



Creating Rich, Experiential Learning Environments, Part 1

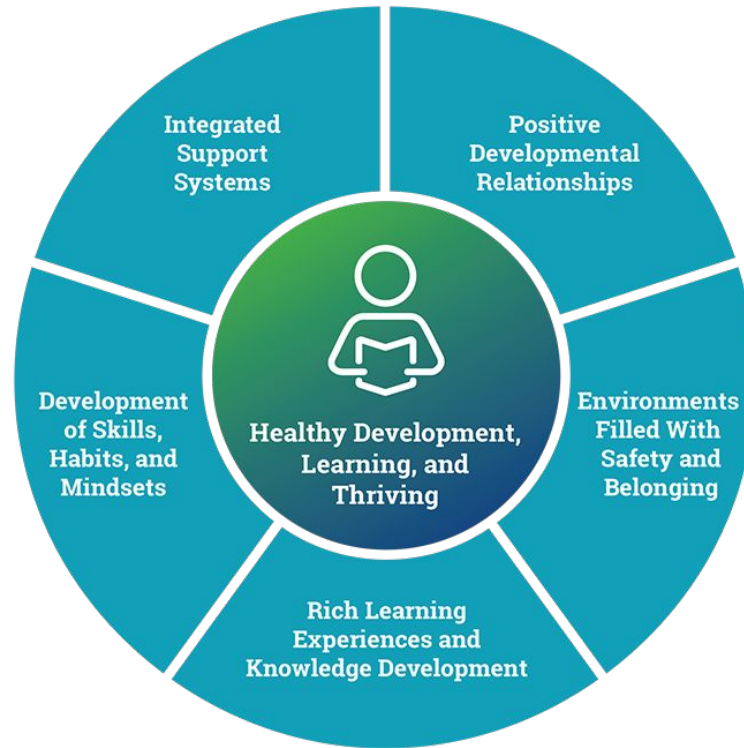
Learning Cafe

March 1, 2023

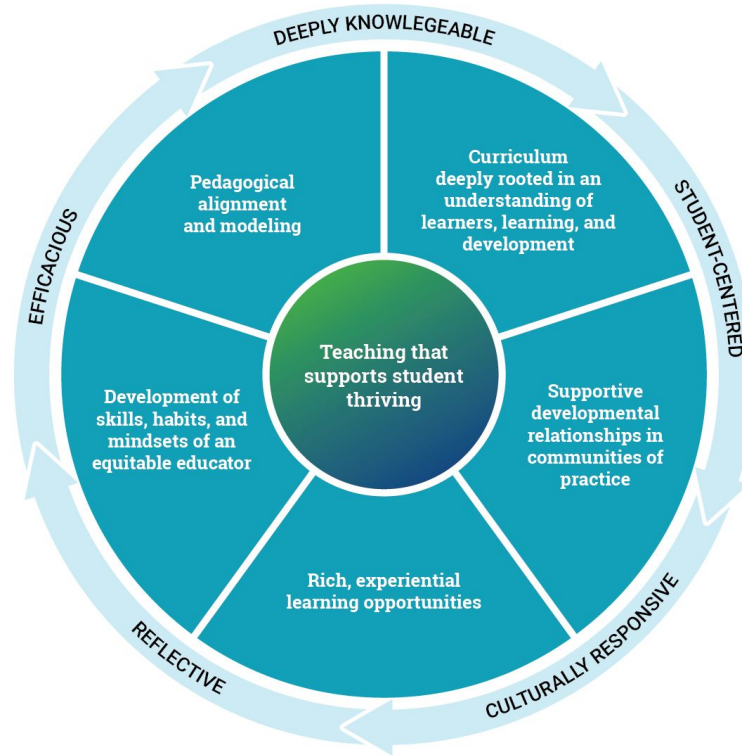
Agenda

1. **Framing:** SoLD principle: “Rich, experiential learning opportunities”
2. **Breakout Discussion 1:** Assets and opportunities in your program
3. **Case Discussion:** San Diego Teacher Residency @ HTHGSE
4. **Breakout Discussion 2:** Responding to the case
5. **Whole-Group Discussion & Reflection**

Whole School SoLD Design Principles



Teacher Preparation SoLD Design Principles



Rich, Experiential Learning Opportunities

- Includes authentic and performance-based assessments
- Models a full range of learning experiences, including practice, feedback, skill development, growth in understanding, and expansion of capacity for adaptive expertise
- Uses pedagogical activities that promote inquiry and cycles of reflection
- Purposeful analysis of teaching, learning, and reasoning through complex practice situations

Facilitators

Dr. Carol Battle, Multiple Subjects Program Manager,
San Diego Teacher Residency, High Tech High

Dr. Sarah Fine, Director, San Diego Teacher Residency,
High Tech High

Breakout Discussion Round 1

What is an example of the ways in which your preparation program already includes “experiential learning opportunities” for teacher candidates?

1. **Experience as text:** In what ways do candidates have opportunities to treat their experiences (both within and beyond their clinical placements) as a “text” to analyze, critique, unpack, and bring into conversation with theory?
2. **Symmetry:** In what ways does your program deliberately cultivate the same set of values and experiences for teacher candidates as you help them learn to cultivate in their K-12 classrooms?
3. **Breaking down boundaries:** In what ways does your program include learning opportunities beyond the walls of the university & school partner?

Where does your program have opportunities to grow in these areas?

Case Context:



San Diego Teacher Residency

EDUCATE FOR JUSTICE
AND DEEPER LEARNING

San Diego Teacher Residency @ HTHGSE: Program Overview

- Residents complete an 11-month clinical placement & are fully embedded 4 days per week in a K-12 classroom. *This structure is purposefully experiential.*
- HTHGSE classes meet Tuesday nights & all day Fridays. Roughly half are “common trunk” courses taken as a whole cohort.
- All courses are connected to the program’s two pillars: **justice and deeper learning**. Friday mornings are a yearlong sequence of justice-related courses.
- All courses take a “learning by doing” approach, with residents *experiencing everything as learners first, as foundation for learning to teach and facilitate.*



Experiential Learning Opportunities in Action: Critical Pedagogy @ HTHGSE

Overarching Course Goal: Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms, in particular the framework known as critical pedagogy and the associated field of ethnic studies.

Overarching Essential Question: How can we excavate and expand our own sociopolitical consciousness? How can we design and facilitate learning experiences that support our students in doing the same?

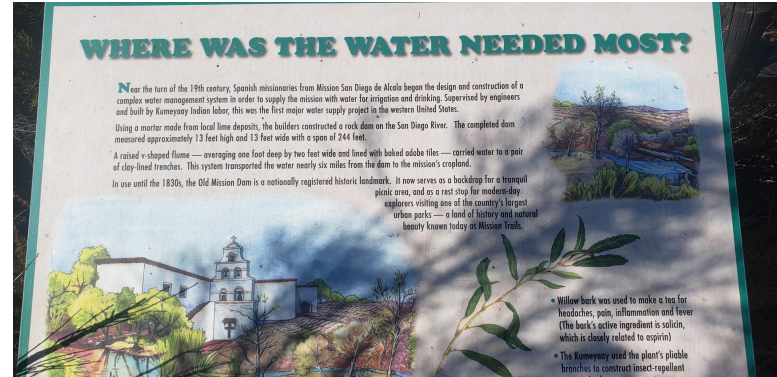
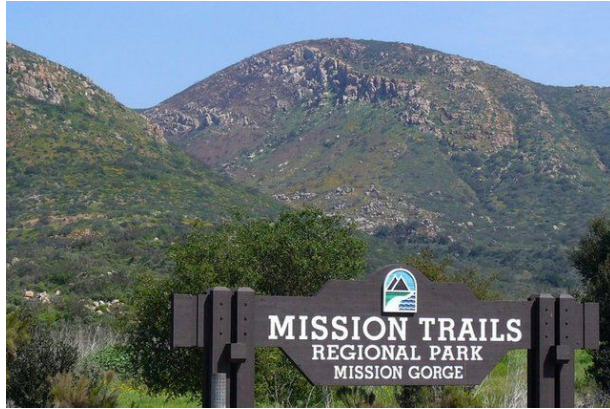
Content focus: Colonized spaces & indigenous liberation, in the U.S. and also in Israel/Palestine.



Experiential Learning Opportunities in Action: Critical Pedagogy @ HTHGSE

<p>Session 1: April 28th ~ <i>Exploring our Relationship to Colonized Spaces</i></p>	<p>Course meets from 9am-12:15pm at Mission Trails Regional Park. Bring:</p> <ul style="list-style-type: none">★ Water★ Snacks★ Sunscreen★ Writing utensil★ Notebook or clipboard
<p>Session 2: May 5th ~ <i>Project Design Sprint: Decolonization</i></p>	<p>Due for session 2:</p> <ul style="list-style-type: none">❑ Lawrence & Dua (2005), “Decolonizing Antiracism.” <i>Social Justice</i>, 2005; 32, 4.❑ Do some inquiry into the “fierce wondering” your group identified at the end of the Mission Trails trip. Come to class ready to share what you learned!

Experiential Learning Opportunities in Action: Critical Pedagogy @ HTHGSE



Experiential Learning Opportunities in Action: Critical Pedagogy @ HTHGSE



<p>Project Seed</p> <p>Students will explore San Diego Borders from past, present, and future geographically through a critical lens of colonization, gentrification, and their own positionality. The launch and exhibition will take place at mission trails where students will walk and begin to understand the movement of native populations. They will understand that native folks lived there not too long ago and were pushed further east against their will thus changing borders. Some still live east but continue to be pushed out of San Diego, pushing the borders even further and drawing both a physical and cultural line.</p>	
<p>Products</p> <p>What will students create/produce?</p> <ul style="list-style-type: none"> - visual timeline including geography of the change of borders (class created) - identity map (individual student) including their connection to borders and how borders have or have not impacted their life 	<p>Essential Questions</p> <p>What meaningful question(s) will students explore?</p> <ul style="list-style-type: none"> - How has San Diego and its people/settlers changed over time? - What is my identity and history? - How is who I am shaped by who lived in San Diego before me? - How will I use what I have learned to be a changemaker in the future?
<p>Learning Goals: CONTENT</p> <p>Diversity 10 DL.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.</p> <p>Justice 15 JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</p> <p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Learning Goals: SKILLS</p> <ul style="list-style-type: none"> - Students will be able to read and create geographical maps of San Diego from the past, present, future. - Students will be able to reflect on their own identity and how they might contribute to a more equitable San Diego community.
<p>Literacy Connections</p> <p>What will students read, research, or write?</p> <ul style="list-style-type: none"> - Students will research geographical articles from the past and present → compare and contrast - Students will research their own identities through empathy interviews with family members <ul style="list-style-type: none"> - CA Statehood Article - US Mexico Border History - Overview of Mexican Border - In Lath'ech Poem 	<p>Real World Connections & Collaboration</p> <p>What types of field work, field trips, professionals, or community partnerships might enhance this project? Who can you collaborate with at your school? Outside of your school?</p> <ul style="list-style-type: none"> - Mission Trails - Second grade teacher @ HTeNC (Kumeyaay) - Chicano Park - Wall Art - Friendship Park Mexico Border - Border Field State Park
<p>Exhibition</p> <p>Where will the work live? Where can students exhibit? Who is the audience?</p> <ul style="list-style-type: none"> - Exhibition will take place at Mission trails in the outdoor theater area - Audience: community members, families, and staff of school. - The visual timeline will be displayed and 	<p>Critical Lens</p> <p>How does this project invite students to critically explore questions of positionality and power in the classroom and/or the world?</p> <ul style="list-style-type: none"> - Students will engage in content that is close to their community and where they live - They will participate in multiple "noticings" &

[Gabi's Digital Portfolio](#)

[Gabi's Design Sprint
Project Plan
\(spring 2022\)](#)

Experiential Learning Opportunities in Action: Critical Pedagogy @ HTHGSE



Clay has its say!

Essential Question

1. How can art forms help perpetuate identity / culture?

Driving Questions

1. -How have influences of a culture shaped ceramics?
2. -What does art say about culture?
3. -How has ceramics brought visibility and recognition to indigenous populations?
4. - How can my identity and culture be shown through pottery and ceramics?
5. - How can we permanently honor those who lived on this land before us?



Mission Trails Observation Sheet

The Sites Near The Water:

Talk about how it feels to look at Kumeyaay spaces like the rocks near the water. What do you notice? What do you wonder?

Breakout Discussion Round 2

- What new thinking does this case spark for you?
- What are some possible next steps for you and your colleagues as you seek to expand opportunities for rich, experiential learning within your program?

Next EdPrepLab Events

Learning Cafés

March 3, 2023

Creating Rich, Experiential Learning Environments, Part 2

April 26 and 28

Development of Skills, Habits, and Mindsets

Thank you!
For more information visit:
[Edpreplab.org](https://edpreplab.org)