

ELAN 4460: Supervised Field Experience in English Education
Fall Semester 2006
Tuesday/Thursday, 9:30-10:50a
Aderhold Hall room 116

Course Framework

Instructor

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Office hours by appointment

Readings

***Required textbook**

Fecho, B. (2004) *Is this English? Race, culture, and language in the classroom*. New York: Teachers College Press

***Articles and chapters available on WebCT**

Adkins, C. (1999). Growing from a teacher candidate challenge: A teacher researcher stance in response to tension. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 53-62). New York: Teachers College Press.

Delpit, L. D. (2003). Educators as “seed people” growing a new future. *Educational Researcher*, 7, (32), 14-21.

Eisner, E. W. (1992). The misunderstood role of the arts in human development. *Phi Delta Kappan*, 73 (8), 591-95.

James, G. S. (1999). Coping with a sense of failure. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 53-62). New York: Teachers College Press.

Johnson, T. S. (2005). The “problem” of bodies and desires in teaching. *Teaching Education*, 16 (2), 131-149.

Metz, M. H. (?). Teachers’ ultimate dependence on their students. Incomplete citation.

Moll, L. C., Amanti, C., Neff, D., and Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31 (2), 132-141.

Nieto, S. M. (2002/2003). Profoundly multicultural questions. *Educational leadership*, 60 (4), 6-10.

Perry, E. (1999). Setting up classroom routines. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 53-62). New York: Teachers College Press.

Stewart, J. M. (1999). Discipline: Early fears and later realities. In P. Graham, S. Hudson-Ross, C. Adkins, P. McWhorter, and J. M. Stewart (Eds.) *Teacher/Mentor: A dialogue for collaborative learning* (pp. 53-62). New York: Teachers College Press.

Wiggins, G. (1989). The futility of trying to teach everything of importance. *Educational leadership*, 47 (3), 44-48.

Wiggins, G. and McTighe, J. (1998). Thinking like an assessor. In *Understanding by design* (pp. 63-84). Alexandria, VA.: ADCD.

Schedule

Deviations may be necessary and will be announced as far in advance as possible.

Date	Key questions	Readings	Due
Introductions, Expectations, Course Framework			
TH August 17	Who are we as a class?		
Self, Students, Classroom, Community—Unit A			
T August 22	What do I bring to the classroom?	Fecho, ch. 1 Nieto	
TH August 24	What are my assumptions about teaching and learning?		Guest speaker: Michelle Zoss (arts-based activity 1: drawing)
T August 29	Who are my students? How can I learn about and from them?	Fecho, ch. 2	
TH August 31	What are my expectations for student learning?	Delpit	
T September 5	Who teaches in my school? Who will be supportive of my teaching?	Adkins	
TH September 7	What are the policies and	Fecho, ch. 3	Dan Kirk

	politics that govern life at my school?		
T September 12	What are the parents of my students like? How can I get to know them?	Moll, et. al. Fecho, ch. 4	
TH September 14	What is my school community like? Where do I fit into this community?		Think Piece 1
TH September 14	Portfolio Progress Check 1		
Curriculum, Assessment, Instruction, Management—Unit B			
T September 19	What are the goals for student learning in my MT's classroom?	Wiggins	Computer training
TH September 21	How do parent and community perceptions shape schools?	Fecho, ch. 6	
T September 26	What kinds of formative and summative assessments does my MT use?	Fecho, ch. 8	
TH September 28	How do classroom assessments inform my MT's planning?	Wiggins & McTighe	
T October 3	How is student learning supported in my MT's classroom?	Fecho, ch. 5	
TH October 5	How does the media shape the ways in which students, teachers, and administrators act in schools?	Fecho, ch. 7	Dan Kirk
T October 10	What strategies does my MT use to manage his/her classroom?	Stewart Perry	(Arts-based activity 2: photography)
TH October 12	How do students respond differently in different contexts?		Think piece 2
TH October 12	Portfolio Progress Check 2		
Context, Choice, Action, Reflection—Unit C			
T October 17	What various expectations are placed on teachers? How and where might these expectations conflict?	Fecho, ch. 9	Guest speaker: Bob Fecho
TH October 19	What are some of the "hard choices" teachers make?	Eisner	
T October 24	What are important considerations in choosing	Metz	Guest speaker: Ken Hansing

	your first teaching position?		
TH October 26	NO CLASS FALL BREAK		
T October 31	How are you taking on a teacher body?	Johnson	
TH November 2	How are you positioning yourself as teacher?	James	Dan Kirk
T November 7	What are your hopes and fears for the upcoming unit?		Individual Conferences
TH November 9	NO CLASS NOVEMBER UNIT		
T November 14	NO CLASS NOVEMBER UNIT		
TH November 16	NO CLASS NOVEMBER UNIT		
T November 21	NO CLASS NOVEMBER UNIT		
TH November 23	NO CLASS THANKSGIVING BREAK		
T November 28	What did you learn about yourself from teaching? How will this influence your planning for spring semester?	TBA	(Arts-based activity 3: collage)
TH November 30	What did you learn about your students from teaching them? How will this influence your planning for spring semester?		Think piece 3
TH November 30	Portfolio Progress Check 3		
Wrap-up, Course Evaluation, Class Photograph			
T December 5	What have we learned from each other?		Course evaluation

Class Assignments

***School-based Assignments**

For units A and B, you must complete each of the two required assignments and choose two additional assignments from the optional list to complete.

UNIT A ASSIGNMENTS

Required assignments: (complete both)

- 1) Student Shadow—Shadow two students from one of your MT's classes, each for an entire school day. Attend all classes with each student and pay attention to his/her behaviors throughout the day, including in informal settings such as class change and lunch.
- 2) Teacher Watch—Observe two teachers in your placement school, other than your MT, for a minimum of one hour each. Pay attention to each teacher's interactions with students.

Optional assignments: (choose two)

- 3) Call the parents/caregivers of two of your MT's students and ask about the expectations they have for their children as students.
- 4) Attend a sporting or fine arts event at your placement school.
- 5) Attend your placement school's open house or a PTSO meeting.
- 6) Complete a thorough search of your placement school's web site.
- 7) Read the teacher and/or student handbooks for your placement school.
- 8) Create a map of your MT's classroom.
- 9) Chart the clothing styles of students, teachers, and administrators in your school.
- 10) Memorize the names of all of your MT's students.

UNIT B ASSIGNMENTS

Required assignments: (complete both)

- 1) Student Interviews—Interview two students about their experiences with reading and writing inside and outside of school.
- 2) Teacher Interviews—Interview two teachers about their expectations for students, approaches to classroom management, and use of day-to-day assessments.

Optional assignments: (choose two)

- 3) Collect images of schools, students, and/or teachers in the media.
- 4) Read the Georgia Performance Standards (GPS) for the classes your MT teaches.
- 5) Read the school or district curriculum guide for the classes your MT teaches.
- 6) Read your placement school's state report card.
- 7) Collect samples of reading/writing surveys, inventories, and pre-assessments administered by your MT.
- 8) Generate a list of different types of formative and summative assessments used by your MT.
- 9) Collect samples of student work representing high, middle, and low achievement on a single assignment.
- 10) Keep a list of classroom routines your MT establishes and uses with his/her classes.

For unit C, you must complete the required assignment and choose one additional assignment from the optional list to complete.

UNIT C ASSIGNMENTS

Required assignment: (complete)

- 1) Create a professional resume that you can use in your job search.

Optional assignments: (choose one)

- 2) Interview an administrator in your placement school about what s/he looks for when hiring new teachers.
- 3) Team up with another TC and visit his/her placement school for a day.
- 4) Create specific teaching goals for spring semester and a plan for reaching those goals
- 5) Collect and read applications for the districts in which you have an interest in working.

***Reading Assignments**

You are expected to read approximately 25-30 pages per week for this class. Readings should be completed before the class period where they are listed on the schedule. Though we might not always have time to explicitly discuss each reading in class, the readings should transact with your thinking, as well as with the work of the class as a whole.

For each of our three units of study you will choose readings which had the greatest impact on your thinking. For units A and B, you will choose two readings and for unit C you will choose one. In response to each chosen reading, you will complete a reading response in which you articulate how the article or chapter connected to and pushed your thinking. Your response to each selected reading (five total) should be two-three pages, typed in 12-point font, double-spaced.

***Think Pieces**

As a culmination for each of our three units of study you will complete an in-depth think piece in which you reflect on the school-based learning you've done during the unit. Each think piece (three total) should be four-five pages, typed, double-spaced. You should bring a hard copy of your think piece to class on the day when it is due. Think Pieces will be shared with other members of the class.

***Portfolio Progress Checks**

At three points during the semester I will check the progress you are making toward preparing your final semester portfolio. These three points are Thursday 14 September, Thursday 12 October, and Thursday 30 November. At each of these points you should have completed the following and uploaded all components to LiveText:

- ✓ Reading response(s) for unit
- ✓ Think piece for unit

- ✓ Evidence of four (or two, for Unit C) completed unit assignments—evidence will vary with the assignment completed. We will discuss acceptable evidence for each assignment as a class.