

## Masters of Teaching Program

### Syllabus: Fundamentals of Teaching

Instructor	Location & Times	Contact/Office Hours
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*I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created.*  
- bell hooks

*If the misery of the poor be caused not by the laws of nature, but by our institutions, great is our sin.*  
- Charles Darwin, *Voyage of the Beagle*, 1839

*Can I jump over two or three guys like I used to? No. Am I as fast as I used to be? No, but I still have the fundamentals and smarts. That's what enables me to still be a dominant player. As a kid growing up, I never skipped steps. I always worked on fundamentals because I know athleticism is fleeting.*  
- Kobe Bryant

#### 1.0 COURSE DESCRIPTION & RATIONALE

The Fundamentals of Teaching course within the Master of Teaching program provides a context for and reinforcement of studies undertaken in other parts of the program and in their practice teaching. The course provides opportunities for candidates to synthesize their learning so they develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community. The course provides a context for discussion, reflection, and synthesis of the practicum experiences. As with all courses at OISE, a fundamental theme is that of educating for social justice.

Course methods include class discussion, demonstrations, small group activities and the use of information technology. "Pepper" is an online tool that will be used to post tasks, share readings, store class presentations and facilitate course communications. Assignments will require candidates to prepare practical applications and to link theory and practice. Like all other components of the program, the aim is to model, pursue and enact the intimate interrelationships between thinking and doing, reflection and action, theory and practice – each being an essential step in the dance that is teaching.

## 2.0 COURSE EXPECTATIONS

### 2.1 Professional Expectations

Teacher Candidates must follow the guidelines for professional conduct expressed in the *OISE Standards of Professional Practice, Behaviour and Ethical Performance* found at:

[http://www.oise.utoronto.ca/mt/Practice\\_Teaching/Policies\\_Procedures.html](http://www.oise.utoronto.ca/mt/Practice_Teaching/Policies_Procedures.html)

These *OISE Standards* cohere and incorporate the Ontario College of Teachers *Foundations of Professional Standards*.

### 2.2 Course Expectations

The MT Program is guided by the following seven core principles: 1) Teaching Excellence; 2) Equity, Diversity and Social Justice; 3) Research Informed and Infused Practice; 4) Cohort-Based Learning Communities; 5) School/Field/University Partnerships; 6) Faculty Collaboration; and 7) Coherence.

These program principles are suffused through the following course expectations. By the end of the course, teacher candidates shall be able to:

- i) Describe the basic structure and functioning of secondary schools in Ontario;
- ii) Demonstrate understanding of principles of instructional design & assessment practices
- iii) Demonstrate the effectiveness and personal relevance of different approaches to classroom management;
- iv) Demonstrate a familiarity with key documents and policies of the Ministry of Education, Ontario College of Teachers and teachers' Federations;
- v) Develop a commitment to continuous reflection on their own practice as a teacher and their contributions to the professional community; and
- vi) Know how to access, assess and use relevant research to improve their classroom practice.

### 2.3 Course Outline

Below are the broad themes/topics. Week-by-week readings, tasks & topics are found in the "Scope & Sequence" document (*provided separately from the syllabus*).

- a) **Logistics of Field Experience opportunities:** orientation to MT program, field placements (both practica & field experience days)
- b) **Professional Identity/ies:** developing an understanding of how one's own emerging personal and professional identities inform relationships with students, parents and colleagues
- c) **Principles of Instructional Design:** overview and inquiry into different principles, approaches and research about instructional design, including key elements of planning with assessment in mind
- d) **Positive Learning Environments:** embracing diversity, classroom management (general & specific approaches)

### 3.0 COURSE EVALUATION

#### Assignments, Due Dates, Weightings

The goal of evaluation is to assess and evaluate the demonstrated evidence of students' achievement of the course expectations. The following assignments are sequenced to maximize this aim, with ongoing peer, self and instructor assessment and feedback as a means to support learning. Specific details and evaluation criteria will be provided in class when each assignment is introduced.

Assignments	Timelines for Completion	Assessment Type	Weight
<b>1. Professional &amp; Collegial Behaviours</b> - Evidence demonstrated throughout on-going course activities, including on-line & in-class contributions, exit tickets, etc.	Ongoing – including mid & end point self assessment	Self & Instructor	20%
<b>2. Peer Seminars</b> <ul style="list-style-type: none"> <li>• Seminar Leadership (includes prep of 1-page handout)</li> <li>• Post Seminar Summary</li> </ul>	Ongoing – completed prior to Practicum #1	Self, Peer & Instructor	15%
<b>3. Inquiry into Practice</b> Inquiry and analysis of two examples of teaching practice. Submissions will include the following elements: <ol style="list-style-type: none"> <li>i) Practicum artifact (eg. Lesson, unit plan, etc).</li> <li>ii) Description of alignment with OCT Standards of Practice (approx. 100 words)</li> <li>iii) Description of context for this artifact (approx. 500 words)</li> <li>iv) Analytical discussion of connections between theory, research, and practice (approx. 1500 words)</li> <li>v) Statement of implications for professional practice &amp; future learning (approx. 500 words)</li> </ol>	<b>Draft: One artifact &amp; Elements 1-5 posted on Pepper January, 10<sup>th</sup></b> (work posted past this date may not receive benefit of peer feedback)  <b>Final Submission Elements 1-5 DUE: April 2<sup>nd</sup></b>	Self & Peer          Instructor	40%
<b>4. Service Learning Project</b> This assignment is cross-linked with CTL7074 Issues in Law, Policy & Ethics. Requires a min. of 20 hr of voluntary time – and ongoing blog entries (approx. 2000 - 2500 words)	<b>Dependent on timing of volunteer activity</b> – final report due at end of course (April).	Self, Peer & Instructor	25%

## 4.0 LISTING OF READINGS, RESOURCES, AND MATERIALS

**4.1 Common Course Readings** – There are no books or readers required for purchase for this course. Hyperlinks and U of T Library Simplelinks provided in the “Scope and Sequence”. Access to specific readings will be posted on **PEPPER**.

**4.2 Photocopied Materials** - There are a variety of handouts distributed during the course.

**4.3 Policy Documents** - the Ministry continues to update and revise key documents related to education in the province of Ontario. Some Ministry documents can be ordered by students from Service Ontario (777 Bay Street, 416-326-5300 or [serviceontario.ca](http://serviceontario.ca)) or acquired electronically at the Ministry of Education website: <http://www.edu.gov.on.ca/eng/>. The following is a list of documents you may find useful:

<i>Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy</i> (2009)	<i>Education for All.</i> (2005)
<i>Aboriginal Education Strategy</i> (2010)	<i>Special Education: A Guide for Educators</i> (2001)
<i>Aboriginal Perspectives: A Guide to the Teacher's Toolkit</i> (2009)	<i>Individual Education Plans.</i> (2004)
<i>Ontario Schools: Kindergarten to Grade 12. Policy and Program Requirements</i> (2011)	<i>Finding Common Ground: Character Development in Ontario Schools K-12</i> (2008)
<i>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.</i> (2010)	<i>New Teacher's Induction Program</i> (2010)
<i>Reporting Student Learning</i> (2010)	<i>Stepping Stones: A Resource on youth Development</i> (2012)
<i>Learning for All</i> (2011)	<i>Acting Today, Shaping Tomorrow</i> (2009)
<i>Ontario Student Record</i> (2000)	<i>Ready Set Green</i> (2007)
	<i>Environmental Education Scope and Sequence of Expectations</i> (2011)

**4.3 Ontario College of Teachers** - The Foundations of Professional Practice (2010) contains both the Standards of Practice and the Ethical Standards for the Teaching Profession. This document is available at the following URL [http://www.oct.ca/publications/PDF/foundation\\_e.pdf](http://www.oct.ca/publications/PDF/foundation_e.pdf)

## 5.0 SUSTAINABILITY

OISE is committed to supporting the Ministry of Education's policy on Environmental Education, and creating a culture of sustainability in teaching and learning through paper and waste reduction, energy conservation, and other initiatives.

As one example of the commitment to sustainability, this course has consciously chosen not produce a hard-copy reader; but rather, provide an on-line list of course readings that can be located on **PEPPER** (please see section 4.1 above). We also encourage teacher candidates to consider sustainability in terms of the food and beverages brought to class (i.e. healthy snacks, no packaging, reusable containers, etc).

## 6.0 PROCEDURES & POLICIES

### 6.1 Final Grade Determination

Assignments are graded in accordance with the evaluation criteria set out by the University – please refer to Grading & Transcripts: University Assessment & Grading Practices Policy

<http://www.sgs.utoronto.ca/facultyandstaff/Pages/Policies-and-Guidelines.aspx>

**Excerpt:** 1.2.2. Graduate Studies uses a truncated refined letter grade scale (as follows)

A+, A, A- , B+, B, B- , FZ (replacing C,D, and F);

Please note that it is a good idea to keep a backup copy of all work until at least the end of September 2018.

The following chart provides benchmarks for assignment of grades and percentages.

	%	Benchmarks
A+	90 - 100%	Ready for academic publication /peer reviewed journal / Ted Talk quality / highly sophisticated & outstanding
A	85 - 89%	Excellent work, meets all criteria for success
A-	80 - 84%	Strong work, meets most criteria for success, with some areas needing improvement
B+	77 - 79%	Good work, meets most criteria for success, with some areas needing improvement
B	73 - 76%	Work meets some success criteria, and/or requires improvement
B-	70 - 72%	Work does not meet multiple success criteria, and/or includes other major issues such as style, appropriateness, focus, etc,
FZ**	0 - 69%	

### 6.2 Academic Integrity

It is important to familiarize yourself with the University of Toronto’s policies and procedures on academic matters. The Code of Behaviour on Academic Matters pertains to all students and faculty at the University of Toronto. This document states that it is an offence for a student knowingly “to represent as one’s own any idea or expression of an idea or work of another in academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism”. It also defines a number of other offences, which the University expects all students to know about and avoid.

Please review the complete document online: [www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

The University of Toronto also has a website dedicated to Academic Integrity and associated UofT resources, [www.utoronto.ca/academicintegrity](http://www.utoronto.ca/academicintegrity) that includes: 1) Definitions of Academic Offenses at <http://www.utoronto.ca/academicintegrity/academicoffenses.html>, 2) “How Not to Plagiarize” at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>, and 3) “Standard Documentation Formats” <http://www.writing.utoronto.ca/advice/using-sources/documentation>

### 6.3 Professional & Collegial Behaviour Expectations

The methods and assignments in this class assume active participation on your part. There is an impressive pool of experience and expertise on which we can draw to create a classroom learning community. To support this community, you must attend class, and be prepared to: complete the

required readings; contribute to discussions and in-class activities; take part in group activities and presentations (as presenters and as engaged audience members); reflect on your experiences and share your reflections; and remain open so as to actively consider viewpoints and insights that may differ from your own.

You are in the process of learning to be a teacher - a member of a respected profession. As such on graduation and when you have obtained a position, you will be expected to be a contributory member of a staff of professionals who share the goal of creating a learning community focused on furthering student success. As a Teacher Candidate you are learning about assuming this role. This is mirrored in the expectations of the course. The expectations that parallel this commitment will be used to determine the successful completion of this component of your assessment:

- uses appropriate non-verbal communication (e.g., eye contact, facial expressions, body language),
- demonstrates effective listening skills (e.g., is paying attention in class, listening to peers),
- is punctual (e.g., arrives on time for class and activities),
- interacts respectfully with peers, faculty and staff (e.g., talking, emailing, writing),
- accepts and uses constructive feedback in a positive manner, meets required deadlines (e.g., submits assignments on time),
- attends all classes in order to actively engage in class activities (e.g., independent, small and large group),
- as an associate member of OTF, complies with the Regulation made under the Teaching Profession Act with respect to making adverse comments about peers, faculty and staff,
- is proactive in supporting a positive classroom environment and, as a result, has developed a full repertoire of professional attributes, demonstrating a respectful and courteous disposition all of the time.

#### **6.4 Absences**

If you're not feeling well, stay home. This will help to keep your classmates at OISE to stay healthy and it will help speed your recovery. If you are not ill, we expect to see you in class. This course involves a large amount of student participation, so the class is weaker for everyone when you are not present.

In the case of unavoidable lates or absences, teacher candidates should notify, *in advance*, the instructor (and colleagues who might be affected) by phone or email. When key expectations are missed during such absences, candidates may be asked to make them up in mutually agreeable ways. You will be expected to review any files posted online (e.g., articles, PowerPoint presentations) and contact a classmate to acquire notes and confirm task timelines.

#### **6.5 Respect for Diversity**

We believe diverse perspectives enrich the conversation and enliven the research process. In that spirit, we intend to conduct this course in a manner that clearly respects the diversity of students and their perspectives. Through course content, activities, and various materials, we will provide examples that respect and value a wide variety of perspectives. We welcome and appreciate any feedback and/or suggestions you might have to increase the value of diversity in this course.

Over the course of the semester, you may have religious holidays or observances that conflict with the class schedule. We support your celebration of religious holidays and observance of religious events. To the extent possible, we will give you a reasonable amount of time to make up any academic assignment missed due to participating in a religious observance. Please inform me within the first week of the semester of any intended absences for religious observances.

### 6.6 Timely Submission of Assignments

Assignments are expected for submission on their posted due dates. Because every effort is made to mark and return assignments promptly, only in very unusual circumstances will late assignments be accepted. In such cases, the instructor *must* be notified *in advance* of the submission date. In the case of a missed class presentation, candidates will lose marks allotted to the presentation.

### 6.7 Coursework Extension

A coursework extension may be appropriate if academic (e.g., unexpected problems of research in a course) or non-academic (e.g., illness) reasons make it impossible for you to complete course requirements on time.

You may apply for an extension by submitting the [course extension form](#) to your graduate unit prior to the deadline for completion of course work.

If you have been granted a course extension, the graduate unit will assign the temporary non-grade report SDF (Standing Deferred) until your final grade report is received. During an approved coursework extension, you will continue to pay tuition fees according to your program status (i.e., full-time or part-time, domestic, or international).

If you are unable to complete the required coursework during the extension period, you may apply to your graduate unit for a continuation of the extension. Second coursework extensions must also be considered by SGS. Second coursework extension requests must be made before the expiry date of the first extension period.

<https://www.sgs.utoronto.ca/calendar/Pages/Registration-and-Enrolment.aspx>

### 6.8 Access and Accommodation

Students with diverse learning styles and needs are welcome in this course. The University of Toronto recommends that students immediately register with Accessibility Services <http://www.studentlife.utoronto.ca/as/new-registration>. In particular, if you have a disability or health consideration that may require accommodation, please approach the instructor and/or the Accessibility Services Office as soon as possible. This course works with the assumption that access is always an issue and needs to be negotiated by all those involved in the course. This negotiation includes considering the consequences of our many conceptions of 'disability', as these relate to the classroom at the level of individual rights and needs, and as they relate to scholarly inquiry and research.

For more information on services and resources available to instructors and students and/or if you have a learning need that requires an accommodation, please register with Accessibility Services at <http://www.studentlife.utoronto.ca/as/new-registration> and directly with Jeananne Robertson, Student Success Specialist at [jt.robertson@utoronto.ca](mailto:jt.robertson@utoronto.ca) (OISE Rm. 8-226).

OISE has accessible washrooms on the ground floor and fifth floor, containing barrier-free access via automated door (with touch to open, lock & unlock), gender-neutral signage, space for adequate maneuvering of a variety of mobility devices, automated fixtures at a universalized level, and assistance required signage. Another accessibility washroom located within the main floor of the OISE library, is accessible during library hours.

### 6.9 Academic Support

OISE Student Success Centre (OSSC) offers a range of services, including one on one writing, math and French language support. For more see:

[http://www.oise.utoronto.ca/ss/OISE\\_Student\\_Success\\_Centre\\_%28OSSC%29/index.html](http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_%28OSSC%29/index.html) - overview

### 6.10 Freedom of Information and Protection of Privacy

As of June 10, 2006 all Ontario universities have been covered by the Freedom of Information and Protection of Privacy Act (FIPPA). This Act supports access to University records and protection of privacy,

including the protection of personal information about individuals that is held by the University and the provision of **access** for individuals to their personal information. Teacher Candidates will be contacted by using only their utoronto email address.

### **6.11 Copyright**

University of Toronto faculty, staff and students are both creators and users of material subject to the protections of the Copyright Act. Accordingly, all have both rights and obligations that arise from copyright law as it has been interpreted and applied by the courts.

For guidance on whether or not fair dealing applies to the material you would like to use in your scholarly work, please consult the University of Toronto's Copyright Fair Dealing Guidelines:

<http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/26.pdf>

You are encouraged to contact your Liaison Librarian (<http://oise.library.utoronto.ca/aboutus-staff-directory>) or UTL's Scholarly Communications and Copyright Office ([copyright@library.utoronto.ca](mailto:copyright@library.utoronto.ca)) for assistance with any copyright questions or issues.

### **6.12 Continuity Planning in Case of Disruption**

In the event of an interruption of classes or a closure of the OISE site or a closure of the larger university, please refer to the documents posted on our course **PEPPER** site for information about all course assignments, evaluation rubrics and/or marking schemes, and any additional instructions that may be relevant in the event of an interruption of classes.