



George Mason University
College of Education & Human Development/Graduate School of Education
Secondary Education Program

**EDCI 597 (Sections A01/A02), “Youths’ and Teachers’ Perspectives on Exceptional Teaching”
(3 credits)**

Key Information

Instructor: Kristien Zenkov, PhD, Professor

Office hours: By appointment, via phone, or via Skype or Google Hangout

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College of Education and Human Development, Fairfax, VA 22030

Class Meetings

Tuesday/Thursday (May 17, 19, 24, 26, 31; Jun 2), 7:00 – 10:00 pm, Robinson A 106

Wednesday (May 18, 25; Jun 1), 8:00 am – 3:00 pm, School Sites TBD

Tuesday/Thursday (Jun 7, 9), Asynchronous Online

Please note that our class will meet face-to-face on the Fairfax campus for six sessions, in area schools for three all-day sessions, via asynchronous online sessions for two final sessions.

Attendance at the school sessions is mandatory, given that each is equivalent to three campus class sessions. We are happy to clarify and lend assistance on assignments, but please contact us within a reasonable timeframe. We look forward to collaborating with each of you as you work toward your goals.

Course Description

EDCI 597, “Youths’ and Teachers’ Perspectives on Exceptional Teaching” is designed to support the development of reflective, professional, collaborative, and research-based secondary school practitioners across subject areas. In order to respond to the growing diversity of youth and their cultures and literacy capacities, this course calls on pre-service and in-service teachers to interact with young people and teachers in a range of school settings, exploring their points of view on teaching using a range of methods and visual and technology-oriented media, including the visually-oriented interview procedures developed by the “[Through Students’ Eyes](#)” project. Students will both learn about exploring youths’ and teachers’ perspectives on school as a research/instructional method and as means to understand and respond to these points of view via their teaching practices.

CEHD Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership,

innovation, research-based practice, and social justice. Students are expected to adhere to these principles. This course supports these values by providing students with learning experiences that necessitate collaboration; providing students opportunities to reflect on their teaching and leadership roles in classroom and school contexts; calling on students to develop and participate in innovative research-based practice; and requiring students to reflect on their pedagogies in light of social justice issues. These Core Values are aligned with course outcomes as described below. See <http://cehd.gmu.edu/values/> for more information.

Course Outcomes/Objectives

This course is designed to support pre-service and in-service secondary school teachers as they:

- articulate their own perspectives on school and exceptional teaching in their subject areas and also explore young people's and teachers' points of view (INNOVATION, RESEARCH-BASED PRACTICE);
- produce illustrated reports of their findings, using images and writings to share their own points of view on school, the perspectives of the children and youth and teachers with whom they work, and the means through which they will bridge these three sets of perspectives (COLLABORATION, INNOVATION, RESEARCH-BASED PRACTICE, SOCIAL JUSTICE); and
- develop a portfolio of effective subject-specific teaching strategies for engaging children and youth (COLLABORATION, ETHICAL LEADERSHIP, INNOVATION, RESEARCH-BASED PRACTICE).

Course Delivery

The course will be delivered through a face-to-face approach. During class meetings there will be large group, small group, and individual activities, with a focus on one-to-one and small group interactions between students in this course and youth and teachers in area schools. In general, we will engage in three activities during our time together:

1. Small and large group discussions of assigned readings led by the instructors and course participants
2. One-to-one and small group interactions with children/youth and teachers in area schools
3. Presentations of subject-specific "best practices" discovered via interactions with and interviews of area children/youth and teachers

GMU/CEHD Policies and Resources for Students

George Mason University and the College of Education and Human Development expect that all students abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times [See http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf].
- Core Values Commitment: The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See <http://cehd.gmu.edu/values/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://ready.gmu.edu/masonalert/>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://cert.gmu.edu/>.

Important Information for Licensure Completion

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e., Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their

records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application

- Traditional: September 15
- On-the Job: November 1

Fall internship application

- Traditional: February 15
- On-the Job: May 1

Instructor Introductions

The best teachers know themselves as readers, writers, speakers, listeners, presenters, and creators. We will ask you also to know yourselves as photographers, artists, designers, community constituents, and researchers. Teachers must be resilient individuals who are willing to take risks to let a broad range of literacies matter to themselves, their students, and the larger community. We will expect you to be your best, brightest, most thoughtful, and most creative selves in this course. We intend that this class will be one you remember, and that you'll care passionately about the work we do here. We will have uncompromising standards for your behavior, participation, and openness, and we will work diligently to ensure that you meet these standards.

As the instructors for this course, we bring the perspectives of teachers, teacher educators, and scholars with considerable experience working with diverse adolescents and professionals. We approach all educational experiences with the goal of helping students to learn to be active, creative, "real world" members of a just society. We are also deeply committed to respecting teachers as professionals with considerable knowledge about how to prepare the next generation of educators. We believe it is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. We offer an explicit critique of schooling: as classroom teachers with a combined more than twenty-five years of experience, as scholars, and as advocates for youth and public schools, playing critical roles are our rights and responsibilities. We hope you will take on this same role.

Course Readings

*Note: Cushman texts are required and must be purchased;
additional readings will be provided by the instructor(s)*

- Cushman, K. (2005). *Fires in the bathroom: Advice for teachers from high school students*. The New Press.
- Cushman, K. (2009). *Fires in the middle school bathroom: Advice for teachers from middle schoolers*. The New Press.
- *Ladson-Billing, G. (1995). Toward a theory of culturally responsive pedagogy. *American Educational Research Journal*, 32, 465-491.
- *Maira, S. & Soep, E. (Eds.) (2010). Introduction. In *Youthscapes: The popular, the national, the global*. University of Pennsylvania Press. Xvi-xxv.
- *Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97.
- *Wilson, B. & Corbett, D. (2007). Students' perspectives on good teaching: Implications for adult reform behavior. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary school* (pp. 283-311). Dordrecht, The Netherlands: Springer.

*Zenkov, K. & Harmon, J. (2014). Through students' eyes: Using "photovoice" to help youth make sense of school. In K. Adams (Ed.) *Expressive writing: Classroom and community*. Lanham, MD: Rowman & Littlefield.

*Zenkov, K., Pellegrino, A.M., Sell, C., Ewaida, M., Bell, A., Fell, M., Biernesser., S., & McManis, M. (2014). Picturing kids and "kids" as researchers: English language learners, preservice teachers and effective writing instruction. *The New Educator* 10(4), 306-330. doi: 10.1080/1547688X.2014.965107

Note: Additional required readings may be assigned during the course of our class and provided electronically.

Course Materials

Students will need to have access to a digital camera (on a smartphone is fine), a laptop computer, and a flashdrive each day that we are in the schools. You will use these with youth to take pictures and to document their thinking as well as with teachers to keep track of the ideas they share in interviews.

Course Expectations and Projects

All written work must be typed, double-spaced, in 12 pt font, with 1-inch margins, and must be submitted electronically. All projects are due by midnight (Eastern time) on the day of the given course session; projects late due to unsatisfactory tardies or absences will be accepted at the instructors' discretion. You will also be assessed on your writing proficiency (grammar, spelling, coherence, etc.) in addition to the requirements of each assignment. Incompletes will only be an option for students who have consistently attended and participated in class and have completed and turned in all required work except the final projects.

Class Attendance/Participation (20 points)

By virtue of agreeing to work together in this course we instantly form a new community. Our goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Our class time will provide opportunities for (1) participation in activities, (2) presentations and demonstrations of effective teaching strategies, and (3) discussions and reflection on course readings, class activities, and assignments. You are expected to complete assignments for each class day, and contribute as both a listener and speaker in large and small group activities and discussions.

Attendance in this class is *critical*. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants. Absences and tardies will impact your grade. Two tardies or early departures are equal to one absence, and attendance at the school sessions is mandatory, given that each is equivalent to three campus class sessions. Missing 30% or more of class sessions will result in automatic failure of the course. Please note that this policy makes no distinction between "excused" or "unexcused" absences or tardies. If you must be late to or miss a class, you must contact the instructor ahead of time.

Learning Activity #1: A Letter on Your Perspectives on Exceptional Teaching (5 points)

In a multimedia letter to someone who you believe needs to hear/read/see your answers, respond to each of the following questions, illustrating each with at least one example of a teaching practice:

- 1) What do you believe makes an exceptional teacher?
- 2) What do you believe teachers do to support and impede students' willingness to attend, be successful in, and stay in school?

- 3) What do you believe is evidence that a teacher is successful at her/his job?
- 4) What do you believe students think is the evidence that a teacher is successful at her/his job?
- 5) What do you believe the public thinks is the evidence that a teacher is successful at her/his job?

Take risks, be creative, and embrace the freedom that this project provides. We will begin this project in class on Tuesday, May 17th.

Due in class on Thursday, May 19th

Learning Activity #2: Youths' Perspectives on Exceptional Teaching Parts I, II, III (25 points)

Using photovoice methods, explore three youths' perspectives on the following questions, illustrating each of these with at least one example of a teaching practice:

- 1) What does each young person believe makes an exceptional teacher?
- 2) What does each young person believe teachers do to support and impede her/his and her/his peers' willingness to attend, be successful in, and stay in school?
- 3) What does each young person believe is the evidence that a teacher is successful at her/his job?

You should first interview the young people with whom you are working to gather their initial answers to these questions. Then you will take these young people on "photo walks" to assist them in taking pictures—ideally metaphorical, representational, poetic images, rather than just literal ones—to illustrate their answers to these questions. Take risks, be creative, and embrace the freedom that this project provides. Also complete two additional tasks as we are visiting these three schools:

- 1) before you arrive at the school, find, read, and bring some evidence from the school or division of how this school/division views exemplary teaching;
- 2) after you complete each day's school visit, identify one community member—outside of the school—whose perspective on exceptional teaching we should consider, then engage with this individual, and document their point of view on teaching and the evidence of exceptional teaching to which they look.

Due in class on Thursday, May 19th, May 26th, and June 2nd

Learning Activity #3: Teachers' Perspectives on Exceptional Teaching Parts I, II, III (25 points)

Using interview and observation methods, explore the perspectives of teachers (ideally in your subject area) on the following questions, illustrating each with at least one example of a teaching practice:

- 1) What do teachers believe makes an exceptional teacher?
- 2) What do teachers believe they and their colleagues do to support and impede students' willingness to attend, be successful in, and stay in school?
- 3) What do teachers believe is evidence that a teacher is successful at her/his job?
- 4) What do teachers believe students think is the evidence that a teacher is successful at her/his job?
- 5) What do teachers believe the public thinks is the evidence that a teacher is successful at her/his job?

Each of your interviews and observations should result in a 2-4 page summary of each teacher's perspectives on these questions. Take risks, be creative, and embrace the freedom that this project provides. Additionally, before you arrive at the school, find, read, and bring some evidence from the school or division about how this school/division views exemplary teaching.

Due in class on Tuesday, May 24th, Tuesday, May 31st, and Thursday, June 2nd

Learning Activity #4: Presentation and Portfolio of Exceptional Teaching (15 points)

Draft a portfolio and a presentation that illustrate the collective answers you have encountered regarding the following question, illustrating each with at least one example of a teaching practice:

- 1) What do you now believe makes an exceptional teacher?
- 2) What do you now believe are the primary things you can do as a teacher to help students to attend, be successful in, and stay in school?
- 3) What do you now believe is the evidence that an exceptional teacher is successful at her/his job?
- 4) What do you now believe is the evidence that an exceptional teacher is successful at her/his job, from students' perspectives?
- 5) What do you now believe is the evidence that an exceptional teacher is successful at her/his job, from the public's perspective?

Take risks, be creative, and embrace the freedom that this project provides. Illustrate each of your responses to these questions with one image—ideally metaphorical, representational, poetic pictures, rather than just literal ones. Be sure that your project provides insights that are useful to both pre-service and in-service teachers. On our final class day you will present a highlight of this draft project—one image and one slide.

*Two slides (one image and one related response) due in class on Thursday, June 2nd
Final portfolio due electronically on Thursday, June 9th*

Learning Activity #5: Letters to Students (5 points)

You will compose, individually or in groups, letters to each of the young people with whom you work over the course of our class, sharing with them what you learned from them and how it will affect you as a teacher.

Due in class on Thursday, May 19th, May 26th, and June 2nd

Learning Activity #6: Flashdrive (5 points)

Submit a flashdrive with all of your projects for this class, plus all of the photographs and writings from the youth with whom you worked across the course. Organize these in folders according to the project, school sites, young person's name, etc.

Due to Dr. Pellegrino's or Dr. Zenkov's office on Thursday, June 9th

Course Assessment: Assignment (Points)

Class Attendance/Participation = 20 points

Learning Activity #1/Your Perspective = 5 points

Learning Activity #2/Youths' Perspectives = 25 points

Learning Activity #3/Teachers' Perspectives = 25 points

Learning Activity #4/Presentation and Portfolio = 15 points

Learning Activity #5/Letters to Students = 5 points

Learning Activity #6/Flashdrive = 5 points

Total = 100 points

Grading Criteria and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts.

Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.

- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70%

Resources and Selected Bibliography

Journals

English Journal

Journal of Adolescent and Adult Literacy

Language Arts

The Reading Teacher

Rethinking Schools

Middle Level Learning

Visual Studies

Web Resources

George Mason University Library: <http://library.gmu.edu/>

What Kids Can Do: www.whatkidscando.org

International Reading Association (IRA): www.reading.org

Literacy Research Association: <https://www.literacyresearchassociation.org>

Association of Literacy Educators and Researchers: www.aleronline.org

TED website: <http://www.ted.com/talks>

Tripod student feedback: <http://tripoded.com/>

Quaglia Institute for Student Aspirations: <http://www.qisa.org/>

Youth Speaks *Brave new voices*: <http://youthspeaks.org/bravenewvoices/>

Relevant Articles, Book Chapters, and Books

Brozo, W. & Simpson, M. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence*. Columbus, OH: Pearson Publishing.

Cook-Sather, A. (2009). *Learning from the student's perspective: A methods sourcebook for effective teaching*. Boulder, CO: Paradigm Publishers.

Ewald, W. (2011). *Literacy and justice through photography: A classroom guide*. New York: Teachers College Press.

- Pellegrino, A.M., Zenkov, K. (2013). Pay Attention and Take Some Notes: Middle School Youth, Multimodal Instruction and Notions of Citizenship. *The Journal of Social Studies Research*, 37, 128-151, DOI: 10.1016/j.jssr.2013.04.007.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). Picture this: Seeing diverse city students' ideas about schools' purposes, impediments, and supports. *Multicultural Perspectives*.
- Zenkov, K. (2007). Through city students' eyes: Urban students' beliefs about school's purposes, supports, and impediments. *Visual Studies*, 22(2), 138-154.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2007). "If they'll listen to us about life, we'll listen to them about school": Seeing city students' ideas about quality teachers. *Educational Action Research* 15(3), 403-415.
- Zenkov, K., & Harmon, J. (2007). *Seeing English in the city: Using photography to understand students' literacy relationships*. *English Journal*, 96(6), 24-30.

Site Visit General Structure

We will visit three schools during the course of our class. The bulk of your time will be spent working with individual students on photovoice explorations of youths' perspectives on exceptional teaching. At the end of this time young people will make a presentation of one slide and one accompanying writing to highlight their points of view on exceptional teaching. Between approximately 12 pm and 2 pm you will meet with and interview teachers to gather their perspectives on exceptional teaching. We will wrap up each day by 3 pm with a discussion of our collected insights. You will also need to interact with one community member of our choice to consider and document her/his perspective on exceptional teaching (see Learning Activity #2 above).

General Agenda

Please note that school arrival times vary but it is imperative that you are present on time—here's a general schedule for school visits:

- 8:00: Arrive at each school
- 8:45-9:00: Students arrive and we conduct warm-up activity and introduce the project
- 9:45: We work one-on-one with students—interviewing them and then conducting photo walks to answer project questions for youth
- 11:00: We take a break, students go to lunch, and we put together PowerPoint presentation with one picture and one accompany writing slide for each student
- 11:45: Students return, we conduct another photo walk if time allows, and we make accompanied presentation
- 12:30: We interview teachers in small groups and/or in a panel presentation
- 1:30: We debrief days' activities, conversations, lessons
- 2:30-3:00: Good of the order and departure

Important: Mason students must bring their laptops, smart phone/digital camera, a flashdrive, and means to transfer images to your computer and then to a shared computer

Schedule of Readings, Assignments, and Topics/Activities

Note: This schedule and its contents are subject to change, as we attempt to construct the most responsive, worthwhile experience possible.

Details	Readings Due	Assignments Due	Topics/Activities
Tues, May 17 th 7:00-10:00 pm Campus	<ul style="list-style-type: none"> Zenkov & Harmon chapter 	<ul style="list-style-type: none"> None! 	<ul style="list-style-type: none"> Introductions and in class reading Modeling photo elicitation method and in-school activities with youth/teachers Begin Learning Activity #1 in class
Weds, May 18 th 8:00 am – 3:00 pm TC Williams HS	<ul style="list-style-type: none"> Find, read and bring evidence from the school/division of how this school/division views exemplary teaching 	<ul style="list-style-type: none"> None! 	<ul style="list-style-type: none"> Work with youth Interview/Observe teachers
Thurs, May 19 th 7:00-10:00 pm Campus	<ul style="list-style-type: none"> Wilson & Corbett chapter Zenkov et al <i>New Educator</i> article 	<ul style="list-style-type: none"> Learning Activity #1 Learning Activities #2, Part I Learning Activity #5: Letter #1 	<ul style="list-style-type: none"> Work session—bring data from TC Williams Elementary site visit
Tues, May 24 th 7:00-10:00 pm Campus	<ul style="list-style-type: none"> <i>Fires/Middle</i> (first half) <i>Youthscapes Introduction</i> by Maira & Soep 	<ul style="list-style-type: none"> Learning Activity #3, Part I 	<ul style="list-style-type: none"> Discussion of readings and initial findings about “exceptional” teaching
Weds, May 25 th 8:00 am – 3:00 pm Metz Middle School	<ul style="list-style-type: none"> Find, read and bring evidence from the school/division of how this school/division views exemplary teaching 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Work with youth Interview/Observe teachers
Thurs, May 26 th 7:00-10:00 pm Campus	<ul style="list-style-type: none"> <i>Fires/Middle</i> (second half) <i>Culturally Relevant Pedagogy</i> by G. Ladson Billings 	<ul style="list-style-type: none"> Learning Activities #2, Part II Learning Activity #5: Letter #2 	<ul style="list-style-type: none"> Work session—bring data from Metz Middle School site visit
Tues, May 31 st 7:00-10:00 pm Campus	<ul style="list-style-type: none"> <i>Fires/High School</i> (first half) <i>Culturally Sustaining Pedagogy</i> by Django Paris 	<ul style="list-style-type: none"> Learning Activity #3, Part II 	<ul style="list-style-type: none"> Discussion of readings and initial findings about “exceptional” teaching
Weds, Jun 1 st 8:00 am – 3:00 pm Osborn Park HS	<ul style="list-style-type: none"> Find, read and bring evidence from the school/division of how this school/division views exemplary teaching 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Work with youth Interview/Observe teachers
Thurs, Jun 2 nd 7:00-10:00 pm Campus	<ul style="list-style-type: none"> <i>Fires/High School</i> (second half) 	<ul style="list-style-type: none"> Learning Activities #2/#3, Part III Learning Activity #5: Letter #3 	<ul style="list-style-type: none"> Learning Activity #4: Presentations <i>Learning Activity #4 and Learning Activity #6 due Monday, June 9th</i>
Tues, Jun 7 th Asynchronous online	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> None! 	<ul style="list-style-type: none"> TBD
Tues, Jun 7 th Asynchronous online	<ul style="list-style-type: none"> None! 	<ul style="list-style-type: none"> Learning Activities #4 and #6 due 	<ul style="list-style-type: none"> TBD