

Sample Alternative Licensure Course Course 2

FNDS 5000:Teaching as a Profession

**This assignment encompasses one whole semester, and counts as one whole course. Regular assignments are supported through weekly Seminars.

Credits: 3

*Teaching is a daily practice in vulnerability.
(Palmer, 2007, p. 17)*

Paper: Due January 30

Part 1-Who is the self that teaches? (Palmer, 2007, p. 4): For this paper we invite you to take an inward journey and deeply reflect on who you are as a human being: What are you passionate about? What excites you? What motivates you? What scares you? What intimidates you? What kinds of relationships do you have in your life? What makes you feel vulnerable? What do you care about deeply? What are your innermost values?

Organize your reflections around these questions, or any other questions that help you deeply examine who you are as a human being, into some “readable” format to be turned in and reflected upon later.

Part 2-Letter to Yourself as a Teacher: Revisit the letter you wrote to yourself in the beginning of the year that includes qualities describing the teacher you aspire to be. Write a 3-4 page paper that considers how the responses to the questions in Part 1 possibly influenced the qualities you chose to include in your letter; if in revisiting the letter you find qualities you wish to revise then feel free to do so and make note of your thinking around these changes in the paper.

*Parts 1 & 2 as well as the initial letter you wrote to yourself as a teacher must be placed on the Teacher Education Program computer no later than 1:30pm on January 30.

Video Self-Critiques With Colleagues: Due February 20, March 20, and April 17:

Choose one quality of the teacher you aspire to be (included in the letter you wrote to yourself at the beginning of the year) to assess throughout the semester. You will review video of yourself, working with children, with colleagues (once with your mentor, once with a pedagogical team member, and once with a fellow intern) on three separate occasions (once in February, once in March, and once in April). You will focus attention on how the quality you have chosen to assess is or is not present in the practice reflected in the video. The video may involve you working with children while you are behind the camera or facilitating the group while another teacher videotapes you and the children. The key is that you are the primary teacher involved with the children. *Be sure to review the video*

yourself before reviewing it with colleagues, so that you are prepared to share particular points that already stand out to you.

Use the following questions to guide discussions with colleagues:

- What do you notice about yourself in the video? What are you doing? Not doing? What are you saying? Not saying? What are the intentions behind your actions and your questions/comments? Is there anything you notice about yourself of which you were unaware?
- How do reflections on the questions above demonstrate whether the particular quality you chose to assess is reflected in your practice in this moment captured on video?
- How do the unique qualities of you as a human being – revealed in Part 1 of the paper – support or inhibit you from acquiring this quality of practice in this moment captured on video?
- (February/March/April) What strategies might you try to change aspects of your practice in order to strengthen this quality? (March/April) What strategies have you tried and what was the result of trying these different strategies to change aspects of your practice in order to strengthen this quality?

*Be sure to take copious notes during these meetings. The video selected for review along with your notes from these meetings (clearly addressing the bullet points above) must be placed on the Teacher Education Program computer no later than 1:30pm on February 20, March 20, and April 17.

Literature Review: Due April 17; Final Edits & Submission May 1:

How can the teacher's selfhood become a legitimate topic in education and in our public dialogues on educational reform? (Palmer, 2007, p. 3)

*Jen will facilitate monthly support groups for the literature review on the following Wednesdays from 5:30-6:30: January 30, February 13, March 13, & April 24.

You will conduct a formal literature review around the quality of teaching you choose to assess throughout the semester. We ask that you submit your review, once completed, for publication. Please refer to the "Literature Review Guidelines" for how to structure your written review. In addition to what is included in the guidelines, your review must include the following:

- A brief, opening statement about the quality on which you choose to focus and what aspect(s) of yourself as a human being (from Part 1) have influenced why you have chosen to focus on this particular quality – in other words, why this quality is important to you as a human being
- A synthesis of themes emerging from scholarly and research-based perspectives and conclusions on this quality
- A conclusion that includes what you feel the research base has left out about the importance of this quality to the field of education

- A minimum of 15 scholarly references
- APA format.

A review that does not meet the requirements listed above will not be accepted.

*The first "final" draft of the literature must be placed on the Teacher Education Program computer no later than 1:30pm on April 17; the final draft of the literature review, addressing all instructor feedback, must be submitted for publication and placed on the Teacher Education Program computer no later than 1:30pm on May 1.

Any late assignments will result in the reduction of one grade point (i.e., an "A" would go down to an "A-")