Managing to Teach
Winter 2012: First-Year Interns

Instructors

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<tr>
<th></th>
<th>Betsy Davis</th>
<th>Deborah Loewenberg Ball</th>
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<tbody>
<tr>
<td>Office:</td>
<td>Room 4107, School of Education</td>
<td>Room 1110, School of Education</td>
</tr>
<tr>
<td>Phone numbers:</td>
<td>(734) 717-8292 (cellphone)</td>
<td>734-972-4793 (cellphone)</td>
</tr>
<tr>
<td>Instructor group email (both Deborah and Betsy)</td>
<td><a href="mailto:m2tt@umich.edu">m2tt@umich.edu</a></td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:betsyd@umich.edu">betsyd@umich.edu</a></td>
<td><a href="mailto:dball@umich.edu">dball@umich.edu</a></td>
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Class

Cohort 1 & Cohort 2 will both meet on Friday, January 6, in the School of Education Building.
Cohort 1: Meet at 10:00 (after your Facilitating Classroom Discussions class)
Cohort 2: Meet at 8:30 (sharp) in room 1315 (Whitney Auditorium) (before your Facilitating Classroom Discussions class)

After the first week of class, class will meet at Mitchell Elementary.
Room 14
Mitchell Elementary School
3550 Pittsview Drive
Ann Arbor, MI

We encourage you to carpool to Mitchell. As you are driving near the school, please take care in the school zones. Please park in the parking lot behind the school (between Mitchell and Scarlett Middle School). Enter the building through the back door by the dumpsters. The door will be propped open until 8:30 a.m. Please sign in when you arrive in Room 14. You do not need to sign in at the office unless you arrive late.

Cohort 1 will meet on Wednesdays
January 11
January 18
January 25

Cohort 2 will meet on Fridays
January 13
January 20
January 27

Class meets 8:30-11:30 a.m. We will begin at 8:30 a.m. sharp.

Office hours are by appointment.

CTools site: EDUC 406 001 W12 (Managing to Teach #2 W’12)
Course Focus

This course continues the work we began fall term on what is often called “classroom management.” We call this “managing to teach” to communicate that our focus is on basic professional practices that enable you to manage problems that are inherent in the interpersonal and relational nature of the work and the fact that it takes place in group settings. Much of what you will learn will be enable you to be proactive, to anticipate and prevent predictable difficulties. We will also deal with some common situations and how to deal with them if they arise. The specific learning goals for this term are:

1. Continue developing and practicing ways of acting and speaking needed for teaching (a “teaching persona”).
2. Be able to carry out specific routines that support the intellectual work of the class, the particular subject matter being taught, and the environment for learning. These routines focus on students’ work in small groups, alone, and with materials, as well as on whole group work and using time and space efficiently and effectively.

In addition to being able to do these specific things, you should also be able to identify their purposes, explain how they support the learning environment, and how they help you to manage predictable difficulties.

Across the four weeks, you will learn to:

1. Continue to develop and practice your teaching “persona” and to be conscious and deliberate about how you are using your self in the role of teacher.
   a. Continue to develop your awareness of yourself as others experience and hear you, including explicit awareness of aspects of culture, race, language, gender, physical presence, and voice.
   b. Be able to appraise specific aspects of how you are enacting your teaching persona with students, and how they might be experiencing that.
   c. Refine your ability to vary your level and tone of voice deliberately for different purposes, and to demonstrate to students that you take them seriously and expect high levels of performance from them.
   d. Refine ways of managing your physical presence in the classroom and deploy these when working with students.

2. Develop and be able to carry out a repertoire of specific routines that support the intellectual work of the class and the particular subject matter being taught.
   a. Refine and develop your ability to formulate and deliver directions effectively (i.e., and have students listen and carry them out).
   b. Develop and be able to use several different strategies for calling on students in class, and align these appropriately with your purposes.
   c. Learn to engage students in distributing and putting away materials quickly and calmly.
   d. Develop ideas about how to work with individuals and small groups while also keeping track of the whole class.
   e. Make deliberate use of the public writing surfaces (boards, posters, etc.).
Course Resources and Activities

To work on these learning goals, we will engage in a variety of activities and use a range of resources, including: observing together in specific classrooms in Mitchell Elementary School, studying video records of classroom teaching, practicing skills in performance labs in our class, carrying out specific assignments in your classroom, and analyzing records you create in your classroom.

Our work will be “practice-based” in four senses of the phrase:

1. **Participating in practice**: Our class activities, discussions, and interactions offer us opportunities to study practice from the inside. What we do with you is teaching, and you and your classmates are directly engaged in learning. There will be things to learn from reflections on our interactions together. We will seek to develop insights and knowledge from the work and activities we do together.

2. **Learning from records of real classroom practices**: We will study records of practice to learn the work of teaching. These records make it possible for us to study the work of teaching in detail, outside the press of moment-to-moment activity.

3. **Practicing specific techniques**: We will rehearse and critique the use of specific teaching techniques to improve enactment and deepen understanding.

4. **Performing in practice settings**: The assignments will involve performances set in teaching contexts. Expectations for performance will reflect skill and knowledge levels expected for you as a second-semester intern teacher.

Course Requirements and Assessment

Each assignment in Managing to Teach will include specific criteria for your work. Your grade for this course will be based on the following distribution.

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<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
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<td>ASSIGNMENT 1: Enactment and appraisal: Giving directions in class</td>
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<td>ASSIGNMENT 2: Creating a repertoire: Specific routines and notes on their use for your reference</td>
<td>All three assignments due Monday, Jan. 30</td>
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<td>ASSIGNMENT 3: Class participation in specific practices and in discussion, with brief self-appraisal</td>
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Participation in our class activities and discussions is important not only for your own learning but also the learning of others. We will be observing, discussing, and practicing specific teaching techniques and skills. Sharing your ideas and questions with the group, as well as responding to those of your classmates, are critical to our work together. As a teacher, you need to do more than understand your own thinking — you have to be able to track on others’ thinking, figure out what others are saying, and determine whether and how they make sense. In our class, the “others” will be your classmates. But in the field and in the future, they will be your students, and sometimes your fellow teachers. So listening to and interacting with others in our class is explicitly to help you develop dispositions and skills that matter for teaching. Talking in class is also crucial — as a goal, not a means. This course provides you the opportunity to learn to speak more clearly, with an attentive focus on your listener.
Additionally,

- We expect you to attend every class, to arrive on time for a prompt start, and to participate in and contribute to class. If you are unable to come to class, due to unusual circumstances, please let us know by 8:00 a.m. the day of class by email or by phone (see contact information above). You must make arrangements to complete alternative work that will support the learning you missed. More than one absence from Managing to Teach will make successful learning of the material in the course challenging, and the Office of Teacher Education will be notified of your excessive absences.
- If you have any special learning needs that need to be accommodated in this class, please let us know so that we can make appropriate adjustments together.
- All work must be your own and done specifically for this course. Be sure to provide citations and attribution for any work of others included in your written work. University policy is very clear on the issue of plagiarism. For specific information about this issue please see [http://www.lib.umich.edu/academic-integrity/preventing-cheating-and-plagiarism](http://www.lib.umich.edu/academic-integrity/preventing-cheating-and-plagiarism)
- As an intern teacher, your actions must be consistent with the Ethical Obligations of Teaching, included at the end of the syllabus. Please review these obligations and be attentive to your consistency with them.

**Schedule**

This schedule may be adjusted as needed. It displays the main focus of each class session and the coordinated focus of your work in your classroom.

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<th>CLASS</th>
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| **Week 1** Jan. 6 | 1) Preparing for observing routines in classrooms at Mitchell  
2) Developing skills at formulating directions clearly and delivering them effectively, including deliberate use of tone of voice |

| **Week 2** Jan. 11/13 | 1) Conveying to students that you take them seriously: use of tone, develop list of vocabulary (science, reading, intellectual practices)  
2) Managing small group work  
3) Circulating: observing and getting information about students, helping to keep students on task, supporting students’ learning |
  | (Jan. 10 & 12)  
  | • Practicing giving directions  
  | • Observing and taking notes on teacher managing small group work  
  | • Observing and taking notes on teacher circulating |

| **Week 3** Jan. 18/20 | 1) Calling on children in a science or reading discussion, coordinated with different goals, use of wait time  
2) Managing materials strategically |
  | (Jan 17 & 19)  
  | • Observing and taking notes on teacher calling on students  
  | • Observing and taking notes on teacher using public writing surfaces |

| **Week 4** Jan. 25/27 | 1) Working on style, manner, and method in managing to teach  
2) Using public writing surfaces purposefully and effectively |
  | (Jan. 24 & 26)  
  | • Practice giving directions  
  | • Practice passing out and collecting materials |
Practices to continue to work on in your field placement:

- giving directions: clearly and concisely telling students what they need to do; using tools and resources (e.g., writing on board) to make this more effective

- distributing and collecting materials: developing and using routines that are calm, fast, efficient, and respectful; matching routines to the tone you desire for your classroom

- working with a small group of students: giving the students you’re working with your attention while maintaining a sense of what the rest of the class is doing

- circulating: paying attention to what students are saying and writing, and developing systems to keep track of that information so you can use it in subsequent instruction (e.g., purposefully calling on students)

- having small individual conversations with children: building and maintaining relationships with individuals as the foundation for academic interactions.

- calling on students: paying attention to the strategies you’re using for deciding about calling on students; paying attention to who you want to call on and why; using wait time

- conveying to students that you take them seriously: using your voice (tone, language); using appropriate academic language and vocabulary

Ethical Obligations of Teaching

1. To care for and demonstrate commitment to every student
2. To develop and continually work to improve instructional competence, and to strive to engage in professionally-justified teaching practice at all times
3. To ensure equitable access to learning in one’s own classroom
4. To learn about and demonstrate awareness of and appreciation for cultural differences and social diversity, particularly as they are present in one’s classroom, and to draw on diversity as a resource in instruction
5. To demonstrate through concrete actions an awareness of the capacity of every individual to learn
6. To take responsibility for obstacles to student success and to work assiduously to ensure equitable access to learning opportunities
7. To understand and exercise carefully the power and authority of the teaching role
8. To treat students, colleagues, parents and care-givers, and community members with respect and generosity in all communications with and about them
9. To represent the ideas of the academic disciplines and subject-matter that one teaches with integrity