

Introduction to Teaching TLL 1000 SEC 1060
Spring 2024

Instructor	Dr. Bart Rocco, Executive Director Tri-State Area School Study Council, Assistant Professor, Teaching Leading and Learning (TLL), School of Education.
Office	WP 5153
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Office Hours	Tu Th 10:30–11:30 (In Person) or by appointment
Class Time	Tu Th, 1–2:15 PM
Classroom	WP 5601

Course Description

Introduction to Teaching explores contemporary perspectives of education. It provides a basic introduction to instructional planning, curriculum, and classroom management. Additionally, the class provides opportunities for practice of proven teaching strategies designed to meet individual student needs.

Course Objectives

1. Research current trends in education.
2. Identify ways in which teachers can engage students in learning.
3. Understand the dynamics of school systems.
4. Examine the importance of family engagement in school systems.
5. Critically examine what role technology will play in the delivery of instruction.
6. Examine how curriculum development and delivery of instruction occurs.
7. Analyze various strategies for evaluating learning.
8. Create opportunities for students to apply skills learned in the course.
9. Examine the political dynamics impacting school systems.
10. Understand what schools may look like in the future.

Readings and Course Materials

There is one required book for the course, available at the Pitt Bookstore or wherever fine books are sold.

- Greg Behr and Ryan Rydzewski, *When You Wonder, You're Learning* (Hachette Books, 2021). ISBN: 0306874741.

All other readings and course materials will be provided via the Canvas Platform.

Evaluation

<i>Items for Evaluation</i>	<i>Points</i>	<i>Due</i>
Participation/Attendance	50	NA
Writing Assignment #1: On Education	15	1/16
History of Education Group Activity	10	1/25
Writing Assignment #2: On Creativity	15	2/20
Writing Assignment #3: On Assessment	15	3/21
Writing Assignment #4: On Artificial Intelligence	15	4/11
Teacher Interview Assignment	20	4/16
Final Exam (In Person)	20	4/24
Total Points	160	

Attendance and Participation Guidelines

1. You are expected to attend all class meetings and arrive in a punctual manner. (See #7 below)
2. Readings and media for each class are listed on Canvas. You are to review all these materials prior to the session for which each is assigned. For example, on January 11, you will be assigned to read Chapter 1 of the Behr/Rydzewski text. You will read this text prior to arriving in the classroom that day.
3. Discussions and group work are an integral aspect of the course and absences will result in missed learning opportunities.
4. Zooming into class is NOT a substitute for attending class in person as currently required by the university. Unless you have a doctor's note for the day's absence or are under quarantine (which the program director will make the faculty aware of) any absence will be counted against your grade. If you are having a medical condition, please see me.
5. Laptops: You are required to bring a laptop to each class. If you do not have a laptop, you will need to sign out a laptop each week from the School of Education's technology department. Laptops will be used for class-related work ONLY. Please plan to arrive at the technology office at least 15 minutes before class begins so that you will have time to check out a laptop and still arrive to class on time.
6. Mobile Phones: During class, please mute mobile phones and store them out of site unless needed for an activity. It has been repeatedly demonstrated that the *mere presence* of these devices can reduce available cognitive capacity.
7. The teacher education faculty at the University of Pittsburgh view our courses as communities of practice. This means that we gather for collective critical inquiry and reflection that is focused on building shared knowledge over time. To be an active member of our community of practice, it is important to attend face to face courses prepared to engage with the course instructor, course colleagues, and course materials. While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs. In these cases, you are afforded up to one absence per course hour. This means since this course meets two times per week for an hour and fifteen minutes each session, you are permitted two absences. Attendance will be taken at the start of each class and will be factored into final grade. Students are responsible for all content covered in missed sessions. There are several graded in class activities if these sessions are missed student will not earn points unless they arrange for alternate assignments.

Grade Scale

A 100% to 93%
A- < 93% to 90%
B+ < 90% to 87%
B < 87% to 83%
B- < 83% to 80%
C < 80% to 70%
D < 70% to 60%
F < 60% to 0%

Course Schedule

Date	Session Title
1/9	Introduction to Course
1/11	Who Are You?
1/16	History of Schooling/School Structure
1/18	<i>No Formal Class -- Time to Work on Team Projects</i>
1/23	School System Dynamics
1/25	Presentations on History of Education
1/30	Walking Through the World
2/1	Bloom's Taxonomy and Classroom Dynamics
2/6 and 2/8	Education and Creativity
2/13 and 2/15	<i>No Class –Tours of Falk School</i>
2/20	Family Engagement and Learning
2/22	Family Engagement and Connection
2/27	Building Relationships
2/29	Relationships and Belonging
3/5	Social and Emotional Learning/Belonging
3/7	Are We Really Measuring What Matters?
3/12-15	<i>Spring Recess</i>
3/19	Measuring Student Progress
3/21	Graduate/Learning Profiles
3/26	Do Grades Matter?
3/28	Class Reflection
4/2 and 4/4	Artificial Intelligence and Schooling
4/9	World of Work
4/11	Teacher Presentation
4/16 and 4/18	Class Presentations on Teacher Experiences
4/24	FINAL EXAM, Wednesday, April 24 On Line

University-Provided Academic Policies

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. To learn more about Academic Integrity, visit the Academic Integrity Guide for an overview of the topic. hands-on practice, complete the Understanding and Avoiding Plagiarism tutorial.

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services(DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Health and Safety Statement

In the midst of this pandemic, it is extremely important that you abide by public health regulations and University of Pittsburgh health standards and guidelines. These rules have been developed to protect the health and safety of all community members. For the most up-to-date information and guidance, please visit coronavirus.pitt.edu and check your Pitt email for updates before each class.

Accessibility

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

Diversity and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see: <http://diversity.pitt.edu/affirmative-action/policies-procedures-and-practices>. Everyone in the class please help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed online: <https://www.diversity.pitt.edu/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Remote Instruction Statement

Please stay engaged in the course by communicating and interacting with me and your classmates. We will all be as flexible and adaptive as possible.

Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Gender Inclusive Language Statement (from Pitt GSWS)

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Content Warning and Class Climate Statement (from Pitt GSWS)

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom. I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

Statement on Scholarly Discourse

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own.

TLL Student Grievance Procedures

The rights and responsibilities of faculty and students are described in the University's Academic Integrity Guidelines at:

<http://www.education.pitt.edu/portals/0/current%20students/Policies%20and%20Forms/graduate%20policies/academic%20integrity%20guidelines.pdf>

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of TLL (currently Dr. Tinukwa Boulder).
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Andrea Zito).
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (currently Dr. Andrea Zito).

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Take Care of Yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt.

An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later –this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night:

- University Counseling Center (UCC): 412 648-7930
- University Counseling Center Mental Health Crisis Response: 412-648-7930
- x1Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)
- If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121 Off-campus: 911.