



**George Mason University
College of Education & Human Development/Graduate School of Education
Secondary Education Program**

**EDCI 597 (Section A04), "Youths' and Teachers' Perspectives on Exceptional Teaching"
(3 credits)**

Key Information

Instructor: Kristien Zenkov, PhD, Professor
Office hours: By appointment, via phone, or via Skype or Google Hangout
Phone: 703.993.5413 (O); 216.470.2384 (M)/Email: kzenkov@gmu.edu
Office/Mail: Thompson Hall 1808, 4400 University Drive, MSN 4B3, George Mason University,
College of Education and Human Development, Fairfax, VA 22030

Instructor Intern: Leonardo Leonato
Teaching Assistant: Helaneh Salem

Class Meetings

Tuesday/Thursday (May 21, 23, 28, 30; Jun 4, 6), 4:30-7:10 pm, Peterson 1106
Wednesday (May 22, 29; Jun 5), 8:00 am – 3:00 pm

- *TC Williams High School (May 22nd)*
- *Marshall High School (May 29th)*
- *Liberty Middle School (June 5th)*

Please note that our class will meet face-to-face on the Fairfax campus for six sessions and in area schools for three all-day sessions. Attendance at the school sessions is mandatory, given that each is equivalent to three campus class sessions. We are happy to clarify and lend assistance on assignments, but please contact us within a reasonable timeframe. We look forward to collaborating with each of you as you work toward your goals.

Instructor Introduction

The best teachers know themselves as readers, writers, speakers, listeners, presenters, and creators. We will ask you also to know yourselves as photographers, artists, designers, community constituents, and researchers. Teachers must be resilient individuals who are willing to take risks to let a broad range of literacies matter to themselves, their students, and the larger community. We will expect you to be your best, brightest, most thoughtful, and most creative selves in this course. We intend that this class will be one you remember, and that you'll care passionately about the work we do here. We will have uncompromising standards for your behavior, participation, and openness, and we will work diligently to ensure that you meet these standards.

As the lead instructor for this course, Dr. Zenkov brings the perspectives of a teacher, a teacher educator, and a scholar with considerable experience working with diverse adolescents and professionals. He approaches all educational experiences with the goal of helping students to learn to be active, creative, “real world” members of a just society. He is also deeply committed to respecting teachers as professionals with considerable knowledge about how to prepare the next generation of educators. He believes it is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. He offers an explicit critique of schooling: as a classroom teacher with more than fifteen years of experience, as a scholar, and as an advocate for youth and public schools, he believes that playing a critical role is his right and responsibility. He hopes you will take on this same role.

Instructor Intern Introduction

Leonardo Leonato is the co-instructor for this course. He is currently a second grade teacher in FCPS with 15 years of classroom experience. He is also a PhD student focusing on multilingual/multicultural education and teaching and teacher education. He was once an English language learner in Fairfax County—in the mid 80’s. He would like for his personal, professional, and academic experiences to be used as resources for everyone involved in this class. He is excited to be part of all the knowledge that we will create and foster in this course.

Prerequisites/Corequisites

None

Course Description

EDCI 597, “Youths’ and Teachers’ Perspectives on Exceptional Teaching” is designed to support the development of reflective, professional, collaborative, and research-based secondary school practitioners across subject areas. In order to respond to the growing diversity of youth and their cultures and literacy capacities, this course calls on pre-service and in-service teachers to interact with young people and teachers in a range of school settings, exploring their points of view on teaching using a range of methods and visual and technology-oriented media, including the visually-oriented interview procedures developed by the “Through Students’ Eyes” project. Students will both learn about exploring young adults’ and teachers’ perspectives on school as a research/instructional method and as means to understand and respond to these points of view via their teaching practices.

In addition, this course is intended to provide students with multiple opportunities to plan and implement instruction, with individual, pairs and small groups, and large groups of students, across the age/grade span of the teaching license for which you are being prepared. We will work to implement the “High Leverage” teaching practices (Appendix 1) and to evaluate your instruction via the “InTASC Model Core Teaching Standards” (Appendix 2).

Course Delivery

The course will be delivered through a variety of face-to-face, online, and individualized instructional approaches. During class meetings there will be large group, small group, and individual activities. These will be facilitated by Zenkov, Leo, and/or Helaneh. GMU’s BlackBoard course framework (and/or Google Classroom) will be used throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform the instructor of any accessibility problems the first day of class.

Site Visit General Structure

We will visit three schools during the course of our class. The bulk of your time will be spent working with individual and small groups of students on photovoice explorations of youths' perspectives on exceptional teaching. At the end of this time young people will make a presentation of at least three related slides—a picture they took, a story, and a practice—to highlight their points of view on exceptional teaching. Between approximately 12 pm and 2 pm you will meet with and interview teachers—or participate in a panel presentation with teachers—to gather their perspectives on exceptional teaching. We will wrap up each day by 3 pm with a discussion of our collected insights.

General Agenda

Please note that school arrival times vary but it is imperative that you are present on time—here's a general schedule for school visits:

- 8:00: Arrive at each school
- 8:45-9:00: Students arrive and we conduct warm-up activity and introduce the project
- 9:45: We work one-on-one or in small groups with students—interviewing them and then conducting photo walks to answer project questions for youth
- 11:00: We take a break, students go to lunch, and we put together presentation with at least one picture and one accompanying slide of writing (addressing a learning story and teaching practice) for each student
- 11:45: Students return, we conduct another photo walk if time allows, and we make accompanied presentation
- 12:30: We interview teachers in small groups and/or in a panel presentation
- 1:30: We debrief days' activities, conversations, lessons
- 2:30-3:00: Good of the order and departure

Important: Mason students must bring their laptops, smart phone/digital camera, a flashdrive, and means to transfer images to your computer and then to a shared computer

Course Outcomes/Objectives

This course is designed to support pre-service and in-service secondary school teachers as they:

- articulate their own perspectives on school and exceptional teaching in their subject areas and also explore young people's and teachers' points of view (INNOVATION, RESEARCH-BASED PRACTICE);
- produce illustrated reports of their findings, using images and writings to share their own points of view on school, the perspectives of the children and youth and teachers with whom they work, and the means through which they will bridge these three sets of perspectives (COLLABORATION, INNOVATION, RESEARCH-BASED PRACTICE, SOCIAL JUSTICE); and
- develop a portfolio of effective subject-specific teaching strategies for engaging children and youth (COLLABORATION, ETHICAL LEADERSHIP, INNOVATION, RESEARCH-BASED PRACTICE).

Course Readings

Note: Cushman (2005, 2009) texts are required and must be purchased; additional readings will be provided by the instructor(s)

Required (*provided by instructor)

Cushman, K. (2005). *Fires in the bathroom: Advice for teachers from high school students*. The New Press.

Cushman, K. & Rogers, L. (2009). *Fires in the middle school bathroom: Advice for teachers from middle schoolers*. The New Press.

*Cushman, K., Zenkov, K., & Call-Cummings, M. (under contract). *New fires in our lives: Advice for teachers from high school students*. The New Press.

Recommended and/or provided by instructor

- Benson, J. (2019, May). When rules get in the way. *Educational Leadership*, 76(8), 34-39.
- Berg, J. H. (2019, May). Leading together/growing pains. *Educational Leadership*, 76(8), 84-85.
- Boser, U. (2019, May). Learning to learn: Tips for teens and their teachers. *Educational Leadership*, 76(8), 70-78.
- College Board Advocacy & Policy Center (2011). *Student voices: What makes a great teacher?* College Board.
- Dejulius, D. C., & McLean, L. H. (2019, May). Meeting struggling teens where they are. *Educational Leadership*, 76(8), 74-78.
- Eager, J. (2019, May). Supporting students' intersecting identities. *Educational Leadership*, 76(8), 58-63.
- Farah, M., Lewis, J., Jung, M., Lombardi, J., Hemmings, E., Moehlig, S., . . . Baker, M. (2019, May). Teen voices: What we really need from schools. *Educational Leadership*, 76(8), 46-50.
- Fisher, D., & Frey, N. (2019, May). Show & tell: A video column / "There was this teacher...". *Educational Leadership*, 76(8), 82-83.
- Fritzen-Case, A. (2019, May). Seeing-and supporting-immigrant teens. *Educational Leadership*, 76(8), 40-45.
- Fulla, M., Gardner, M., & Drummy, M. (2019, May). Going deeper. *Educational Leadership*, 76(8), 64-69.
- Goodwin, B. (2019, May). Research matters / cultivating curiosity in teens. *Educational Leadership*, 76(8), 80-81.
- Hall, H. R. (2019, May) What do black adolescents need from schools? *Educational Leadership*, 76(8), 52-57.
- Hardie, E. (2019, May). Giving teens a place at the table. *Educational Leadership*, 76(8), 18-23.
- Hart, C. (2019, May). Controlled burn: A story of growth. *Educational Leadership*, 76(8), 28-33.
- Ladson-Billing, G. (1995). Toward a theory of culturally responsive pedagogy. *American Educational Research Journal*, 32, 465-491.
- Maira, S. & Soep, E. (Eds.) (2010). Introduction. In *Youthscapes: The popular, the national, the global*. University of Pennsylvania Press. Xvi-xxv.
- Milner, H. R., IV. (2019, May) Confronting inequity / bringing after-school to school. *Educational Leadership*, 76(8), 86-87.
- Mitra, D., Serriere, S., & Stoicovy, D. (2012). The role of leaders in enabling student voice. *Management in Education*, 26(3), 104-112.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- Pellegrino, A. & Zenkov, K. (February, 2016). The connective power of project-based clinical experiences. *Edutopia*. Retrieved from www.edutopia.org/blog/connective-power-project-based-clinical-experiences-anthony-pellegrino.
- Rebora, A. (2019, May). Honoring the teen brain: A conversation with Thomas Armstrong. *Educational Leadership*, 76(8), 24-27.
- Ripley, A. (October, 2012). Why kids should grade teachers. *The Atlantic*.
- Thiers, N. (2019, May). Reader's guide / can't we let teens be teens? *Educational Leadership*, 76(8), 7-7.
- Tomlinson, C. A. (2019, May). One to grow on / being a guiding light teens need. *Educational Leadership*, 76(8), 88-89.
- Toshalis, E. & Nakkula, M.J. (2012). *Motivation, engagement, and student voice*. Jobs for the Future. Boston, MA: Author.
- Vatterott, C. (2019, May). The teens are not alright. *Educational Leadership*, 76(8), 12-16.
- What Kids Can Do. (2003). *First ask, then listen: How to get your students to help you teach them better*. Providence, RI: Author.

- Wilson, B. & Corbett, D. (2007). Students' perspectives on good teaching: Implications for adult reform behavior. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary school* (pp. 283-311). Dordrecht, The Netherlands: Springer.
- Zenkov, K. & Harmon, J. (2014). Through students' eyes: Using "photovoice" to help youth make sense of school. In K. Adams (Ed.) *Expressive writing: Classroom and community*. Lanham, MD: Rowman & Littlefield.
- Zenkov, K., Pellegrino, A.M., Sell, C., Ewaida, M., Bell, A., Fell, M., Biernesser., S., & McManis, M. (2014). Picturing kids and "kids" as researchers: English language learners, preservice teachers and effective writing instruction. *The New Educator* 10(4), 306-330. doi: 10.1080/1547688X.2014.965107
- Zenkov, K. & Pytash, K. (2018). Critical, project-based clinical experiences: Their origins and their elements. *Clinical experiences in teacher education: Critical, project-based interventions in diverse classrooms*. New York, NY: Routledge.

Note: Additional required readings may be assigned during the course of our class and provided electronically.

Course Materials

Students will need to have access to a digital camera (on a smartphone is fine), a laptop computer, and a flashdrive each day that we are in the schools. You will use these with youth to take pictures and to document their thinking as well as with teachers to keep track of the ideas they share in interviews.

Course Expectations and Projects

All written work must be typed, double-spaced, in 12 pt font, with 1-inch margins, and must be submitted electronically. All projects are due by midnight (Eastern time) on the day of the given course session; projects late due to unsatisfactory tardies or absences will be accepted at the instructor's discretion. You will also be assessed on your writing proficiency (grammar, spelling, coherence, etc.) in addition to the requirements of each assignment. Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final projects.

Class Attendance/Participation (30 points)

By virtue of agreeing to work together in this course we instantly formed a new community. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Our class time will provide opportunities for (1) participation in activities, (2) presentations and demonstrations of effective teaching strategies, and (3) discussions and reflection on course readings, class activities, and assignments. You are expected to complete assignments for each class day, and contribute as both a listener and speaker in large and small group activities and discussions.

Attendance in this class is *critical*. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants. Absences and tardies will impact your grade. Two tardies or early departures are equal to one absence, and attendance at the school sessions is mandatory, given that each is equivalent to three campus class sessions. Missing 30% or more of class sessions will result in automatic failure of the course. Please note that this policy makes no distinction between "excused" or "unexcused" absences or tardies. If you must be late to or miss a class, you must contact the instructor ahead of time.

Learning Activity #1: A Picture, A Story, a Practice OR Your Perspectives on Exceptional Teaching (10 points)

Address each of the five questions below—each with a picture you took, a very short story you wrote, and a description you draft of a related teaching practice. Compile these pictures, stories, and practices into a package that you could share with your future/current students, including in draft form with the students with whom we work during this class. The questions:

- 1) What do you believe makes an exceptional teacher?
- 2) What do you believe teachers do to support and impede students' willingness to attend, be successful in, and stay in school?
- 3) What do you believe is evidence that a teacher is successful at her/his job?
- 4) What do you believe students think is the evidence that a teacher is successful at her/his job?
- 5) What do you believe the public thinks is the evidence that a teacher is successful at her/his job?

Take risks, be creative, and embrace the freedom that this project provides. We will begin this project in class on Tues, May 21st.

Draft due at our first school site on Weds, May 22nd and final due in class on Thurs, May 23rd

Learning Activity #2: Pictures, Stories, and Practices OR Youths' Perspectives on Exceptional Teaching Parts I, II, III (24 points)

Using photovoice methods, work with young people at each of our project sites to address each of the five questions below—each with pictures the youths took, very short stories these youths wrote, and descriptions they drafted of related teaching practices. Compile these pictures, stories, and practices into a package that you could share with these youths, their teachers, your future/current students, your classmates, and our SEED faculty. The questions:

- 1) What does each young person believe makes an exceptional teacher?
- 2) What does each young person believe teachers do to support and impede her/his and her/his peers' willingness to attend, be successful in, and stay in school?
- 3) What does each young person believe is the evidence that a teacher is successful at her/his job?

You should first interview the young people with whom you are working to gather their initial answers to these questions. Then you will take these young people on "photo walks" to assist them in taking pictures—ideally metaphorical, representational, poetic images, rather than just literal ones—to illustrate their answers to these questions. Take risks, be creative, and embrace the freedom that this project provides. Also complete two additional tasks as we are visiting these three schools:

- 1) before you arrive at the school, find, read, and bring some evidence from the school or division of how this school/division views exemplary teaching;
- 2) after you complete each day's school visit, identify one community member—outside of the school—whose perspective on exceptional teaching we should consider, then engage with this individual, and document their point of view on teaching and the evidence of exceptional teaching to which they look.

Due in class on Thurs, May 23rd, May 30th, and June 6th

Learning Activity #3: Teachers' Perspectives on Exceptional Teaching Parts I, II, III (15 points)

Using interview, observation, and panel presentation methods, explore the perspectives of teachers (ideally in your subject area) on the following questions, illustrating each with a photograph you take and a description of an illustrative teaching practice:

- 1) What do teachers believe makes an exceptional teacher?
- 2) What do teachers believe they and their colleagues do to support and impede students' willingness to attend, be successful in, and stay in school?

- 3) What do teachers believe is evidence that a teacher is successful at her/his job?

Take risks, be creative, and embrace the freedom that this project provides. Additionally, before you arrive at the school, find, read, and bring some evidence from the school or division about how this school/division views exemplary teaching.

Due in class on Tues, May 28th, Tues, June 4th, and Thurs, June 6th

Learning Activity #4: Presentation of Pictures, Stories, and Practices of Exceptional Teaching (15 points)

Draft a presentation that illustrates the collective answers you have encountered regarding the following questions, illustrating each with one picture you took, a story of an example, and a sample teaching practice:

- 1) What do you now believe makes an exceptional teacher?
- 2) What do you now believe are the primary things you can do as a teacher to help students to attend, be successful in, and stay in school?
- 3) What do you now believe is the evidence that an exceptional teacher is successful at her/his job?
- 4) What do you now believe is the evidence that an exceptional teacher is successful at her/his job, from students' perspectives?
- 5) What do you now believe is the evidence that an exceptional teacher is successful at her/his job, from the public's perspective?

Take risks, be creative, and embrace the freedom that this project provides. Be sure that your project provides insights that are useful to both pre-service and in-service teachers. On our final class day you will present a highlight of this draft project—one picture, one story, and one practice.

Two slides (one image and one related response) due in class on Thurs, June 6th

Final presentation due electronically on Tues, June 11th

Learning Activity #5: Letters to Students (6 points)

You will compose, individually or in groups, letters to each of the young people with whom you work over the course of our class, sharing with them what you learned from them and how it will affect you as a teacher.

Due in class on Thurs, May 23rd, May 30th, and June 6th

Course Assessment: Assignment (Points)

Class Attendance/Participation = 30 points

Learning Activity #1/Your Perspective = 10 points

Learning Activity #2/Youths' Perspectives = 24 points

Learning Activity #3/Teachers' Perspectives = 15 points

Learning Activity #4/Presentation and Portfolio = 15 points

Learning Activity #5/Letters to Students = 6 points

Total = 100 points

Grading Criteria and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student

supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.

- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70%

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>)
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://ready.gmu.edu/masonalert/>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://cert.gmu.edu/>.

Resources and Selected Bibliography

Journals

English Journal

Journal of Adolescent and Adult Literacy

Language Arts

The Reading Teacher

Rethinking Schools

Middle Level Learning

Middle School Journal

Visual Studies

Middle School Journal

Educational Leadership

National Council of Teachers of English

Web Resources

George Mason University Library: <http://library.gmu.edu/>

What Kids Can Do: www.whatkidscando.org

International Reading Association (IRA): www.reading.org

Literacy Research Association: <https://www.literacyresearchassociation.org>

Association of Literacy Educators and Researchers: www.aleronline.org

TED website: <http://www.ted.com/talks>

PhotoVoice: <https://photovoice.org/>

¡Colorín Colorado!: www.colorincolorado.org

TESOL International Association: <https://www.tesol.org>

Tripod student feedback: <http://tripoded.com/>

Quaglia Institute for Student Aspirations: <http://www.qisa.org/>

Youth Speaks Brave new voices: <http://youthspeaks.org/bravenewvoices/>

Relevant Articles, Book Chapters, and Books

Blommaert, J., & Jie, D. (2010). *Ethnographic fieldwork: A beginner's guide*. Bristol, England: Multilingual Matters Ltd.

Brozo, W. & Simpson, M. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence*. Columbus, OH: Pearson Publishing.

Brooks, J. G., & Brooks, M. G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development

Cook-Sather, A. (2009). *Learning from the student's perspective: A methods sourcebook for effective teaching*. Boulder, CO: Paradigm Publishers.

Coulter, C. A., & Faltis, C. J. (2008). *Teaching English learners and immigrant students in secondary schools*. Upper Saddle River, NJ: Pearson Education.

Ewald, W. (2011). *Literacy and justice through photography: A classroom guide*. New York: Teachers College Press.

Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. New York, NY: The New Press

- Pellegrino, A.M., Zenkov, K. (2013). Pay Attention and Take Some Notes: Middle School Youth, Multimodal Instruction and Notions of Citizenship. *The Journal of Social Studies Research*, 37, 128-151, DOI: 10.1016/j.jssr.2013.04.007.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). Picture this: Seeing diverse city students' ideas about schools' purposes, impediments, and supports. *Multicultural Perspectives*.
- Zenkov, K. (2007). Through city students' eyes: Urban students' beliefs about school's purposes, supports, and impediments. *Visual Studies*, 22(2), 138-154.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). "If they'll listen to us about life, we'll listen to them about school": Seeing city students' ideas about quality teachers. *Educational Action Research* 15(3), 403-415.
- Zenkov, K., & Harmon, J. (2007). Seeing English in the city: Using photography to understand students' literacy relationships. *English Journal*, 96(6), 24-30.

Appendix 1: High-Leverage Practices (from Teachingworks.org)

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

1. Leading a group discussion

In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

2. Explaining and modeling content, practices, and strategies

Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.

3. Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively as they implement instruction and evaluate student learning.

5. Implementing norms and routines for classroom discourse and work

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

6. Coordinating and adjusting instruction during a lesson

Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.

7. Specifying and reinforcing productive student behavior

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

8. Implementing organizational routines

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

9. Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

10. Building respectful relationships with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.

11. Talking about a student with parents or other caregivers

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students’ academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child’s success in and out of school.

12. Learning about students’ cultural, religious, family, intellectual, personal experiences/resources for use in instruction

Teachers must actively learn about their students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the issues that interest individual students and groups of students. It also means keeping track of what is happening in students’ lives to be able to respond appropriately when an out-of-school experience affects what is happening in school.

13. Setting long- and short-term learning goals for students

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

14. Designing single lessons and sequences of lessons

Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

15. Checking student understanding during and at the conclusion of lessons

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students’ current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

16. Selecting and designing formal assessments of student learning

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments

Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

18. Providing oral and written feedback to students

Effective feedback helps focus students’ on specific qualities of their work, highlights areas needing improvement, and delineates ways to improve. Good feedback is specific, not overwhelming in scope, focused on the academic task, and supports students’ perceptions of their own capability. Giving skillful feedback requires teachers to make choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

19. Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

Appendix 2: InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Schedule of Readings, Assignments, and Topics/Activities

Note: This schedule and its contents are subject to change, as we attempt to construct the most responsive, worthwhile experience possible.

Details	Readings Due	Assignments Due	Topics/Activities
Tues, May 21 st 4:30-7:10 pm Campus	<ul style="list-style-type: none"> ● Zenkov & Harmon “Expressive Writing” chapter ● “First Ask, Then Listen” article ● Pellegrino & Zenkov “Edutopia” blog ● “Students As Allies” survey ● “Who Are You” Questionnaire ● Wang “Youth Participation in Photovoice” 	<ul style="list-style-type: none"> ● None! 	<ul style="list-style-type: none"> ● Introductions and in class reading ● Modeling photo elicitation method and in-school activities with youths/teachers ● Begin Learning Activity #1 in class
Weds, May 22 nd 8:00 am – 3:00 pm TC Williams HS Contact: Laurel Taylor	<ul style="list-style-type: none"> ● Find, read and bring evidence from the school/division of how this school/division views exemplary teaching 	<ul style="list-style-type: none"> ● Learning Activity #1 draft 	<ul style="list-style-type: none"> ● Work with youths ● Interview/observe teachers
Thurs, May 23 rd 4:30-7:10 pm Campus	<ul style="list-style-type: none"> ● <i>Fires in the Bathroom</i> (first half) ● Wilson & Corbett chapter ● Zenkov et al <i>New Educator</i> article ● Other readings TBD 	<ul style="list-style-type: none"> ● Learning Activity #1 final ● Learning Activities #2, Part I ● Learning Activity #5: Letter #1 	<ul style="list-style-type: none"> ● Work session—bring data from TC Williams HS site visit
Tues, May 28 th 4:30-7:10 pm Campus	<ul style="list-style-type: none"> ● <i>Fires in the Bathroom</i> (second half) ● <i>Culturally Relevant Pedagogy</i> (Ladson Billings) ● <i>Culturally Sustaining Pedagogy</i> by (Paris) ● Other readings TBD 	<ul style="list-style-type: none"> ● Learning Activity #3, Part I 	<ul style="list-style-type: none"> ● Discussion of readings and initial findings about “exceptional” teaching
Weds, May 29 th 8:00 am – 3:00 pm Marshall HS Contact: Apoorva Johri	<ul style="list-style-type: none"> ● Find, read and bring evidence from the school/division of how this school/division views exemplary teaching 	<ul style="list-style-type: none"> ● None! 	<ul style="list-style-type: none"> ● Work with youths ● Interview/observe teachers
Thurs, May 30 th 4:30-7:10 pm Campus	<ul style="list-style-type: none"> ● <i>New Fires in Our Lives</i> (select draft chapter) ● Zenkov & Pytash <i>Clinical Experiences</i> chapter ● Other readings TBD 	<ul style="list-style-type: none"> ● Learning Activities #2, Part II ● Learning Activity #5: Letter #2 	<ul style="list-style-type: none"> ● Work session—bring data from Marshall High School site visit
Tues, June 4 th 4:30-7:10 pm Campus	<ul style="list-style-type: none"> ● <i>Fires in the Middle School Bathroom</i> (first half) ● <i>Voices in Urban Education</i> article ● Mitra, Sierrere, & Stoicovy <i>Management</i> article ● Other readings TBD 	<ul style="list-style-type: none"> ● Learning Activity #3, Part II 	<ul style="list-style-type: none"> ● Discussion of readings and initial findings about “exceptional” teaching

Weds, Jun 5 th 8:00 am – 3:00 pm <i>Liberty MS</i> Contact: <i>Patty Washington</i>	<ul style="list-style-type: none">● Find, read and bring evidence from the school/division of how this school/division views exemplary teaching	<ul style="list-style-type: none">● None!	<ul style="list-style-type: none">● Work with youths● Interview/observe teachers
Thurs, Jun 6 th 4:30-7:10 pm <i>Campus</i> Special Guests	<ul style="list-style-type: none">● <i>Fires in the Middle School Bathroom (second half)</i>● College Board <i>Student Voices</i> article● Maira & Soep <i>Youthscapes</i> chapter● Ripley <i>The Atlantic</i> article	<ul style="list-style-type: none">● Learning Activities #2/#3, Part III● Learning Activity #5: Letter #3	<ul style="list-style-type: none">● Special Guests!● Learning Activity #4: Presentations● <i>Learning Activity #4 due Tues, June 12th</i>

Formatted: Font: (Default) Calibri, 12 pt, Font color: Black