text: Commeyras, M. (1995). What can we learn from students' questions?

Assignment # 4 (Due November 7): Knowing a student

Select one child in your class. Using the methods we have discussed in class (like observing, listening, journaling, arts-based activities, or any other method you would like to explore further), take some time to know what this chosen student expects from his/her teacher, his/her peers, and self? What roles does he/she play? What activities does he/she like to do? What are the reasons?

Write conclusions and questions for future observations and explain how what you have learned would affect your teaching in this classroom.

Guiding Text:

Paley, V. (1986). On listening to what the children say.

Balaban, N (1995). Seeing the child, knowing the person

November 14: "Story of the Field" Project Presentations

For your class presentation, prepare a 10 minute presentation to provide a *sneak preview* into your field assignments. You may consider using photographs, copies of students' work, your observation notes, etc as artifacts to contextualize your classroom. In addition, share what your learnings have been from these assignments. In the next 5 minutes your group members will have some time to ask questions and give you warm and cool feedback.

Assignment # 5 (Due December 11): "Story of the Field" Project

You will turn in a class project with self assessment.

Include the following papers:

- Knowing your mentor teacher
- Observing a classroom from a student's perspectives
- Learning from students' questions
- Knowing a student
- Self assessment (How would you assess the quality of ideas represented in your paper? How would you assess the quality of your

writing? Think about style as well as organization and mechanics.
What have you learned in the process of writing this project?

NAME: _____

EDEC 4010/4010L FIELD EXPERIENCE LOG SHEET

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Date: _____ Time at school: _____

Total Hours in the field: _____

Mentor Teacher's Signature: _____

Student's Signature: _____

Comments:

** This syllabus contains a proposed agenda. Modifications may be made throughout the semester.

Week One: August 22

Topic: Introductions, syllabus,

Week Two: August 29

Topic: Why we Teach?
Readings: Nieto, S. (2005). *Why we teach* (Preface, pp 1-57)
Due: Payment for the nametag (\$13.00)

Week Three: September 5

Topic: Why we Teach?
Readings: Nieto, S. (2005). *Why we teach* (pp 58-114)

Week Four: September 12

Topic: Why we Teach?
Readings: Nieto, S. (2005). *Why we teach* (pp. 115- 200)
Due: Dual entry diary

Week Five: September 19

Topic: Social constructivism and classroom culture
Readings: Oldfather, P. & West, J. with White, J. & Wilmarth, J. (1999).
Learning through children's eye (Preface & Goal 1 pp. vii - 23)
 Oldfather, P. (2002). Students' experiences when not initially motivated for literacy learning. *Reading and Writing Quarterly* (18), 231-256.
 Visiting our educational histories
Due: Field Assignment #1: Mentor teacher's vision and reasons for teaching

Week Six: September 26

Topic: Role of perspective taking and social imagination in creating a classroom culture
Readings: Oldfather, P. & West, J. with White, J. & Wilmarth, J. (1999).
Learning through children's eye (Goals 3 & 4 pp. 57 – 87)
 Greene, M. (1995). *Releasing the imagination* (Introduction & ch.3 pp. 1-8, 32-43).
Due: Learner's autobiography

Week Seven: October 3

Topic: Children from different cultures
Readings: Lake, R. (1990, September). An Indian father's plea. *Teacher Magazine*, 48-53.
 Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to

connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

Due: Bring a completed draft of “Vision of a future teacher” for peer review

Week Eight: October 10

Topic: Listening to children

Readings: Paley, V. (1986). On listening to what the children say. *Harvard Educational Review*, 56(2), 122- 131

Commeyras, M. (1995). What can we learn from students’ questions? *Theory into Practice*, 34(2), 101-106.

Due: Final Draft Vision of a future teacher

Field Assignment # 2: Observing a classroom from a student’s perspectives

Week Nine: October 17

Topic: Seeing children

Readings: Balaban, N. (1995). Seeing the child, Knowing the person. In W. Ayers (Ed.). *To become a teacher: Making a difference in children’s lives*. (Ch. 4, pp. 49 – 57)

Due: Dual Entry Diary 2

Bring a completed draft of “Vision of a future classroom” for peer review

Week Ten: October 24

Topic: Children in poverty and fast track children

Readings: Brooks, A. A. (1990, April). Educating the children of fast-track parents. *Phi Delta Kappan*, 71, 612-615.

Elkind, D. (1988). *The hurried child: Growing up too fast too soon*. Reading, MA: Addison Wesley. (Chapter 7)

Kozol, J. (1990, Winter/Spring). The new untouchables. *Newsweek Special Issue*, 48-53.

Due: Final Draft Vision of a future classroom

Week Twelve: October 31

Topic: Caring Teacher

Reading: Haberman, M. (1991, December). The pedagogy of poverty versus good teaching. *Phi Delta Kappan*, 290-294.

Nieto, S.(2005). *Why we teach* (Ch. 23, pp. 201-220)

Due: Field Assignment # 3: Learning from student’s questions

Week Thirteen: November 7

Topic: Book club
Readings: Selected book
Due: Field Assignment # 4: Knowing a student

Week Fourteen: November 14

Topic: Student Presentations (Story of the Field Project)
Due: Dual Entry Diary 3

Week Sixteen: November 21

Topic: Student Presentations (My Vision Project)

Week Seventeen: November 28

Topic: Gallery Walk, Discuss syllabus and create new syllabus.
Due: Self-Assessment

December 11 (No later than Noon)

Due: Final Projects (My Vision Project and Story of the Field Project)
A completed field experience log sheet Spiral note book (field observations)

Reviewer Name _____

Reviewer's Summary

What were the main strengths of this paper?

What questions were raised for you as you read the paper?

What specific recommendations do you have for improving the paper? (Please include any items from the checklist, as well as issues regarding specific content ideas, clarity of writing, spelling, grammar, and organization)