We need to use the gifts we’ve been given as best we can and work as hard as we can over the course of our lifetime to make things better for our young people especially. That’s a huge responsibility and one that I take seriously.” Cornelia Wieman

“It is not so much a matter of doing action research on teaching as it is of viewing teaching itself as a form of inquiry or experimentation.” Ken Zeichner

“All of us should first define ourselves not as teachers or researchers but as persons who teach, read, write, discuss, and research (among other things), and learn from each other in the process of doing so. Consequently, we enter more easily into an interactive and interpretive learning community.” Ken Kantor

COURSE DESCRIPTION
In this seminar you will analyze and reflect on teaching and learning experienced during your student teaching, share your thinking in a portfolio, and present your project to an audience of educators. You will also give feedback to peers as a way of engaging in collegial and collaborative professional work.

This seminar uses reflective analysis to understand student thinking and improve teaching. You will create a purposeful collection of teaching and learning documents and consider how to improve classroom instruction and student performance. We will consider the following questions:

What do I want my students to understand and be able to do? Why?
How do I intentionally teach significant understandings?
What counts as evidence of student learning?

Learning to be a great teacher is the work of a lifetime; this seminar aims to help you examine teaching as an ongoing, active intellectual process. Creating a learning portfolio is part of a larger continuum of professional development of reflecting on teaching experiences and envisioning your future teaching practices.
COURSE OBJECTIVES
A goal of the M.A.T. program is to prepare educators who continue to grow and make informed professional decisions about the conditions and practices that sponsor learning in all students. In this seminar you will use lesson and unit plans, student work, educational research, journal entries, and discussion to inquire and reflect. The learning objectives of this seminar are:

- Explore teaching dilemmas
- Reflect on your student teaching and M.A.T. course work
- Set directions/commitments for future teaching practice

M.A.T. PROGRAM GOALS
To prepare teachers who:
1) have deep understanding of subject matter and pedagogies that teach for understanding
2) have ability to manage the complexities of teaching
3) promote student learning of challenging content
4) have ability to reflect on one’s own practice, to look for principles underlying what “works” or “does not work” and to persist in determining one’s own appropriate practice
5) have commitment to serving everyone’s children, particularly those who historically have not been well-served by traditional schooling
6) have ability to learn and work in collaborative fashion, and to create settings in which others can learn and work
7) have capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn
<table>
<thead>
<tr>
<th>Date</th>
<th>Writing Workshop Focus</th>
<th>Writing Due</th>
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<tbody>
<tr>
<td></td>
<td><strong>Creating a Professional Growth Portfolio</strong></td>
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<tr>
<td></td>
<td><strong>Dilemma 1</strong></td>
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<tr>
<td>6/25</td>
<td>Dilemma 1: Sharing Question and Evidence Syllabus and Organization of M.A.T. Project</td>
<td>Draft of Question and Evidence</td>
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<tr>
<td>7/2</td>
<td>Dilemma 1: Full Draft</td>
<td>Full Draft of Dilemma 1</td>
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<tr>
<td>7/9</td>
<td>Dilemma 1: Full Draft</td>
<td>Revision of Dilemma 1</td>
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<td><strong>Dilemma 2</strong></td>
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<tr>
<td>7/16</td>
<td>Dilemma 2: Sharing Question and Evidence</td>
<td>Draft of Question and Evidence</td>
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<tr>
<td>7/23</td>
<td>Dilemma 2: Full Draft</td>
<td>Full Draft of Dilemma 2</td>
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<td>7/25</td>
<td>Poster Session Planning Workshop</td>
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<td>FRIDAY</td>
<td>10:30-11:30 a.m. in Howarth 212</td>
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<tr>
<td>7/30</td>
<td>Dilemma 2: Full Draft</td>
<td>Revision of Dilemma 2</td>
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<td><strong>Presenting</strong></td>
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<td>8/6</td>
<td>Presentation Practice 9:30 a.m.-12:00 p.m. in Wyatt Hall (Rooms TBD)</td>
<td>Draft of Poster</td>
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<td>8/8</td>
<td>M.A.T. Project Presentations and Celebration</td>
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<tr>
<td>FRIDAY</td>
<td>10:30 a.m.-12:00 p.m. &amp; 1:00 p.m.-2:30 p.m.</td>
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<td>2:30 p.m. Celebration in Trimble Forum</td>
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STUDENT REQUIREMENTS AND EVALUATION
Assignments must be submitted at the beginning of class on the due date. Make an appointment with the professor in the event that you must submit late work. Late work will not be credited at full value.

Learning Portfolio—You will create a learning portfolio; a purposeful collection of teacher created documents and student work to demonstrate your growth as an educator. The purpose of the portfolio is to analyze the questions and dilemmas about teaching/learning that have emerged from your student teaching experience, to make connections to readings from the M.A.T. program, and to suggest alternatives for future teaching practice. Your portfolio will be organized into two areas of inquiry (see Standard V on p. 5). For each area of inquiry you will pose questions, present evidence, reflect on your evidence, and describe your new insights. Below are thinking/writing prompts that may be helpful as you develop your portfolio.

**Question Posing (2 pages)**
--A dilemma I experienced is . . .
--This dilemma is aligned with Standard ____ because . . .
--This standard is important to my practice because. . .

**Examining Teacher Evidence & Student Evidence (6 pages)**
--What are the strengths of my work and my students’ work?
--What areas of my work and my students’ work need improvement?
--What questions does the evidence raise?

**Reflecting/Reframing (2 pages)**
--A framework that can inform my future practice is . . .
--My biggest insight/significant reframing of my thinking is . . .
--What changes might I make?
--The commitments I make as a result of this knowledge are . . .

**Presentation**—You will present one area of inquiry in a poster session.

Seminar Attendance, Punctuality and Participation—You will take multiple roles in the seminar; engaging in activities such as sharing insights from your teaching experiences, providing feedback on writing, discussing readings, completing in-class writing assignments, and participating as a productive and positive community member. Interpersonal skills (e.g., actively working to build relationship with others, considering other points of view, and considering the time and needs of others), problem solving (e.g., considering multiple perspectives, responding positively to feedback, and asking questions), and work ethic (e.g., consistent attendance, completing work by deadlines, and flexibility) are critical to your development as a professional.
LEARNING PORTFOLIO AREAS OF INQUIRY: STANDARDS FOR TEACHER EDUCATION
The Washington Administrative Code W.A.C. 181-78A-270(1) Standard V identifies three areas for teacher certification: (1) effective teaching, 2) professional development, 3) teaching as a profession. You will describe two teaching dilemmas you experienced and relate each dilemma to one standard for teacher education (e.g., Standard V.a.ii).

a. Effective Teaching
(i) Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds
(ii) Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning
(iii) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction
(iv) Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others
(v) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student
(vi) Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them
(vii) Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology
(viii) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society
(ix) Using technology that is effectively integrated to create technologically proficient learners
(x) Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance

b. Professional Development
Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection

c. Teaching as a Profession
(i) Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication
(ii) Demonstrating knowledge of professional, legal, and ethical responsibilities and policies
Required Texts
The primary texts of the seminar will be seminar participants’ original writing. Articles/book chapters will be distributed as appropriate. These articles will be selected to address issues that arise as a result of our collective inquiry. In addition, you will research and locate readings that relate directly to the topic of your inquiry.

Learning Portfolios
Listed below are and websites that you may find helpful as you develop your learning portfolio.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Web Site</th>
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<tbody>
<tr>
<td>National Board for Professional Teaching Standards</td>
<td><a href="http://www.nbpts.org">www.nbpts.org</a></td>
</tr>
<tr>
<td>National Center for Research on Teacher Learning</td>
<td><a href="http://ncrtl.msu.edu">http://ncrtl.msu.edu</a></td>
</tr>
</tbody>
</table>
UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

UNIVERSITY MISSION STATEMENT
As teachers we must think carefully and intentionally about the enduring understandings that will focus learning experiences. The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

ACADEMIC INTEGRITY
Teachers in public schools teach not only subject matter content, but also ethics and dispositions. The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

UNIVERSITY DIVERSITY STATEMENT
As teachers we must critically examine our own educational and life biographies and work to understand students who have had experiences that are both similar and very different from our own. The university shares this commitment to building a learning community based on a respect and appreciation for all persons.

We Acknowledge
the richness of commonalities and differences we share as a university community.
the intrinsic worth of all who work and study here.
that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

to create respect for and appreciation of all persons as a key characteristic of our campus community.
to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to ensure full educational opportunity for all who teach and learn here.
to prepare effectively citizen-leaders for a pluralistic world.

CAMPUS EMERGENCY RESPONSE GUIDANCE
Teachers in public school settings have many responsibilities, including ensuring student safety. The University of Puget Sound, like public schools, takes this responsibility very seriously. Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency. Familiarize yourself with hall exit doors and the designated gathering area for your class buildings. For this class our designated gathering area is in Jones Circle at the fountain. In the event of an emergency remain calm, be prepared to act quickly, and listen for instructions from campus personnel.

ACCESSIBILITY AND ACCOMMODATIONS
As teachers we must personalize instruction to addresses students’ learning strengths and needs. The University of Puget Sound is committed to accessibility for all learners. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.