

# **TEACHING AND LEARNING in urban schools**

**Fall 2019**  
**7:00 – 10:00pm**  
**Monday Neill 217**  
**EDUC 390**

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**Welcome to EDUC 390!**

One thing nearly all people have in common is that we have seen teaching in action. Little children pretend to teach when they play “school,” with one standing up front and the others sitting, quietly listening, and waiting to be called upon. These common images of teaching and learning have been planted into our subconscious through years sitting in classroom after classroom observing that person we call “teacher.” But as we know, teaching and learning can look dramatically different across contexts. Even students’ experiences within a single classroom can be incredibly diverse. Ladson-Billings suggests that our focus in teacher education should be less concerned with what teachers are trained to do, and rather how they are asked to think. In this course we will explore our own thinking and approach to teaching by interrogating who we are as developing educators, how our lived experiences with teaching and learning position us to teach in the future, and how we can develop a transformative teaching practice amidst a harsh educational environment. This class meets in conjunction with a practicum where you work with a supervising teacher in a local school to help ground you in the realities of urban classrooms. I invite you to take this journey with each other, challenge yourself to ask questions of what seems to be common sense, and develop an activist mindset toward educational transformation for the social good.

***“The problem is rooted in how we think—about the social contexts, about the students, about curriculum, and about instruction.”***  
***-Gloria Ladson-Billings***

## Learning Objectives

At the end of this course you should be able to:

- Articulate how your teaching biography and its inherent contradictions contribute to your developing practice as a teacher
- Place yourself within historical trajectories of reflective teaching practices in an effort to become more intentional as an educator
- Understand and name the tenets of critical and culturally relevant pedagogy
- Develop a research-based approach to reflective teaching based on self-study
- Develop a dynamic unit that could be taught in a mainstream educational environment
- Work effectively with your supervising teacher, while developing your own independent teaching philosophy and practice
- Demonstrate an understanding of the relationship between learning, behavior, and student resistance.
- Co-construct segments of the course curriculum with peers
- Develop reflective strategies that account for racialized, gendered, classed, perceived ability, and linguistic disparity in classrooms
- Describe a vision for racial, linguistic, cultural, and social justice in education.

## Required Texts:



Shalaby, C. (2017). *Troublemakers: Lessons in Freedom from Young Children at School*. New York: The New Press.

Wiggins, G. & McTighe, J. (2005). *Understanding By Design*, 2<sup>nd</sup> Ed. New York, NJ: Pearson

\* Selected supplemental readings provided by the instructor via Moodle will also be required.

### **Recommended Texts:**

Apple, M. (2004). *Ideology and Curriculum, Third Edition*. New York: RoutledgeFalmer.

Britzman, D. (2003). *Practice Makes Practice: A critical study of learning to teach*. Albany, NY: State University of New York Press.

Cammarota, J. & Fine, M. (Eds.) (2008). *Revolutionizing Education: Youth Participatory Action Research in Motion*. New York: Routledge.

Carter, P. (2005). *Keepin' It Real: School Success Beyond Black and White*. New York, Oxford University Press.

Duncan-Andrade, J. & Morrell, E. (2008). *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang Publishing, Inc.

Freire, P. (2005). *Teachers as Cultural Workers: Letters to Those Who Dare Teach*. Boulder, CO: Westview Press.

hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

Kumashiro, K. (2002). *Troubling Education: Queer Activism and Antioppressive Pedagogy*. New York: RoutledgeFalmer.

Morrell, E., Duenas, R, Garcia, V, & Lopez, J. (2013) *Critical Media Pedagogy: Teaching for Achievement in City Schools*. New York: Teachers College Press.

Tuck, E & Yang, K.W. (Eds.) (2014a). *Youth Resistance Research and Theories of Change*. New York: Routledge.

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: SUNY Press.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Wink, J. (2011). *Critical Pedagogy: Notes from the Real World, 4<sup>th</sup> Ed*. New York: Pearson

Zeichner, K. & Liston, D. (2014). *Reflective Teaching: An Introduction, 2<sup>nd</sup> Ed*. New York: Routledge.

# Schedule

(Please note that this schedule is subject to change)

Week 1  
**Sept 9**

## In Class Topics

- Course Introduction and Community Building
- Overview
- Educational Biographies
- Practicum Overview
- Sociocultural context of the classroom

**Read Shalaby- *Troublemakers*; Preface, Introduction, Zora**

Week 2  
**Sept 16**

## In Class Topics

### Ideology

- What political and social philosophies guide our identity as educators?
- How can we operationalize the pillars of being a “Rida”?

## In Preparation

### Read:

- Shalaby – Lucas
- Duncan-Andrade – Gangstas, Wankstas, & Ridas (Moodle)
- Ladson-Billings – “Yes, but how do we do it?” (Moodle)

## Due

Week 3  
**Sept 23**

## In Class Topics

- How do we navigate/avoid the three evils of schooling?
- How can we embed research into our pedagogy?
- Flow in learning

## In Preparation

### Read:

- Shalaby - Sean
- Dewey – “The Child and the Curriculum” (Moodle)
- Baldwin – “A Talk to Teachers” (Moodle)
- Stringer – Action Research Ch. 3 (Moodle)

## Due

## Talking Circle #1

Week 4  
**Sept 30**

## In Class Topics

### Language & Literacy

- How can narrow conceptions of literacy and language proficiency negatively impact multilingual

## In Preparation

### Read:

- CUNY-NYSIEB Translanguaging Guide (p 1-13) (Moodle)
- Cline & Necochea – “My Mother Never Read to Me” (Moodle)
- Adair et al “Word Gap Argument...” (Moodle)
- Ernest Morrell lecture – Powerful literacy

## Due

students?

<https://vimeo.com/channels/729694> (Moodle)

**Class Meets at El Colegio HS (Guest Speaker – Ms. Norma Garces, Director)**

**Talking Circle #2**



**In Class Topics**

**Biography**

-What does it mean to be a critical pedagogue?  
-How do the fragmentations embedded in schooling impact our understandings of teaching?  
-How can digital storytelling help us explore our teaching biography?

**Story Circle (with Brad Belbas)**

**In Preparation**

**Read:**

Shalaby – Marcus  
Britzman – Ch. 2 of *Practice Makes Practice* (Moodle)

**Due**

**Digital Stories drafts (to share in class)**

**Collaborative Group research design (due 9/30 -in class presentation)**



**In Class Topics**

**Discipline & Resistance**

-What are the causes of youth resistance in school? How does intrinsic motivation mediate what we describe as “behavior”?

**In Preparation**

**Read:**

Kohl – Ch. 1 of *I Won't Learn from You* (Moodle)  
Yang – Discipline or Punish (Moodle)  
Wiggins & McTighe – Intro

**Due**

**Teaching Biography – Competing Chronologies (Due 10/14)**



**In Class Topics**

**Design**

-What are the goals of backward design

**In Preparation**

**Read:**

Shalaby – Conclusion & Letter to Teachers  
Wiggins & McTighe – Ch. 2-3

**Due**

**Practicum journal #1 (10/21)**

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in classroom environments?

**Talking Circle #3 & #4**

Week 8  
**Oct 28**

**In Class Topics**

**Queering the Classroom**

-What justice are we teaching toward?  
How can we queer our classrooms?  
-What does understanding look like?

**Talking Circle #5**

**Guest Lecture – J.B. Mayo (University of MN)**

**In Preparation**

Wiggins & McTighe – Ch. 4-6  
TBD

**Due**

**Inquiry Group Updates (in class)**

**Final Unit Prospectus (10/28)**

Week 9  
**Nov 4**

**In Class Topics**

**Ethnic Studies**

-What does it mean to consider ourselves ethnic studies teachers?

**Education & Advocacy Event (11/5, 6pm, Kagin) – Curtis Acosta**  
**Mandatory attendance (Ed Studies majors & minors)**

**Class meets at the Ethnic Studies forum (11/4, 5-8pm, East Side Freedom Library)**

**In Preparation**

**Read:**

*Rethinking Ethnic Studies*  
Part 1 – 4 chapters on pedagogy (Moodle)

**Due**

Week 10 Nov 11	In Class Topics	In Preparation	Due
	<b>Assessment</b> -Is there such a thing as relevant or liberatory assessment?	<b>Read:</b> Wiggins & McTighe – Ch. 7-8 AND Strong et al – “Boredom and its Opposite” OR Brookhart et al – “Formative Assessment” OR Leahy et al – “Minute by Minute” OR Black et al – “Working Inside the Black Box”  (Optional) Resource: Guide to Humanizing Schooling (Moodle)	<b>Interview Paper (11/11)</b>  <b>Final Unit collaborations (in class)</b>
	<b>Talking Circle #6</b>		
	<b>Guest Lecture – Lars Esdal (Education Evolving)</b>		

Week 11 Nov 18	In Class Topics	In Preparation	Due
	<b>Reflective Teaching</b> How do we situate ourselves within traditions of reflective pedagogy? What are the implications of these traditions for our practice?	<b>Read:</b> Wiggins & McTighe – Ch. 9-10 Zeichner & Liston – Ch. 5 (Moodle)	
	<b>Talking Circle #7</b>		

Week 12 Nov 25	In Class Topics	In Preparation	Due
	Co-constructed inquiry group-led sessions	<b>Read:</b> Wiggins & McTighe – Ch. 11-12 TBD	<b>Inquiry Group Report (11/25)</b>  <b>Practicum journal #2 due (11/25)</b>
	<b>Talking Circle #8</b>		

Week 13 Dec 2	In Class Topics	In Preparation	Due
	Co-constructed inquiry group-led	<b>Read:</b> Wiggins & McTighe – Ch. 13	<b>Final Unit (12/6)</b>

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sessions

Exploring Licensure

**Talking Circle #9**

Week 14  
**Dec 9**

**Final Unit Stories  
Course Wrap-up  
Celebration**



# Learning Environment

It is critically important that our class be a safe and inclusive environment for everyone. The success of this class is dependent upon everyone's participation. This course will regularly address issues of race, ethnicity, gender, socioeconomic class, sexuality, and other markers of identity. I intend to present materials and activities that are respectful of diversity among these and other identifiers. I intend that people from all backgrounds will be well served by this course, that your learning needs will be addressed both in and out of class, and that the diversity you bring to this class will be viewed as a resource, strength, and benefit by all class members. Please let me know of any ways to improve the effectiveness of the course for you personally, or for other individuals or student groups. Further, to ensure a productive learning environment for all of us, electronic devices such as cell phones should be kept on silent during class time and only used for class purposes. Friends or relatives of enrolled students are welcome to attend class sessions with prior consent of the instructor.

## **Accommodations:**

I will strive to accommodate every student to achieve optimal learning conditions. In some cases this may mean adapting the course design or classroom environment. If you think you need an accommodation for disability please contact the Office of Student Affairs at your earliest convenience. The Disability Services Coordinator, Josie Hurka, coordinates services. To schedule an appointment call 651-696-6974.

## **Class Attendance:**

Class attendance is critical to the learning process. Many of the class activities and discussions cannot be replicated by make up assignments. There may also be topics and ideas discussed specifically in class, and not in texts, that you will be expected to understand. Therefore, **at least 85% attendance is required for successful completion of the course.**

I understand that unavoidable absences may occur. Whether an absence is planned or unplanned, it is your responsibility to:

- 1) Inform the instructor of your absence before the class session missed
- 2) Follow-up on what you have missed with either a classmate or the instructor before the next class session. It is your responsibility to stay on-track with course expectations.

## **Class Participation**

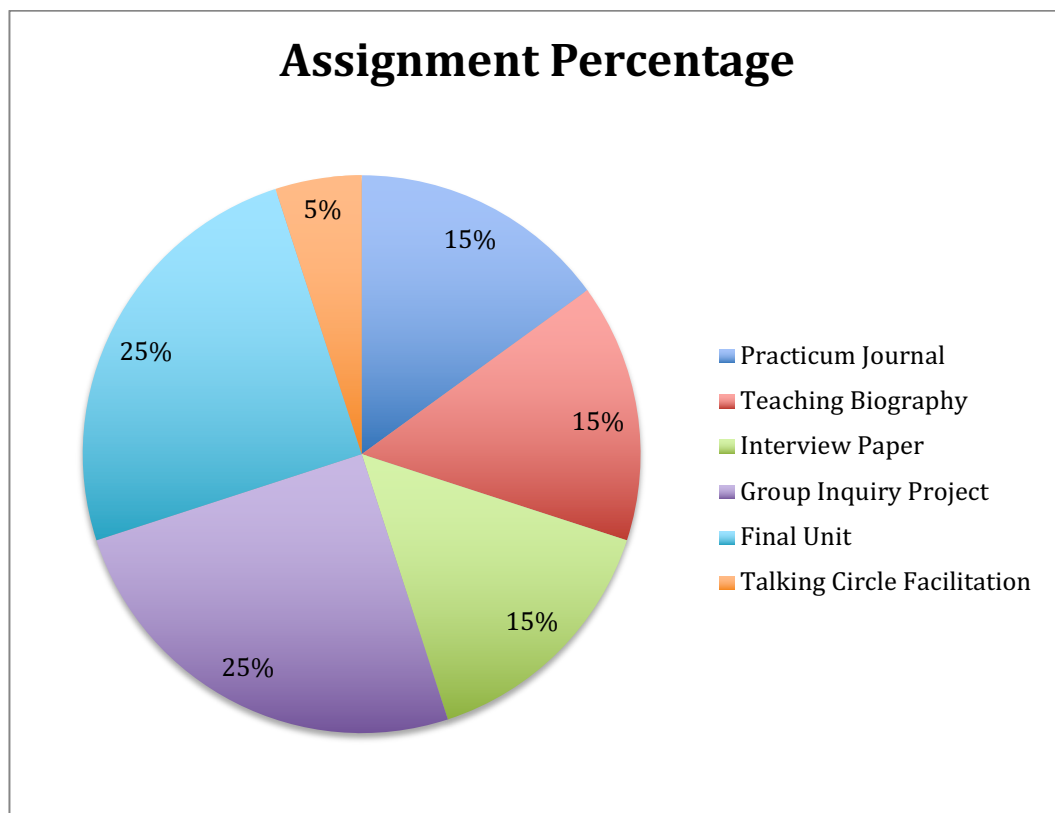
This course is taught from the philosophy that knowledge is socially constructed; therefore, each class member's participation is desired and needed in order to maximize our collective learning and understanding. You are expected to attend each class on time, be prepared for class by having read assigned material and completed assignments, actively participate in class exercises and group learning experiences, and communicate with the instructor to the best of your ability. I understand that not everyone is comfortable speaking in class. In order to accommodate everyone I have included multiple ways to interact with your peers including small and large group discussions, Moodle reflections, student facilitations, group assignments, and digital annotation of class texts. Each of these are ways you can participate in class.

### Late Work

Due dates for assignments are firm for logistical reasons. Unless you and I have prior written agreement on an extension, please submit assignments in a timely manner. Assignments turned in after the due date, without prior written agreement (via email) may not be counted toward your final grade.

# Assignments & Grading

## Assignment Quick-view



## Assignment Details

- Each individual assignment will be introduced in class.
- In some cases assessment rubrics will be made available as the class progresses.
- All written assignments should be double-spaced using 12pt. font, APA citations, and 1" margins.
- Assignments should be submitted electronically on the class Moodle site unless otherwise instructed.

## Assignment Overview

Assignment	Due	% of grade
Practicum Journals	10/21, 11/25	15%
Teacher Biography	10/14	15%
Interview Paper	11/11	15%
Group Inquiry Project	11/25	25%
Final Unit	12/6	25%
Talking Circle Facilitation	Throughout semester	5%

## Assignment Description

**Practicum Journals** – Throughout your practicum you should keep an electronic journal (e.g. word doc) to document your experiences. After each visit to your practicum site you are encouraged to spend 30-40 minutes reflecting on issues that arose, feelings you experienced, curricular dilemmas, challenging interactions, school climate, or anything else worthy of reflection. Your journals should include a section for descriptive memos and a section for analytic memos. Feel free to use your phone to take pictures to include in your journal, but this is not mandatory. Make sure any pictures you take are done discretely as to not disrupt the classroom or school environment. Do not photograph students. There is no word limit for your journals. They will be submitted twice during the semester.

**Teacher Biography** - (See detailed assignment description handed out in class) Britzman suggests that the teacher induction process consists of 4 parts: the schooling experience, coursework, student teaching, and early career teaching. Through the creation a 2-3 minute digital story, you will explore your own schooling experience and development as an educator using Britzman’s theorization of “competing chronologies of becoming” a teacher. This assignment is meant to help you uncover hidden assumptions, ideologies, and biases that you may carry into the classroom.

**Interview Paper** – (See detailed assignment description handed out in class) As part of your practicum you should become familiar with the context of the entire school community. This assignment is designed to help you connect with multiple people at your site. You will develop an interview protocol and identify 3-4 people at your school to interview including your supervising teacher (required). Other people should include an administrator, a resource person (nurse, counselor, behavioral specialist, etc.), and possibly a student or parent. These will be informal interviews for the purpose of this class, so do not approach this like a formal research project (we will discuss this more in class). Your interview should focus on a singular issue in the context of the school.

**Group Inquiry Project** - (See detailed assignment description handed out in class) Throughout the semester, you will be working in collaborative groups on a classroom-study connected to a similar interest. As the semester develops, your group will create

research questions, design a small-scale informal study, execute the study, lead part of a class session based on your findings, and submit a report of your research.

**Final Unit** - (See detailed assignment description handed out in class) You will develop a two week unit that you would like to teach (it may or may not be directly connected to your practicum). There is an expectation that you will have a teaching role at some point during your practicum. You may decide to teach part of your unit given the approval of your supervising teacher, but this is not required. Your unit should include essential questions, learning targets, formative assessments, summative performance assessments, and a rationale for what, why, and how you plan to teach the unit.

**Talking Circle** – Each of you will facilitate a 30-minute talking circle in class to help process your practicum experience. These circles can connect to the readings, however, they are specifically meant to provide an opportunity to collectively address issues, concerns, and dilemmas you may experience during your practicum. Each circle should have a specific theme determined by the facilitator. Your session could also incorporate classroom video. The Teaching Channel website (<https://www.teachingchannel.org/videos?default=1>) has useful video segments of classroom practice that you can connect to your theme.

## ***For support with ...***

### ***Writing / Research / Presentations***

For support with writing, research, and presentations feel free to talk with me. You can also make use of the MAX Center <http://www.macalester.edu/max/> and the Dewitt Wallace Library <http://www.macalester.edu/library/>

### ***Mental Health and Stress Management:***

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please reach out to one of the resources listed below.

#### On-Campus Resources

##### **Laurie Hamre Center for Health & Wellness**

Leonard Center Room 53, 651-696-6275 (call to make an appointment). Follow [macalesterhwc](https://www.macalester.edu/healthandwellness/) on Instagram. [www.macalester.edu/healthandwellness/](http://www.macalester.edu/healthandwellness/)

- Medical Services

- There is no charge for an office visit to see a provider for most appointments
- Medical providers can talk to you about your mental health.
- **Counseling Services**
  - Health & Wellness counselors provide short-term counseling to students.
  - Drop-in counseling sessions are available each day; first-come, first-served basis.
  - Counseling staff offers multiple groups each semester. Check Hamre Center website for more information on specific groups being offered.
  - 24 Hour Urgent Phone Counseling – PRESS 2
    - To speak to a mental health counselor at any time, call 651-696-6275, then press “2” to be connected to ProtoCall, a free phone counseling service that Macalester provides for students, available 24/7.
- **Self-Care Resources**
  - Health Promotion
    - Provides a variety of resources and events, including free movement classes, tea, sleep masks, earplugs, and sexual health resources. Visit the HWC website, visit the Wellness Lounge in Leonard Center room 55 (across from Studio 2) for resources.
  - PAWS @ Mac (therapy dog program)
    - To learn more about when and where to find the therapy dogs, email [paws@macalester.edu](mailto:paws@macalester.edu), or follow *pawsatmac* on Instagram or Facebook.

### **Resident Advisor (RA) and Resident Hall Director (RHD)**

- Both RAs and RHDs can serve as a first point of contact and are able to connect you to resources during mental health crises.

### **Other Support Offices**

- Center for Religious and Spiritual Life, (651-696-6298), Weyerhaeuser Chapel
- Office of Student Affairs (651-696-6220), Weyerhaeuser 119

### [Urgent and Off-Campus Resources](#)

[www.macalester.edu/healthandwellness/afterhours](http://www.macalester.edu/healthandwellness/afterhours)

### **Macalester Security**

- Call 651-696-6555 in the case of any emergency to reach Macalester Security. They will connect you with other campus response personnel.
- On Friday and Saturday nights (9 pm – 2 am), student EMTs are on call, and will respond to health-related emergencies when Security is called

### **Press 2 – Phone Mental Health Counseling** (see description above)

651-696-6275, menu option 2

### **Crisis Text Line**

- Minnesota's suicide prevention and mental health crisis texting services are available 24 hours a day, seven days a week. Text MN to 741741 to be connected to Crisis Text Line.

**Transgender Suicide Hotline**

- 877-565-8860

**Urgent Care for Adult Mental Health**

402 University Ave E.

St. Paul, MN 55130

651-266-7900 (24/7 phone support; walk-ins M-F 8am - 5:30pm)

**Regions Hospital (Emergency Room)**

640 Jackson St

St. Paul, MN 55101

651-254-3456

**Transportation**

If you have an urgent health need and do not have transportation to get to a clinic or hospital, Hamre Center staff, Residential Life staff, and other campus response individuals can arrange for a ride share (Uber) to and from the clinic/hospital. There is no charge for the ride.