DE Educational Inquiry I: Critical Perspectives on Education

Curriculum/Content Area: Future Teachers (Elective)	**Course Length:** 2 Terms
Course Title: DE Educational Inquiry I: Critical Perspectives on Education	**Date last reviewed:** January 2019
Prerequisites: Enrollment in LAUNCH Future Teachers Strand	**Board approval date:** 03/19/2019
Primary Resource:	

Desired Results

Course description and purpose:
DE Educational Inquiry I: Critical Perspective on Education invites prospective teachers to think critically about the complexity of the art and craft of teaching, to engage with diverse student populations in educational settings, to appreciate the possibilities for powerful teaching and to discern their own potential roles as teachers who teach for the common good.

Enduring Understandings:	**Essential Questions**:
1. The art and science of teaching is incredibly complex. 2. Teachers have a substantial impact on both individual students and our larger communities. 3. Teaching can be a fulfilling, worthwhile career.	1. How do the various aspects of schools (students, teacher roles, classroom/school dynamics, etc..) impact the art and the science of teaching? 2. Why are high-quality teachers important? 3. Do I want to pursue a teaching career? Why?

Priority Standards
Wisconsin Department of Public Instruction Teacher Standards **WI.DPI.TS.3 Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of

pupils, including those with disabilities and exceptionalities.

WI.DPI.TS.6 Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI.DPI.TS.9 Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

WI.DPI.TS.10 Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Introduction to Teaching	
Essential Questions:. A. Do I want to pursue a teaching career? Why?	
Standards:	
WI.DPI.TS.9 Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.	
Learning Targets:	
● I can reflect upon my own strengths and interests as they relate to a potential teaching career. (WI.DPI.TS.9)	
Assessment Evidence:	
Performance Assessment Options *May include, but are not limited to the following:* ●	**Other assessment options** *May include, but are not limited to the following:* ● Reading reflections
Supplementary Resources:	

Ayers, W. (2010). To teach, The Journey, in Comics. New York: Teacher's College Press.

Choice of ONE of these teacher stories:

- Baldacci, L. (2003). Inside Mrs. B's Classroom: Courage, Hope, and Learning on Chicago's South Side.
- Esquith, R. (2007). Teach Like Your Hair's on Fire. New York: Penguin Books.
- Landsman, J. (2001). A White Teacher Talks About Race. Lanham, MD: Scarecrow Press.
- Michie, G. (2005). See You When We Get There: Teaching for Change in Urban Schools. New York: Teachers College Press.
- Paley, V. Kwanzaa and Me: A Teacher's Story.
- Paley, V. White Teacher.

Teaching Roles

Essential Questions/Topics of Study:.

A. How do the various aspects of schools (students, teacher roles, classroom/school dynamics, etc..) impact the art and the science of teaching?
B. Why are high-quality teachers important?
C. Do I want to pursue a teaching career? Why?

Standards:

WI.DPI.TS.3 **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

WI.DPI.TS.6 **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI.DPI.TS.9 **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

WI.DPI.TS.10 **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in

	the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.
Learning Targets:	
● I can describe characteristics, circumstances, and/or experiences that may impact student learning (WI.DPI.TS.3) ● I can clearly communicate thoughts and ideas with colleagues (WI.DPI.TS.6) ● I can describe the advantages of teacher partnerships with various stakeholders in a school setting (WI.DPI.TS.10) ● I can reflect upon my own strengths and interests as they relate to a potential teaching career. (WI.DPI.TS.9)	
Assessment Evidence:	
Performance Assessment Options *May include, but are not limited to the following:* ● Blog #1	**Other assessment options** *May include, but are not limited to the following:* ● Reading reflections
Digital Tools & Supplementary Resources:	
Featherstone, J. (1995). Letter to a young teacher. In B. Ayers, To Become a Teacher: Making a Difference in Children's Lives. New York: Teachers College Press. (pp. 13-22) Grant, G. & Murray, C.E. (1999). Three questions every teacher must answer. (pp. 57-75). In Teaching in America: the Slow Revolution. Cambridge, MA: Harvard University Press.	

Overview of the Art and Craft of Teaching	
Essential Questions/Topics of Study:. A. How do the various aspects of schools (students, teacher roles, classroom/school dynamics, etc..) impact the art and the science of teaching? B. Why are high-quality teachers important? C. Do I want to pursue a teaching career? Why?	
Standards:	
WI.DPI.TS.3	**Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

WI.DPI.TS.6 Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI.DPI.TS.9 Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

WI.DPI.TS.10 Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Learning Targets:

- I can describe characteristics, circumstances, and/or experiences that may impact student learning (WI.DPI.TS.3)
- I can describe adaptations and supports that can assist students in their learning. (WI.DPI.TS.3)
- I can clearly communicate thoughts and ideas with colleagues (WI.DPI.TS.6)
- I can identify instructional strategies that foster student inquiry, collaboration, and engagement. (WI.DPI.TS.6)
- I can describe the advantages of teacher partnerships with various stakeholders in a school setting (WI.DPI.TS.10)
- I can identify traditional educational practices that create barriers to learning for some students (WI.DPI.TS.3, WI.DPI.TS.9)
- I can reflect upon my own strengths and interests as they relate to a potential teaching career. (WI.DPI.TS.9)

Assessment Evidence:

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
● Blog #2	●

Digital Tools & Supplementary Resources:

Rose, M. (1995). Possible Lives: The Promise of Public Education in America. (Select Chapters)

Classroom and Schools: The Hidden Curriculum

Essential Questions/Topics of Study:.

A. How do the various aspects of schools (students, teacher roles, classroom/school dynamics, etc..) impact the art and the science of teaching?
B. Why are high-quality teachers important?
C. Do I want to pursue a teaching career? Why?

Standards:

WI.DPI.TS.3 Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

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WI.DPI.TS.10 Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Learning Targets:

- I can describe characteristics, circumstances, and/or experiences that may impact student learning (WI.DPI.TS.3)
- I can describe the differences between an articulated curriculum and a hidden curriculum (WI.DPI.TS.3)
- I can describe adaptations and supports that can assist students in their learning. (WI.DPI.TS.3)
- I can clearly communicate thoughts and ideas with colleagues (WI.DPI.TS.6)
- I can identify instructional strategies that foster student inquiry, collaboration, and engagement. (WI.DPI.TS.6)
- I can describe the advantages of teacher partnerships with various stakeholders in a school setting (WI.DPI.TS.10)

- I can identify traditional educational practices that create barriers to learning for some students (WI.DPI.TS.3, WI.DPI.TS.9)
- I can reflect upon my own strengths and interests as they relate to a potential teaching career. (WI.DPI.TS.9)

Assessment Evidence:

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
● Service Learning Self-Reflection ● Teacher Story Wiki	● Reading reflections

Digital Tools & Supplementary Resources:

Jackson, P.W. (1990). The daily grind. In Life in Classrooms (2nd ed.) (pp. 3-37). New York: Teachers College Press.

Eisner, E. (2002). The three curricula that all schools teach. In The Educational Imagination.

Children in Classrooms: Cultural Capital

Essential Questions/Topics of Study:.

A. How do the various aspects of schools (students, teacher roles, classroom/school dynamics, etc..) impact the art and the science of teaching?
B. Why are high-quality teachers important?
C. Do I want to pursue a teaching career? Why?

Standards:

WI.DPI.TS.3 **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

WI.DPI.TS.6 **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI.DPI.TS.9 **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others

and who actively seeks out opportunities to grow professionally.

WI.DPI.TS.10 Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Learning Targets:

- I can describe characteristics, circumstances, and/or experiences that may impact student learning (WI.DPI.TS.3)
- I can describe adaptations and supports that can assist students in their learning. (WI.DPI.TS.3)
- I can clearly communicate thoughts and ideas with colleagues and students. (WI.DPI.TS.6)I can identify instructional strategies that foster student inquiry, collaboration, and engagement. (WI.DPI.TS.6)
- I can describe the impact of teacher-to-student and student-to-student relationships and strategies for developing and utilizing those relationships to drive student learning. (WI.DPI.TS.10)
- I can identify traditional educational
- practices that create barriers to learning for some students (WI.DPI.TS.3, WI.DPI.TS.9)
- I can reflect upon my own strengths and interests as they relate to a potential teaching career. (WI.DPI.TS.9)

Assessment Evidence:

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
• Blog #3	• Quiz #1 • Quiz #2 • Reading reflections

Digital Tools & Supplementary Resources:

Carter, P. (2005). Keepin' it Real.

Florio, S. (1992)"On Writing Field Notes"

G. Owocki & Y. Goodman (2002). What is Kidwatching? From Kidwatching: Documenting children's literacy development. Portsmouth, NH: Heinemann

Contexts of Teaching: Conflicting Views on the Purpose of Schools

Essential Questions:.

A. How do the various aspects of schools (students, teacher roles, classroom/school dynamics, etc..) impact the art and the science of teaching?
B. Why are high-quality teachers important?
C. Do I want to pursue a teaching career? Why?

Standards:

WI.DPI.TS.3 Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

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WI.DPI.TS.10 Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Learning Targets:

- I can clearly communicate thoughts and ideas with colleagues and students. (WI.DPI.TS.6)
- I can describe varying views on the purpose of education. (WI.DPI.TS.6)
- I can describe how competing priorities impact our educational system. (WI.DPI.TS.6)
- I can identify traditional educational practices that create barriers to learning for some students (WI.DPI.TS.3, WI.DPI.TS.9)
- I can reflect upon my own strengths and interests as they relate to a potential teaching career. (WI.DPI.TS.9)

Assessment Evidence:

Performance Assessment Options *May include, but are not limited to the following:* ● Service Learning Reflection #2 ● Teacher Story Wiki	**Other assessment options** *May include, but are not limited to the following:* ● Quiz #3 ● Reading reflections

Supplementary Resources:

Labaree, D. (1997). Public schools for private advantage: Conflicting goals and the impact on education. In How to Succeed in School Without Really Learning (pp. 16-52).
4

Lowe, R. (1995). Teachers through history: the myth of a golden age (pp. 240-245). In Rethinking Schools: An Agenda for Change. D. Levine, R. Lowe, B. Peterson & R.

Teaching for the Common Good

Essential Questions/Topics of Study:.

A. How do the various aspects of schools (students, teacher roles, classroom/school dynamics, etc..) impact the art and the science of teaching?
B. Why are high-quality teachers important?
C. Do I want to pursue a teaching career? Why?

Standards:

WI.DPI.TS.3 Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

WI.DPI.TS.6 Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

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WI.DPI.TS.10 Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with

integrity, fairness and in an ethical manner.

Learning Targets:

- I can describe characteristics, circumstances, and/or experiences that may impact student learning (WI.DPI.TS.3)
- I can clearly communicate thoughts and ideas with colleagues and students. (WI.DPI.TS.6)I can identify instructional strategies that foster student inquiry, collaboration, and engagement. (WI.DPI.TS.6)
- I can identify traditional educational practices that create barriers to learning for some students (WI.DPI.TS.3, WI.DPI.TS.9)
- I can reflect upon my own strengths and interests as they relate to a potential teaching career. (WI.DPI.TS.9)

Assessment Evidence:

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
● Blog #4 ● Blog #5	● Quiz #4 ● Reading reflections

Digital Tools & Supplementary Resources:

Freire, P. (1998). Fourth letter: On the indispensable qualities of progressive teachers for their better performance. In Teachers as Cultural Workers: Letters to Those Who Dare Teach (pp. 39046). Boulder, CO: Westview Press.

Valenzuela, A. (1999). Student-teacher relations and the politics of caring. In: Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring. (Chapter 3). Albany, NY: SUNY.

Delpit, L. (2012). Multiplication is for White People: Raising Expectations for Other People's Children.

Teaching as a Reflective Practice

Essential Questions/Topics of Study:.

A. How do the various aspects of schools (students, teacher roles, classroom/school dynamics, etc..) impact the art and the science of teaching?
B. Why are high-quality teachers important?
C. Do I want to pursue a teaching career? Why?

Standards:

WI.DPI.TS.3 Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

WI.DPI.TS.6 Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

WI.DPI.TS.9 Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

WI.DPI.TS.10 Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Learning Targets:

- I can identify my strengths and passions as they relate to a career in education. (WI.DPI.TS.9)

Assessment Evidence:

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
● Service Learning Wiki ● Video Presentation	● Discernment Paper ● Assessment of Teacher Candidate Dispositions in the College Classroom ● Reading reflections

Digital Tools & Supplementary Resources:

Dewey, J. (1933). Why reflective thinking must be an educational aim. From How We Think. Heath.

Zeichner, K.M., & Liston, D.P. (1996). Historical roots of reflective teaching. In Reflective Teaching: An Introduction (pp. 8-22). Mahwah, NJ: Lawrence Erlbaum.