Purpose
Inquiries into Teaching and Learning is the introductory course in the teacher preparation sequence for all students seeking teacher certification at NYU. The purpose of the course is to create a dialogue between each of the three key elements of the course:

- a reflection on each student’s own learning autobiography—the memories, good and bad, that each of us carries about our own elementary and high school experiences
- a carefully planned series of observations and engagements with the students and teachers of the New York City public schools
- and finally, careful attention to some of the significant research literature that is available in the field of education today through readings, occasional lectures, and class discussions.

This three way conversation—between our own experiences as students, the experience of students and teachers in urban schools in New York with whom we will interact, and the literature of the field—is at the core of the inquiry that we seek to conduct together this semester. By the end of this course it is our hope that each participant will be much more familiar with the language and literature of education as a field but equally that it will be possible to link that literature to one’s own educational experiences and the experiences of other students and teachers.

In the process of our inquiry it will be necessary to face many tough questions:

- Questions about how knowledge is constructed socially and individually and passed on from generation to generation in similar and different cultures.
- Questions about the nature of discrimination around race, class, gender, sexual orientation, able-bodied-ness, and a range of other ways in which schools too often sort students; privileging some and discriminating against others.
- Questions about what constitutes good instruction and how best to structure a classroom to ensure that all students succeed. While very few educators argue against ensuring success for all, they argue passionately and long about how best to ensure this sometimes elusive goal; what mix of pedagogical strategies, curricular models, record keeping, and assessment measures will guarantee success and which ones may actually hinder achievement for some students.
- Questions about the politics of education . . . about who makes decisions and who should make decisions and about the authority of teachers and the accountability of teachers to students, parents, communities, unions, and to the administration of schools at the local, city, state and national levels.
- Questions about the nature of democratic education . . . what constitutes true democracy in the modes of instruction, the management of a class, and the purposes of schooling?
There are no right answers to most of the questions that we will be considering. The course is not designed to teach any one “party line” though many of us have strong feelings and opinions about some of these matters. But the goal of the course is stated in its title; in this course instructors and students inquire together about teaching and learning.

Given the structure of the course everyone is expected to attend and participate in all sessions. One cannot “make up” the kind of dialogue and the development of a collaborative model that we seek to foster in Inquiries if we do not come to class and come prepared by having done the readings and completed the observations around the topic under consideration. In addition, this dialogue will take place in-class, in the important postings on NYU Classes which allow all of us to respond to each other, and in the submission of all material in a timely way. In the end our goal is to find the best ways to ensure that the classrooms in which we teach and learn—now and in the future—are conducted in the best interests of individual students and in the best interests of creating a larger society that is, in the words of educational philosopher John Dewey, “worthy, lovely, and harmonious.”

Our objectives for this course are that students will be able to:

1. Articulate a stance regarding a variety of historical and current issues in teaching and learning.
2. Assess their own prior schooling experiences in light of new and varied perspectives gained through reading and discussion.
3. Develop and articulate an emerging educational philosophy based on their synthesis of course texts, in class discussion, reflections on prior educational experiences, and experiences/observation in current NYC classrooms.
4. Research an individual question of interest and create a classroom presentation.
5. Integrate their reflections on theory and practice in the context of their off-campus NYC public school location and associated fieldwork.
6. Participate in the creation and support of an inclusive and democratic classroom community.
7. Observe, develop, implement and evaluate strategies for student-centered learning activities.

All of us involved in Inquiries look forward to working with you and getting to know you this semester.

James W. Fraser, Director (jwf3@nyu.edu)
Beth McDonald, Co-Director (beth.mcdonald@nyu.edu, 917-282-1049)
Inquiries into Teaching and Learning Program
An important message from the Dean regarding your rights:
Any student attending NYU who needs an accommodation due to chronic, psychological, visual, mobility and/or learning disability, or is Deaf of Hard of Hearing should register with the Moses Center for Students with Disabilities at 212.998.4980, 726 Broadway, www.nyu.edu/csd.

Important Additional Policies that all students need to be aware of:

NYU Steinhardt’s Grading Policies
http://steinhardt.nyu.edu/registration/standards#grading_policies

Statement on Academic Integrity:
http://steinhardt.nyu.edu/policies/academic_integrity
INQUIRIES INTO TEACHING AND LEARNING III
Department of Teaching and Learning
Steinhardt School of Culture, Education, and Human Development
New York University
Spring 2013

Class Location:
Room 505 in PS 42, 71 Hester Street

Facilitators:
Beth McDonald  Barbara Anderson
e-mail: beth.mcdonald@nyu.edu  email: banderson3376@aol.com
telephone: 917.282.1049  telephone: 212.226.8410 (leave message) or 917.882.7533

We won’t have formal “office hours” but will be happy to arrange a meeting time with you whenever you feel the need. Please send any emails to both of us when you need information or have a concern. To get an urgent message received, call Beth, as her availability is more flexible outside of class time.

Reading Assignments—Books to Buy for the Course
(all books are available in the NYU bookstore except the Course Packet)

Required Texts:

- John Dewey, *Experience and Education*, originally published 1938 (any edition is OK)
- Lisa Delpit, *The Skin That We Speak: Thoughts on Language & Culture in the Classroom*, 2008
- **Course Packet** (Available at Advanced Copy at 552 LaGuardia Place between W 3rd St. and Bleecker Street)

Book Club Books:
*Learner Autobiographies*  DO NOT BUY THESE BOOKS UNTIL WE MAKE GROUPS

- Melba Pattilo Beals, *Warriors Don’t Cry*
- Patrick Chamoiseau, *School Days*
- Kay Jamison, *An Unquiet Mind*
- Maxine Hong Kingston, *The Woman Warrior: Memoir of a Girlhood Among Ghosts*
- S. Kuusisto, *Planet of the Blind: A Memoir*
- Audre Lorde, *Zami: A New Spelling of My Name*
- Barack Obama, *Dreams from my Father: A Story of Race and Inheritance*
- John Elder Robison, *Look Me in the Eye: My Life with Asperger’s*
- Esmeralda Santiago, *When I Was Puerto Rican*
- Philip Schultz, *My Dyslexia*
Teacher Autobiographies/Biographies  DO NOT BUY THESE BOOKS UNTIL WE MAKE GROUPS
Ron Berger, An Ethic of Excellence
Esme Raji Codell, Educating Esme: Diary of a Teacher’s First Year
Tony Danza, I Apologize to Every Teacher I Ever Had
Julie Diamond, Welcome to the Aquarium: A Year in the Lives of Children (alternate title: Kindergarten: A Teacher, Her Students and a Year of Learning)
Abby Goodnough, Miss Moffett’s First Year (Biography)
Kathy Greeley, “Why Fly That Way?” Linking Community and Academic Achievement
Gregory Michie, See You When We Get There: Teaching for Change in Urban Schools (Portraits by Michie of 5 teachers)
Gregory Michie, Holler If You Hear Me: The Education of a Teacher and His Students
Vivian Paley, You Can’t Say You Can’t Play
Mark Salzman, True Notebooks: A Writer’s Year at Juvenile Hall

Classroom Routines and Guidelines

Feedback and Grading
We will do the grading holistically, without percentages assigned for the components below. All aspects of your performance are considered in the process of determining a final letter grade for you. Some assignments will be accompanied by a written self-assessment submitted with your paper and written feedback will sometimes be provided by the instructors using the same form. You will be told when such an assessment is part of the assignment.

We will do our best to provide as much formative feedback as possible, using the guidelines and expectations articulated above, written tools, etc. We believe that issues related to assessment, feedback, self-directed learning and grading are important ones for instructors at all levels to consider carefully. You will not be receiving numerical or “letter grades” during the semester, as we wish to de-emphasize and reconsider their role within the classroom environment we hope to create with you.

Students who receive “A’s” are those who are consistently prompt and present, fully engage in class activities, and submit thoughtfully completed assignments that meet/exceed content guidelines and have been carefully proofread and edited. We will use the mid-term grading process to communicate with you about your standing at that point in time. If you have any questions about your performance in the course as we go along, we invite you to ask for additional feedback at any time.

Attendance
Be present and prompt for all classes. Let us know if you will be absent and in the case of an emergency, be in touch as soon as possible after the class. The nature of this course is such that your physical presence is required. There is no equivalent substitute assignment, so any lateness or absence will impact your grade accordingly.
Classroom Observations
You will be observing classes and interacting with students and faculty in various ways. We will discuss more specific norms. Ultimately we want to ask that you respect the school and those who live there in every way! We are guests and you are ambassadors and role models from NYU.

Participation
Be prepared by doing the readings before class, bringing the assigned texts with you for discussion, and demonstrating your full engagement in activities and discussions.

This classroom is a place to experiment with your thinking and take risks. Please speak up and share your thoughts, including those that do not feel fully formed, “right,” or what you think the rest of us want to hear! Douglass Barnes (see article in packet) refers to “exploratory talk” and “presentational talk.” We wish to encourage you to engage in more exploratory talk than you may have been taught was acceptable or desirable. We believe that we develop our thinking through talking (and writing) and being exposed to the “half-baked” ideas and questions of our colleagues. Presentational talk is what many of us have been taught to do in school, and for many of us that can lead to playing it safe or remaining silent altogether.

Papers, Postings, Presentations
All assignments are due on the syllabus date (if a posting—before class begins; otherwise, papers are collected during the class). Late assignments will be accepted in your final portfolio in order to give you credit for completion but you will not get our written feedback on late assignments and your course grade will be affected accordingly.

Your written work—both hard copy and NYU Classes postings as required—provides the evidence of your engagement, your understanding, your ability to make connections to experiences and other texts, your ability to articulate your questions, doubts, and emergent beliefs regarding teaching and learning.

A Note on Paper Formatting
We will let you know which responses are intended to be shared via NYU Classes or turned in as hard copies. For hard copies, your heading should include your name, the date, and assignment title. All papers requested as hard copies should be double-spaced, and have 1” margins all around, with the exception of a 2” margin on the right side of the paper, to allow room for comments from instructors.

When you are asked to submit a hard copy, please do so rather than email it to us and ask us to print the paper for you. This may require some careful time management on your part as computer labs can become crowded at NYU. Of course, we can accommodate the occasional printing emergency but please be respectful of our time and resources.
A Bit of Advice

We cover a lot of ground in this introductory course, which is designed to survey many of the “big ideas” and questions regarding teaching and learning. There is a lot of reading so look ahead in the syllabus and plan ahead. Don’t get caught by surprise to discover that you’ve left a large reading and/or written assignment until the day it’s due in the afternoon.

ASSIGNMENTS and SPECIAL EVENTS

As noted in the schedule below, we will meet with other sections of the Inquiries course on three occasions during the course of the semester. In addition to the first day of class, when we all meet together, these multi-section meetings will give us the opportunity to hear an All Section Lecture/Discussion in which other members of the NYU Steinhardt faculty present their areas of expertise. The purpose of these lectures is to add yet more data to the dialog described on the first page of the syllabus. Please come with your questions and engage with the presenters in the way that is most useful to you. The key takeaway should appear in your final course papers and presentations.

All Section Lecture/Discussion--The Changing Nature of the Teacher's Job. From the day that John Adams rode off to teach school in Worcester, Massachusetts in 1755 to the times in the 1830s that Catherine Beecher argued that women made better teachers than men, or taught people recently freed from slavery on the Sea Islands during the Civil War to the new job expectations embedded in No Child Left Behind, the nature of the teaching profession has been ever changing and teachers have often been in the forefront of these changes. As aspiring teachers we need to know how teachers have brought about change--for good and for ill--and what this means for us in a never-static profession. Guest: James W. Fraser, Professor of History and Education, NYU Steinhardt

All Section Lecture/Discussion--The Common Core and You. Understanding the demands of the new Common Core Curriculum State Standards for novice teachers and the ways in which teaching literacy--at all grade levels and in very class--is changing as schools adopt the Common Core and explore new approaches to helping students gain more advanced skills in reading, writing, mathematical, technological, and scientific literacy, and critical thinking. Guests: Susan B Neuman, Professor of Childhood and Literacy Education and Chair, Department of Teaching and Learning and Okhee Lee, Professor of Childhood Education.

Learning Timeline and Vignette: Due February 12th

Refer to the explanatory handout and self-assessment form. You will create a visual timeline that will be able to “stand alone” without your narration since you will be looking at your classmates’ work to represent moments that you consider key learning experiences at any point in your life so far—in and out of school. By “stand alone” we mean that it must be accessible to classmates without your narration since you will be reviewing the work of others at the same time. This will be accompanied by a 2-3 page paper that “tells the story” of one of those moments in detail (called your vignette). The timeline will be displayed for sharing in class (and (continued on next page)
then taken away at the end of class—you are not turning it in). The vignette and self-assessment are turned in as hard copies on the same day. Please don’t share anything in either piece of work that you will not be comfortable sharing with classmates.

**Observations**
You will observe classrooms at PS 42. After each observation, record what you saw and make connections between your own experiences and our course readings. For each observation, you will write field notes and reflective notes using the template provided. You will use these notes in the writing of your final “portrait of a teaching and learning environment” and you will turn in the records as part of that assignment.

**Text Postings: See dates in syllabus and on NYU Classes.**
The various text responses on NYU Classes are “mini-papers” and should generally be 1.5 to 2 pages in length, unless otherwise noted. Our purpose in having responses posted on NYU Classes is to increase the frequency with which you have access to the thinking of your classmates. The style can be informal and reflective. We are looking for your reactions, connections to other texts, and questions rather than summaries. See “Standards for Postings” with Course Documents on NYU Classes. We will assess your postings against these standards.

Important Note: Over the course of the semester, everyone is expected to do 3 of the 4 postings. See Discussion Board on NYU Classes for the prompts. Everyone is required to do the Dewey Posting. Choose 2 of the other 3. Posts are due on the day the text is listed in the syllabus.

**Small Group Facilitation. We will assign you a date in the syllabus.** On 5 occasions during the semester, students are assigned to lead a small group discussion on one or more of the texts assigned for that day. So if 4 or 5 people are assigned, it means we will have 4 or 5 small groups, each with a leader. Your responsibility is to bring an activity that will prompt discussion with your small group or several discussion questions that will get a good conversation going. You will be the facilitator for approximately 20 minutes of class time. You will find ideas on NYU Classes under Resources. The students assigned to facilitate do not have to plan together or do the same thing while leading the discussion. Bring a typed copy of your activity or questions to turn in for your instructors, who may not get to hear your full oral explanation. For example, if you are using quotes from authors, how will you use the quotes to engage your classmates? What will you do with the quotes or outline of key points? This is an opportunity to try out a teaching idea. Think about what would engage YOU in discussion and plan accordingly.

**Learner Autobiography, Read as much as possible by February 19th. Presentation to small group due February 26th.**
You will read your selected text and then we will do the sharing “jigsaw” style. You will be in a group in which your classmates have each read a different book by/about a learner. Your assignment:
- Read the text in its entirety. You will have class time on 2/19 to confer with those who read the same text (in jigsaw terms, that is called your “expert group”). You do NOT need to come up with the same plan for each of your groups (you will each be on your own with a small group).
• Prepare a plan that will take 15 minutes to share key ideas with the group. Do not plan to talk or read a paper for 15 minutes. Figure out a way to engage your classmates in some interactive way through an activity or discussion. The goal is NOT to provide your classmates with a summary of the text. Think about why we are reading this person’s story in a course on teaching and learning and figure out what is relevant within that focus. One possibility is to create an imaginary timeline of learning moments, like the one you created for yourself. Select events from your author’s life and create a visual timeline representing those significant learning events based on your understanding of the author’s text.

**How People Learn Handout, Due March 26th.**
We will be reading several chapters of this book in common. Then we will “jigsaw” some other chapters. Your assignment is to figure out how to share the most important ideas from your chapter. Prepare something that your classmates can have for future reference: outline, summary, web, etc. Feel free to approach the task creatively! You will be in mixed groups hearing from each other about chapters you have not read.

**Teacher Autobiography, Read by April 2nd, Presentations due April 23rd.**
You will work with a group to creatively teach information about a text, which communicates the experiences of a teacher. Please avoid the “stand and deliver” method of a straight presentation of facts. Instead, you will use this class as a safe space in which to take risks with your thinking and present your work in a creative way, which you might later use when you have a classroom of your own. For this activity we will:
- Assign book selections and create working groups.
- Meet as groups to create group expectations/norms, including who will produce what, set deadline to finish reading book, etc.
(continued on next page)
- Work to plan an engaging teaching piece.
- Contact course instructors as needed for assistance or guidance.
- Teach your text in class in an engaging way that does not rely on lecture.
- Create a brief written form to request feedback from your classmates regarding your presentation. This is an opportunity to experiment with feedback mechanisms. [Hint: It is best to avoid yes/no questions if you are hoping to get specific comments as feedback.]

**Research “Expo”: Inquiring about your “burning question”, Due April 30th.**
Refer to the guidelines distributed in class and posted on NYU Classes. You will research a question or problem related to teaching and learning. You will:
- Research your topic using at least one journal, one book, one professional level internet resource, and a conversation with someone who is knowledgeable regarding your topic. Texts must be current (2000 or later) unless the work is considered “classic in the field.” Inquiries-assigned texts are not appropriate. The idea is that you go outside of our course materials. Summarize the interview in a paragraph. You do NOT need to transcribe it.
Create a plan to share your findings with small groups of classmates during a research “expo.”

Post an annotated bibliography for use by classmates, which includes an introductory paragraph regarding your question and its importance to you and a brief summary of your interview.

Create visual materials (poster, handout, powerpoint) to guide your classmates through the 15 minute presentation. IMPORTANT NOTE: If you prepare a Prezi or Powerpoint, you need to bring your own laptop. You will NOT be able to access the internet from the classroom due to NYCDOE restrictions, so choose materials that you can download/upload to your laptop or other device ahead of time.

Note: You will find 20 examples from previous semesters on NYU Classes in Resources…Other Class Resources…Research Expo Example (folder contains 20)

Portrait of a Teaching and Learning Environment: Synthesis of Texts, Discussions, Field-Based Experiences. Due May 7th

Write a narrative of 6-8 pages describing PS 42 and how its many parts fit together. This narrative will include/make use of the following:

1. Draw and label one of the classrooms you have observed this semester. Label where the teacher normally teaches from, where students sit, where reference materials, technology, etc., are located. (Feel free to make your illustration as colorful and creative as you’d like.) The goal here is to get you to not only observe a class, but spend time thinking about how classrooms are physically organized to best support teaching and learning. (The drawing is not counted as one of the 6-8 narrative pages.)

2. Research the school using the NYC Department of Education website (schools.nyc.gov—search for PS 42, Benjamin Altman) (continued on next page)

3. Observation field notes (observation templates used after each visit—remember to turn these in with your paper. They do not have to be typed or re-organized).

4. Guest speakers from PS 42, including Principal O’Day, teachers and students.

5. Relevant course readings and vimeo/lectures. Citations are informal (e.g. Dewey, p 41). Do a bibliography only if you cite texts beyond our reading list.

Text connections are a key component of this assignment.
Course Schedule

Tuesday, January 29th: What is Inquiries about?
Introduction to the course themes and goals—Professor Jim Fraser will join us
Logistics:
  Books
  Location/Map
  Observations arrival time check
  What you need to know and do for next week

Tuesday, February 5th: Who are we? What kind of community will we become together?
Reading/Assignments Due:
1. Bring titles of your top 3 choices among Learner Autobiographies and Teacher Autobiographies
2. Email a letter of introduction to everyone in the class. Tell us a bit about your background and your interest in teaching. Use NYU Classes to send your message. If there is something about your needs as a student that you wish to communicate privately, please send that in a separate message to Beth and Barbara.
3. Purchase books and course packet
4. Explore our NYU Classes site
5. Read: Townsend in packet
6. Read Barnes pp 16-26 in course packet

Agenda:
Introductions/ “burning question” about teaching/learning
Administrative Items: book club choices, syllabus questions, NYU Classes
Take pictures for name learning
Developing Protocols/Norms
Tour and talk with Mrs. O’Day (and/or “reading Barbara’s room”)
Discuss readings
Video and discussion of observations
Timeline & Vignette assignment
Clarify facilitation role
Tuesday, February 12th: Who are we as learners? What is the impact of our own learning path?

Reading/Assignments Due:
1. Prepare Timeline
2. Write Vignette
3. Write self-assessment form for #1 and #2
4. Read: Fried (packet)
5. Read: Apprenticeship of Observation (handout)

Agenda:
Observation #1
Debrief with partners, make notes, debrief whole class
Share timelines in gallery walk
Text discussion

Tuesday, February 19th: Why Teach?

Reading/Assignments Due:
1. Read: Ingersoll and Smith (packet)
2. Read: Ayers (packet) “To Teach: The Journey of a Teacher”
3. Read: Ayers (packet) “Ten Myths about Teaching”
4. Read: Pellerin-Duck (packet)
5. Read: Haycock (packet)
6. Read: Get a good start on your chosen/assigned Learner Autobiography

Small Group Facilitators: Sharon, Chi, Leo, Vivian, Richard, Corinne

Agenda:
Text Discussions
Time to discuss Learner Autobiographies with others
Video (if equipment permits)
Tuesday, February 26th: What can we learn from the stories of others as learners?

Reading/Assignments Due: CLASS VISITS START AT 2:20

1. Prepare your “jigsaw” presentation/sharing for small group
2. Read: Dweck or Crawford (handout)
3. Read: Gardner (packet)
4. Read: Linda Darling-Hammond (packet)
5. Post: This is one of the topics you may choose to post about on NYU Classes.

Small group facilitators: (Please focus your plan on Gardner and Darling-Hammond)
Dammy, Cece, Willie, Nyle, Wenting

Agenda:
Observation #2
Debrief with partners, make notes, debrief whole class
Jigsaw our Learner Autobiographies
Discuss texts

Tuesday, March 5th: IMPORTANT: Meet in Bobst Library Lower Level 1, PC Lab 2

Reading/Assignments Due:
1. Think: Have a potential research question for our “Expo” in mind (see syllabus page 9)

Agenda:
Library Workshop, 2:30-3:45
Use the equivalent of remaining class period to research Dewey and his ideas. (on your own or team up): What was the political and social context for his writing? What major ideas and/or questions does he contribute to the ongoing discussions about the nature of education?

Tuesday, March 12th: What does Dewey have to say to us in 2013?

Reading/Assignments Due:
1. Read: Dewey
2. Write: Text posting (see prompt on NYU Classes) Since this text tends to be among the most challenging for many students, you can wait for the class meeting and discussion and do the posting by Friday, March 15th if you choose.
3. Note: Come prepared to share something you learned about Dewey from the research you did.

Agenda:
Discuss Dewey
Dewey video (time permitting)
Assign “jigsaw” chapter for How People Learn

NO CLASS MARCH 19th Enjoy your spring break. Look ahead!
Tuesday, March 26th  How Do People Learn?  239 Greene St, 2nd Floor, Cochrane Rm

Reading/Assignments Due:
1. Read:  Chapter 1, 6, 7, 10
2. Read:  Your assigned “Jigsaw” chapter (2, 3, 4, or 5)
3. Write:  Create your guide to your assigned chapter

Small group facilitators:  (Please focus your plan on something from the common chapters)
Diana, Colin, Myra, Lily, Corey

Agenda:
Discussions of  How People Learn
Video
Assign chapters from Skin that we Speak

Tuesday, April 2nd:  The Changing Nature of the Teacher's Job —Pless Hall, 3rd Floor
From the day that John Adams rode off to teach school in Worcester, Massachusetts in 1755 to the times in the 1830s that Catherine Beecher argued that women made better teachers than men, or taught people recently freed from slavery on the Sea Islands during the Civil War to the new job expectations embedded in No Child Left Behind, the nature of the teaching profession has been ever changing and teachers have often been in the forefront of these changes.  As aspiring teachers we need to know how teachers have brought about change—for good and for ill—and what this means for us in a never-static profession.  Guest:  James W. Fraser, Professor of History and Education

Reading/Assignments Due:
1. Read:  Ingersoll (packet)
2. Read:  Ayers (2 essays in packet) and Kati
3. Read:  Haycock (packet)
4. Finish your Teacher Autobiography.  Come prepared to share “big ideas” and possible teaching strategies.

Tuesday, April 9th:  What might it mean to teach in culturally responsive ways?
Reading/Assignments Due:  CLASS VISITS START AT 2:20
1. Read:  The Skin that we Speak—Introduction, Chapters 4, 7, 9
2. Read your assigned Chapter 1, 3, 8 or 12 from The Skin that We Speak
3. Read one (or more) of your choice from pages 122 through 158 in packet.
4. Post:  This is one of the topics you may choose to post about on NYU Classes.
5. Bring your research expo question to turn in (we will supply index cards).

Small group facilitators:  (Please focus your plan on one or more of the common chapters)
Kate, Tomoko, Zoe, Penny, Popo

Agenda:
Observation #3
Debrief with partners, make notes, debrief whole class
Text discussions
Video (location and time permitting)

**Tuesday, April 16th:** Who Decides/Should Decide the Curriculum?

*Reading/Assignments Due:*
1. Read: Hirsch (packet)
2. Read: Kohn (packet)
3. Read: Peterson (packet)
4. Read: Abrams (packet)

**Small group facilitators:** Julie, Wendy, Elizabeth, Shine, Sophie

**Agenda:**
*The Common Core and You.* Understanding the demands of the new Common Core Curriculum for novice teachers and the ways in which teaching literacy--at all grade levels and in very class--is changing as schools adopt the Common Core and explore new approaches to helping students gain more advanced skills in reading, writing, mathematical, technological, and scientific literacy, and critical thinking. Guests: Susan B Neuman, Professor of Childhood and Literacy Education and Chair, Department of Teaching and Learning and Okhee Lee, Professor of Childhood Education.

**Tuesday, April 23rd:** What do teachers think and do?

*Reading/Assignments Due:*
1. Plan your 20 minute lesson with your group.
2. Prepare your feedback handout for book presentation (we’ll let you know how many copies)

**Agenda:**
Observation #4
Make notes, partner talk, debrief
“Teacher Book” presentations
Teacher Panel

**Tuesday, April 30th:** What can we learn from 5th graders and each other about our various “inquiries”?

*Reading/Assignments Due:*
1. Prepare your Bibliography (one hard copy for instructors)
2. Post Bibliography and any other “shareable” materials on NYU Classes
3. Prepare your 15 minute presentation for the expo
4. Read: Three of the articles about gender (pages 159 through 185)
5. Post: This is one of the topics you may choose to post about on NYU Classes.
Agenda:
Student Panel
Text Discussion
Expo

Tuesday, May 7th: Wrapping things up…pulling things together

Reading/Assignments Due:
1. Write: Portrait of a Teaching and Learning Environment—with all field notes from the visits.
2. Write: Self-assessment of Expo
3. Write: Final Self-Assessment for Course

Agenda:
1. Sharing take aways from course
2. Sharing ideas from final papers
3. Closing ceremonies