

Course Schedule

Please note, readings and activities are subject to change based on the needs of the class. You will be given at least one week's notice prior to changes. There is a reference list following the schedule.

	Essential Questions & Topics	Readings/ Assignments
1. Aug 21	<p>Why teach?</p> <p>How do I create a positive classroom community?</p> <p>What are my beliefs, thoughts, predictions about education?</p>	<p>In class: Base-line dispositions self-assessment.</p> <p>Create posters of responses to questions related to beliefs about teaching? (Use one color)</p> <p>Sugata Mitra - Who are we educating our students for?</p> <p>Harkness method - How do we get students to talk to one another?</p> <p>Kai-Fu Lee - What does the future hold for our students?</p> <p>Discuss in groups: would/should anything be changed, deleted, or added to our charts? (Revise the poster using a different color)</p> <p>Share-out a summary of your groups revelations.</p>
2. Aug 28	<p>What do I believe about teaching and learning?</p> <p>Who do I want to be as a teacher, and what informs this?</p> <p>How might the dominant culture influence my teaching?</p>	<p>Before class: <i>Culturally Responsive Teaching and the Brain</i> (CRTATB) - Chapters 1-2.</p> <p>Bandura's Social Learning Theory</p> <p>In Class: Rita Pierson</p>
3. Sep 4	<p>How does your understanding of neurobiology and culture inform your thoughts/beliefs about teaching?</p>	<p>Before Class: CRTATB - Chapters 3-5 Sprenger (2005) - "Inside Amy's Brain"</p> <p>In Class: Sadie Ortiz - Battling Cultural Stereotypes</p>

	What do I need to know about myself to build rapport with diverse students?	
4. Sep 11	<p>What do I need to understand about schools, communities, and place-based learning to teach effectively?</p> <p>What do I need to know about myself to build rapport with diverse students and community members?</p>	<p style="text-align: right;">Student Study Part I: Planning</p> <p>Before class: Mendoza (2017) - “Preparing Preservice Educators to Teach Critical, Place-Based Literacies”</p> <p>In class: Option 1: Ideally, I would collaborate with the Indian Pueblo Cultural Center or another culturally rich location to host class there to do a place-based activity based on the Mendoza (2017) reading.</p> <p>Option 2: Guest presenter on place-based learning (I would contact Anna Gahl Cole, former UNM student who wrote her dissertation on place and community based education, and ask if she would video-chat with us.)</p>
5. Sep 18	No Class—Community Mapping Data Collection	
6. Sep 25	What do I need to know about linguistically, culturally, and socioeconomically diverse adolescent learners to teach effectively?	Bring Data
7. Oct 2		<p>Before Class: CRTATB - Chapter 6 Phelan (1991) - “Student’s Multiple Worlds”</p>
8. Oct 9		<p>Before Class: CRTATB - Chapter 7 Carol Dweck video - Fixed vs. growth mindset Price (2005) “Biology of Risk-Taking”</p> <p>Before Class: CRTATB - Chapter 8 Howard Gardner video - Multiple Intelligences John Spencer video - 10 Ways to Empower Students with Choice</p> <p>In class: Facilitating learning with roles and responsibilities Spider Web discussion in groups</p> <ul style="list-style-type: none"> Students will likely have questions, but I would craft two or three to help guide their discussions and model.

<p>9. Oct 16</p>	<p>How will I teach English Language Learners?</p> <p>What rights do teachers and students have?</p> <p>What are the implications of Yazzie v. Martinez for you?</p>	<p style="text-align: center;">Essential Question Synthesis</p> <p>Before Class: 10 Myths about Immigration 10 Myths about ELLs NMPED - Martinez and Yazzie info</p> <p>In Class: Transform Education NM</p>
<p>10. Oct 23</p>	<p>What do I need to understand about schools, communities, and place-based learning to teach effectively?</p>	<p style="text-align: center;">Community Mapping Presentations</p>
<p>11. Oct 30</p>	<p>GLSEN Workshop</p>	<p>Before Class: Bullying article/resource options (I would create a menu of text options to model differentiation — like a “pick 3 of the 5 options to read” or a Tic-Tac-Toe style menu to force reading, listening, and viewing, or something like that.) “What Is a MicroAggression?” Is it okay to be left-handed?</p>
<p>12. Nov 6</p>	<p>What do I need to know about linguistically, culturally, and socioeconomically diverse adolescent learners to teach effectively?</p>	<p style="text-align: center;">Student Study Part II: bring in student work/artifacts In class analysis of student work</p> <p style="text-align: center;">Essential Question Synthesis</p>
<p>13. Nov 13</p>	<p>How will I create an effective classroom culture?</p>	<p style="text-align: center;">Student Study Part III: Reflection</p> <p>Before class: CRTATB - Chapter 9-Epilogue</p> <p>In class: Zack Ramsey - Video example: Student-Centered Teaching</p>
<p>14. Nov 20</p>	<p>How will I create an effective classroom culture?</p>	<p>Classroom mgmt readings</p>

15. Nov 27	No Class— Thanksgiving	Don't party too hard!
16. Dec 4	How have your thoughts, beliefs, predictions about education been reinforced and/or challenged throughout the course? Who are you becoming as a teacher?	<p style="text-align: right;">Classroom Community Plan</p> <p>Mid-point dispositions self-assessment</p> <p>In Class:</p> <p>Create new charts of responses to questions related to beliefs about teaching?</p> <p>Compare with charts created in class #1</p>
17. Dec 11	Finals Week	<p style="text-align: right;">No Class</p> <p>Optional viewing: Most Likely To Succeed</p>

References

- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin, a SAGE Company.
- Mendoza, A. (2017). Preparing Preservice Educators to Teach Critical, Place-Based Literacies. *Journal of Adolescent & Adult Literacy*, 61(4), 413–420. doi: 10.1002/jaal.708
- New Mexico Public Education Department. (2019, November 27). Martinez and Yazzie Consolidated Lawsuit Updates. Retrieved from <https://webnew.ped.state.nm.us/yazzie-martinez-updates/>.
- Phelan, P., Davidson, A.L., and Cao, H.T. (1991), Students' multiple worlds: Negotiating the boundaries of family, peer, and school cultures. *Anthropology & Education Quarterly*, 22, 224–250. doi:10.1525/aeq.1991.22.3.05x1051k
- Price, L.F (2005). The biology of risk taking. *Educational Leadership* 62(7), 22-26.
- Sprenger, M. (2005). Inside Amy's brain. *Educational Leadership* 62(7) 28-32.