**CTSE 5213/6216**

**Teacher Inquiry Workshop**

Teaching Philosophy: I believe that all students can learn if we can learn to teach them.

 Linda G. Raughton, Ed.D.

Alternating Thursdays

5:00-6:50 p.m.

Haley Center -Room 2461

Required Text:

 Johnson, L. (2011).*Teaching outside the Box: How to Grab Your Students by Their Brains*

(2nd ed). San Francisco, CA: Josey Bass*.*

Multiple readings in the text will be assigned throughout the course. Plan to tab or highlight the entire text.

Internship begins 8/18.

First reflection and lesson plan are due 8/24.

 Course begins 8/28.

**8/28 ARE YOU TEACHER MATERIAL?**

Read the chapter in our text with this title prior to our first meeting. Other readings will be assigned at the close of each workshop meeting. If possible add pp. 91-103 to your reading.

Focus: First Impressions/Goals/Professional Ethics (AQTS 5)

Each workshop meeting will include a Q and A session as well as reflections from previous meetings as the need arises.

**9/11 You Behave Yourself, and I Will Behave Myself, Too.**

Focus: Classroom Management (AQTS 2)/Routines and Procedures/The Who ,What, When, Where, and How of School

Reading from text includes pp. 24-89; 104-170.

**9/25 Professional Work Sample (PWS)**

Focus: Planning/Implementation/Reflection/Analysis of Student Learning (AQTS 1)

**10/9 Preparation, Preparation, and More Preparation: How to Get Your Ducks in a Row**

Focus: Time Management/Literacy (AQTS 3)

Reading from text

**10/23 Simply Covering the Curriculum Is Not Teaching.**

Focus: Instruction/Sequencing Instruction (AQTS 2)

Reading from text

**11/6 Teachers Talk: Q and A**

Focus: Panel of Exemplary Teachers

**11/20 Changing Students’ Perceptions of Themselves**

Focus: Learning Styles/Diversity/Maslow’s Hierarchy (AQTS 4)

**12/4 The Good News: Teacher Efficacy**

Have you experienced the following emotions? Where are you on the list of adjectives? How would your description read?

According to Johnson, the author of our text, your job requires that you “. . . take on one of the most difficult, challenging, frustrating, emotionally exhausting, mentally draining, satisfying, wonderful, important, and precious jobs in the world.”

How are you feeling? How are your students feeling?

How are you doing? How are your students doing?

Reflections about PWS

Q and Q about workshop

**Weekly Reflections on CANVAS**

Note Bien: Internship begins on 8/18. Weekly Reflections are due each Sunday by 3:00 p.m. Responses to posts are due for any weekly reflection posted prior to any workshop meeting. For example, since the first weekly reflection is due on Sunday, August 24, responses for this first reflection must be posted prior to our first workshop the night of August 28. For all other responses, there will be a two-week interval between workshop meetings.

**Note Bien: Each Intern will create a pseudonym for the school and for students. As a suggestion, borrowing an idea from my favorite novel, I am an Intern at Maycomb County High School (MCHS)—Go Birds-- and might mention in my weekly reflections inferences about students such as Jem, the most studious, Jean Louise, the gifted one who suffers from ADHD, Atticus, the most mature, Tom, the student with low self-esteem, Charles, the gregarious student most likely to embellish why he did not complete his homework, or Walter, the introvert. From time to time, I, perhaps, will ask for advice in managing Dolphus and his enigmatic idiosyncrasies or even Avery and his frequent requests for the restroom pass. I shudder even to mention the issues I have with another colleague down the hall, Mrs. Dubose, who screams at her students rather than teach them. In other words, as literature majors, let’s have fun and be creative as we protect the privacy of those with whom we are in contact on a daily basis.**

8/24 WEEK 1: Discuss your first impressions of your school, student body, teachers, and learning environment. Respond to two other posts, at minimum.

8/31 WEEK 2: Discuss various teaching principles of English Language Arts (ELA) as they apply to your classroom. What will you teach? How do you expect to cover grammar and/or teach composition skills? What genre(s) of literature will you teach? How will you determine what students already know? Respond to two other posts, at minimum.

9/7 Week 3: What excites you about teaching in your particular classroom? What terrifies you? Respond to two other posts, at minimum.

9/14 Week 4: How professional are you at work each day? Why is professionalism important? Respond to two posts, at minimum.

9/21 Week 5: What routines and procedures have you developed that are working? Respond to two other posts, at minimum.

9/28 Week 6: What classroom management issues have you solved? Which ones are troubling you? Respond to two other posts, at minimum.

10/5 Week 7: Research in the literature demonstrates that most entry-year teachers fall into a slump around the first of October. How are you feeling about your intern experience? How are you doing? Respond to two other posts, at minimum.

10/12 Week 8: What are some time management strategies you have developed that are working? Respond to two other posts, at minimum.

10/19 Week 9: How would you rate your command of English? Are you experiencing any literacy issues? Respond to two other posts, at minimum.

10/26 Week 10: How have you handled issues in diversity? Which learning style best describes you? How about those of your students? Respond to two other posts, at minimum.

11/2 Week 11: What are some enlightening classroom experiences you have encountered to date? Respond to two other posts, at minimum.

11/9 Week 12: What has been your favorite/most successful lesson to date? Discuss its implementation. Respond to two other posts, at minimum.

11/16 Week 13: What do you wish you had known before your internship? Respond to two other posts, at minimum.

11/30 Final reflection: How has this workshop been helpful? What suggestions do you have to offer for future workshops? Respond to two other posts, at minimum.