



**HTH 200**  
**Core Values and Foundations**  
**3 credits**

**DRAFT Syllabus for August 2014**

**Inquire, Connect, Create, Reflect**

**Course Meetings:**

Monday, August 4<sup>th</sup>: 7:00 a.m. – 4:30 p.m.

Tuesday, August 5 through Friday, August 8<sup>th</sup>: 8:00 a.m. – 4:30 p.m.

Monday and Tuesday, August 11-12<sup>th</sup>: 8:00 a.m. – 4:00 p.m.

Thursday, August 28<sup>th</sup>: 4:45 – 7:45 p.m.

**Location:**

High Tech High Media Arts (August 4 – 12)

High Tech High International (August 28)

Instructors: Rob Riordan, Kelly Wilson, Zoltan Sarda, Larry Rosenstock, Steve Hamilton and colleagues

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**COURSE DESCRIPTION**

This course offers a survey of the foundations of the education field and the core values of the M.Ed. program. The aim is to introduce seminal topics, foundational texts, and scholarly routines as we begin to build a community of learners together. Students will engage in reading, discussion, observation, journaling, interviews, critical analysis, and digital portfolio construction as they record and track emerging questions of theory and practice. As in all GSE courses, we will apply a critical, self-reflective social justice lens to our work, with careful attention to multiple perspectives as we address the GSE program learning outcomes regarding inquiry and reflection, design, and leadership.

The concrete context for the course is the High Tech High New Teacher Odyssey, a seven-day orientation for all teachers new to High Tech High. Students will be participant observers in selected Odyssey activities, documenting their observations, conversations and reflections in an Inquiry Journal. Each course participant will prepare and deliver a Presentation of Learning (POL), including selected observations and analysis of the Odyssey experience, connections to the course readings, and a preliminary Personal Learning Plan (PLP) (see below for specifics).

**ESSENTIAL QUESTIONS**

- How do school organizations cultivate a shared vision centered on core values?
- How can educators work together with colleagues to create equitable, rigorous learning environments?
- What are scholarly dispositions and habits, and how can they contribute to our understanding and effectiveness as practitioners and leaders?
- What questions emerge as we observe, and become immersed in, a learning organization?

**LEARNING OUTCOMES** HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection, Design Equitable Learning Environments, and Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program learning outcomes below:

**Practice Thoughtful Inquiry & Reflection**

- *Reflective Practice (IR1): Reflect on and critically analyze one’s own practice to guide future action.*
- *Connections (IR2): Examine and make connections between one’s practice and relevant theory.*

**Design Equitable Learning Environments (D)**

- *Instructional Design (D1): Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.*

**Engage in Leadership for School Change (L)**

- *Collaboration (L1): Engage colleagues and students in efforts to create equitable, engaging learning environments.*

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as a corresponding set of course-level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

Course Learning Outcomes mapped to program learning outcomes	Activities/Products
200-1 The student reflects on his/her own practice and critically analyzes the implications of sociocultural diversity for teaching, learning, and decision-making. (IR1)	Inquiry Journal, reader response briefs, Personal Learning Plan, final presentation of learning (POL)
200-2 The student engages in critical dialogue with colleagues regarding issues of design and leadership for equitable practice. (D1, L1)	Inquiry Journal, interview write-up, final POL
200-3 The student makes connections to relevant theory via discussion and critical analysis of course readings and other sources. (IR2)	Inquiry Journal, interview report and reflection final POL

**REQUIRED COURSE MATERIALS**

Note: students will need to purchase two books for this course, both available on Amazon.com: Ron Berger’s *An Ethic of Excellence* and John Dewey’s *Experience and Education* (full references below). All other readings are posted to the course Dropbox.

**Practice Thoughtful Inquiry and Reflection**

Chiseri-Strater, E. (1996). Turning in upon ourselves: positionality, subjectivity, and reflexivity in case study and ethnographic research. In *Ethics and Representation in Qualitative Research Studies*. Ed. P. Mortensen and G. Kirsch. Urbana: National Council of Teachers of English.

Eisner, E. (2004). The roots of connoisseurship and criticism: A personal journey. In Alkin, M. *Evaluation Roots*. Thousand Oaks, CA: Sage.

Frank, C. (1999). *Ethnographic Eyes*. Portsmouth, NH: Heineman. Chapter 1: An ethnographic perspective.

Moll, L. et. al. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI, 2, 132-141.

Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass. Chapter 5, Being a careful observer.

## Design Equitable Learning Environments

- Berger, R. (2003). *An Ethic of Excellence: Building a Culture of Craftsmanship with Students*. Portsmouth, NH: Heinemann.
- Deci, E. (1996). *Why we do what we do: Understanding self-motivation*. New York: Penguin Books. Chapter TBA.
- Delpit, L. (2007). Skills and other dilemmas of a progressive black educator. In George, D. and Trimbur, J., eds. *Reading culture: contexts for critical reading and writing*. New York: Pearson/Longman.
- Ladson-Billings, G. (2006). From achievement gap to education debt. *Educational Researcher*, 35, 7, October 2006, 3-12.
- Lareau, A. (1987). Social class differences in family-school relationship: the importance of cultural capital. *Sociology of Education*, 60 (2), 73-85.
- Dewey, J. (1938). *Experience and Education*. New York: Simon & Schuster Touchstone Edition, 1997. (available at Amazon.com)
- Mehta, J. and S. Fine (2012). Teaching differently...learning deeply. *Kappan*, 94, 2, October 2012.
- Peterson, B. (2012). Uncovering the progressive past: The origins of project-based learning. *UnBoxed*, 8.
- Riordan et. al. (1998). *The new urban high School: A practitioner's guide*, introduction. Washington, D.C.: Big Picture Company and U.S. Department of Education.

## Engage in Leadership for School Change

- Ackerman, R. & Mackenzie, S. V. (2006). Uncovering Teacher Leadership. *Educational Leadership*, 63 (8), 66-70.
- Barth, R. S. (2006). Improving Relationships Within the Schoolhouse. *Educational Leadership*, 63 (6), 8-13.
- Goleman, D., Boyatzis, R. & McKee, A. (2001). Primal Leadership: The Hidden Driver of Great Performance. *Harvard Business Review*, December 2001, 42-51. Greensboro, NC: The Center for Creative Leadership.
- Heifetz, R. A. & Linsky, M. (2004). When Leadership Spells Danger. *Educational Leadership*, 61 (7), 33-37.
- Hoppe, M. H. (2006). *Active Listening: Improve Your Ability to Listen and Lead*.
- Hsu, L. Philosophy of leadership. Unpub. ms. for HTH GSE School Leadership program.
- McDonald, J. et. al. (2007). *The power of protocols: An educator's guide to better practice*. New York: Teachers College Press, Second Edition. (Chapter 1.)
- Palmer, P. (2011). *Healing the heart of democracy: the courage to create a politics worthy of the human spirit*. New York: Wiley (excerpt).
- Weissglass, J. (1990). Constructivist Listening for Empowerment and Change. *The Educational Forum*, 54 (4), 351-370.

## Selected Odyssey Pre-readings

Note: the texts below have been assigned as pre-readings to participants in the HTH New Teacher Odyssey.

Riordan, R. HTH: Three integrations. Unpub. ms.

Articles in [UnBoxed](#):

- Berger, R. (2008). Crafting Beautiful Work. *Unboxed*, 1.
- Fisher, J. (2009). Exhibition Blues. *UnBoxed*, 3.
- Guerrero, A. (2009). Where do projects come from? *UnBoxed*, 3.
- Ruff, J. (2009). Lila speaks. *UnBoxed*, 3.
- \_\_\_\_\_ (2010). Collaboration and critique. *UnBoxed*, 6.
- Robin, J. (2008). PME: My advice to you. *UnBoxed*, 1.
- Shulman, Marc (2008). Equity in assessment. *UnBoxed*, 1.
- UnBoxed*, 5 (2010): Articles on math by Ben Daley, Dan Thoene, Kristin Komatsubara, Allison Cutler, Marc Shulman, and Jean Kluver.

## COURSE ASSIGNMENTS and ACTIVITIES

Students will engage in a number of activities that will persist throughout the program and find application in the Master's project: reflection, observation, dialogue, peer critique, interviews, critical analysis of text, course session feedback and evaluation, and presentations of learning. Two assignments/activities in particular—the personal learning plan (PLP) and the inquiry journal—will serve as an evolving archive of the student's reflections, questions and plans. Here are the major assignments for this course:

1. *Inquiry journal*. Students will maintain an Inquiry Journal in which they record observations, reflections, analysis, and questions deriving from course activities.
2. *Reader response briefs*. Students will submit four one-page briefs on course readings of their choice: one from the Inquiry and Reflection category, one from Design for Equitable Learning Environments, one from the

Leadership readings, and one from the Odyssey pre-readings. These briefs will convey your response as a reader—what strikes you, what connections you see to your practice and other readings, and what questions emerge. The briefs will be due for class sessions as indicated in the course schedule below. However, we recommend completing them prior to the course.

3. *Interview*. Participants will conduct and write up an interview with Odyssey participant or other colleague about the Odyssey experience and their evolving views concerning teaching, learning, professional growth, and organizational culture.
4. *Personal Learning Plan*. Each participant will develop, and discuss in the final POL, a draft Personal Learning Plan for the program. This plan will serve as an evolving reference point for the student’s work throughout the program.
5. *Digital portfolio*. Each student will construct a digital portfolio to serve as an ongoing archive of products, reflections, and analysis throughout the program.
6. *Final paper and presentation of learning* (described below).

### **Forums**

The online forums provide an opportunity for you to bring a critical lens to the readings and theoretical perspectives we explore throughout the course, as well as make meaningful connections to your own practice. Through individual posts and peer responses, our aim is to build a community of practice that extends beyond the classroom and provides a safe, dialogical space for exploring ideas and pushing practice. In this foundations course we will orient students to the forums and provide support for how to access and engage with them.

### **Final Paper and Presentation of Learning**

Your final course product will be a reflective paper and presentation of learning recounting your learning in the course. The paper should focus on important moments of learning and should include artifacts drawn from your inquiry journal (observations, reflections, and reading notes) and from your interviews. It should include explicit connections to the course activities and readings. It should also include your personal reflections on equity, design, and leadership:

- *Practice thoughtful inquiry and reflection*: “something I’ve observed”—a description and analysis of some aspect of the HTH New Teacher Odyssey and/or course-related activities that has impacted your thinking about school culture or new teacher support, with critical connections to course readings
- *Design Equitable Learning Environments*: “something I’ve learned”—a description and analysis of some aspect of the HTH New Teacher Odyssey and/or course related activities that has influenced your thinking with respect to designing for equity, with critical connections to course readings
- *Engage in Leadership for School Change*: “something I aspire to”—a description and analysis of some aspect of the HTH New Teacher Odyssey and/or course related activities that shifted your thinking about what it means to be an effective leader, with critical connections to course readings
- *Personal Learning Plan*: “what I’m planning to do”—as an Appendix, your Personal Learning Plan for the program, including your emerging questions, possible topics for deeper investigation, and possible pathways of inquiry and action.

A complete draft of this reflective paper will be due on Tuesday, August 12, and will provide the basis for your presentation of learning on that day. Your final draft will be due on Thursday, August 28.

### **Digital Portfolio**

Throughout the year, you will archive your work from the M.Ed. program on your digital portfolio (DP). The purpose of the DP is to document your learning over the course of the program celebrate and share your work with a broader audience. In this course, you will be supported in designing and launching your DP, which you will then update throughout the year as you complete future courses and projects.

## COURSE SCHEDULE

Detailed daily agendas will be distributed at course meetings.

DATE	WHERE	ASSIGNMENTS (due for current session) and ACTIVITIES	FOCUS OF SESSION
Pre August 4		Complete assigned readings. In inquiry journal, annotate at least one reading in each category (as designated in the HTH 200 Dropbox Folder): <ul style="list-style-type: none"> <li>• Inquiry and Reflection</li> <li>• Design</li> <li>• Leadership</li> <li>• Odyssey Pre-reading</li> </ul> Prepare a one-page brief on each of your selected readings.	N/A
Monday August 4	HTHMA Commons	<b>Bring to class:</b> Inquiry journal. No assignments due. <b>Discussion:</b> Reflection on project slice. <b>Activity:</b> Students will experience a “project slice” as participant observers along with HTH New Teacher Odyssey participants.  Equity lens: How does (or doesn’t) this experience offer access and challenge to all learners?	Project learning from the perspective of the learner, the designer, and the leader.
Tuesday August 5	HTHMA	<b>Bring to class:</b> Inquiry journal, reading brief on selection from Inquiry and Reflection folder. <b>Discussion:</b> Eisner, Chiseri-Strater, Frank, Merriam. <b>Activities:</b> Participate/observe Odyssey activities. Class session: norms, inclusion activity, program and course overview, primer on observation.	Who are we?  Program and course objectives  Primer: observation, field notes
Wed. August 6	HTHMA	<b>Bring to class:</b> Inquiry Journal. Reading brief on selection from Design folder. <b>Discussion:</b> Dewey, Riordan, Peterson, Mehta and Fine, Berger <b>Activities:</b> Participate/observe Odyssey activities. Larry Rosenstock lecture on history of education. Text-based discussion. Inquiry journal: core values, claims, warrants and reflections.	Core values, historical context
Thursday August 7	HTHMA	<b>Bring to class:</b> Inquiry Journal. Reading brief on selection from Leadership folder. <b>Discussion:</b> Delpit, Ladson-Billings, Lareau, Moll, McDonald, Hoppe, Weissglass. <b>Activities:</b> Participate/observe Odyssey activities. Equity moment exercise (writing and sharing), preparation for interviews	Designing equitable and engaging learning environments
Friday August 8	HTHMA	<b>Bring to class:</b> Inquiry journal. Reading brief on selection from Pre-Odyssey folder. <b>Discussion:</b> Barth, Pre-Odyssey readings. <b>Activities:</b> Interviews. Field notes. The problem of entry. Conversations with GSE alumni.	Entry into a setting Conducting the interview Emerging questions

Monday August 11	HTHMA	<b>Bring to class:</b> Inquiry journal, interview notes. <b>Discussion:</b> open, re course readings and activities. <b>Activities:</b> Dialogic interviews, unpacking text, draft personal learning plan, prep for POL. Heads-up for residents: co-construct Venn diagram of passions, interests, and school needs.	Review, planning and preparation
Tuesday August 12	HTHMA	<b>Bring:</b> Final course product draft <b>Activity:</b> Presentations of learning.	POLs Final product critiques
Thursday August 28	HTH International UN Theatre	<b>Bring:</b> Inquiry journal. Final draft of course product, including observations, reflections, critical analysis, and personal learning plan <b>Discussion/Activities:</b> Share and critique final course products. Course evaluation.	Course “findings” Student-led comments Course evaluation

### CREDIT HOURS

This is a three-credit course. Each credit represents 45 hours of learning, for 135 total hours. There will be 59 hours of face-to-face instruction, six hours of out-of-class instructional time (via online forums and advising for the personal learning plan) and 70 hours of out of class work (e.g. readings, assignments, final product, digital portfolio).

### EXPECTATIONS & ASSESSMENT

*“If something is worth doing, it is worth doing well.” ~ Proverb*

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. The final product meets both the assignment parameters and the standards set by the class. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.