

## Education 301:Curriculum & Pedagogy Seminar Course Syllabus

Fall 2009  
Class Time: Wed. 7:00-10:00 p.m.  
Bryn Mawr College  
Email: [hcurl@brynmawr.edu](mailto:hcurl@brynmawr.edu),  
[hcurl@dolphin.upenn.edu](mailto:hcurl@dolphin.upenn.edu)

Heather Curl  
Classroom: Taylor E  
Office Hrs: by appointment  
Phone: 503-320-5883

***“Learning to teach — like teaching itself — is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become.”***  
**- Britzman, Practice Makes Practice, 1991, p. 8**

Like all of the courses offered through the Bryn Mawr/Haverford Education Program, the Curriculum and Pedagogy Seminar is intended to support the “process of becoming” to which Britzman refers. Through readings and reflections, through discussions among yourselves, with experienced teachers, with high school students, and with me, and through documenting your ongoing thinking and developing plans for practice, you will both clarify and complicate the assumptions, beliefs, hopes, fears, and goals you bring to your preparation to teach.

This course will be taught in collaboration with the following experienced teachers (Subject Area Specialists or SASs):

Nora Christman ([christn@lmsd.org](mailto:christn@lmsd.org))  
Gene Campher ([Ecamp@aol.com](mailto:Ecamp@aol.com))  
Jean McWilliams ([mcwillj@lmsd.org](mailto:mcwillj@lmsd.org))  
Anita Spiegal ([spie.laut@verizon.net](mailto:spie.laut@verizon.net))

Because this is the only methods course offered by the Education Program, it requires a great deal of focused work. Class meetings will consist primarily of mini-lessons taught by each of you, small and whole class discussions, group activities, meetings with your Subject Area Specialists and peers, and writing and response times.

The class is limited to 15. Priority is given to students in the following order: seniors seeking state certification, seniors completing the minor in educational studies who plan to teach high school after graduation, graduates of Bryn Mawr and Haverford returning to complete certification requirements, seniors (and, in special cases, juniors) interested in pursuing teaching as a career.

The following pages include a detailed outline of topics, readings, and requirements for the course. These have been carefully planned out, but they are subject to revision — as we assess our progress, as the semester unfolds, and in response to your suggestions. The four main segments of the course are:

- I. Reflecting on Your Education
- II. Exploring Students’ Perspectives/Needs
- III. Analyzing and Constructing Models of Curriculum and Standards
- IV. Developing Pedagogical Approaches and Forms of Assessment & Evaluation

Students who think they may need accommodations in this course because of the impact of a learning difference are encouraged to meet with me privately early in the semester. Students who attend Bryn Mawr

should also contact Stephanie Bell, Coordinator of Access Services, at 610-526-7351 in Canwyll House, as soon as possible, to verify their eligibility for reasonable accommodations. Early contact will help to avoid unnecessary inconvenience and delays.

### **READINGS:**

There is a good deal of reading assigned for this course, both required and recommended. I suggest that you read as much as is possible for you, and if you cannot get through everything, remember that you have these references as resources and can come back to them later. Readings are due on the day they are listed.

#### **Required Texts** (available at the Bryn Mawr Bookstore)

- Kellough (2009). *Your First Year of Teaching*. 5<sup>th</sup> edition. Boston: Pearson.
- Oakes & Lipton. (2007). *Teaching to Change the World*. 3<sup>rd</sup> edition. McGraw-Hill.
- Tomlinson & McTighe (2006). *Integrating Differentiated Instruction and Understanding by Design*. ASCD.
- *SAT Bronx*. (2008). Available to download at [http://www.nextgenerationpress.org/titles/SAT\\_Bronx.html](http://www.nextgenerationpress.org/titles/SAT_Bronx.html)
- Bulkpack of photocopied readings.

#### **Recommended Reading**

Recommended readings are listed for most class meetings. These books and articles will be on reserve in Canaday Library at Bryn Mawr College. In addition, each of your Subject Area Specialists will provide resources for you within your specific subject area (be sure to ask if there is something specific you are looking for!). I also recommend the following in general:

#### **Books That Focus on Students' Experiences and Perspectives:**

- Rudduck, J., & McIntyre, D. (2007). *Improving Learning through Consulting Pupils*. London: Routledge.
- Thiessen, D., & Cook-Sather, A. (2007). *International Handbook of Student Experience in Elementary and Secondary Schools*. Dordrecht, The Netherlands: Springer Publishers.
- Beaudoin, N. (2005). *Stepping Outside Your Comfort Zone: Lessons for School Leaders*. "Giving Students a Voice" (pp. 77-106).
- Arnot et al. (2004). *Consultation in the Classroom: Developing Dialogue about Teaching and Learning*.
- Flutter, J., & Rudduck, J. (2004). *Consulting Pupils: What's In It for Schools?*
- Cruddas, L., & Haddock, L. (2003). *Girls' Voices: Supporting Girls' Learning and Emotional Development*.
- Cushman et al. (2003). *Fires in the Bathroom*
- Rubin, B. & Silva, E. (2003). *Critical Voices in School Reform: Students Living through Change*.
- Easton, L. B. (2002). *The Other Side of Curriculum: Lessons from Learners*.
- Nagle, J. P. (2001). *Voices from the Margins. The Stories of Vocational High School Students*.
- Shultz, J. & Cook-Sather, A. (2001). *In Our Own Words: Students' Perspectives on School*.
- Wilson, B. L., & Corbett, H. D. (2001). *Listening to Urban Kids: School Reform and the Teachers They Want*.
- Faber & Mazlish (1980/99). *How to Talk So Kids Will Listen and Listen So Kids Will Talk*.
- Weis, L. & Fine, M. (1993). *Beyond Silenced Voices*

#### **Books That Focus on Curriculum & Pedagogy**

- Wiggins, G. & McTighe, J. (2005). *Understanding by Design*.
- Ryan, K., & Cooper, J. (2004). *Those Who Can, Teach*.
- Schultz, K. (2003). *Listening: A Framework for Teaching Across Differences*.
- Price & Nelson (2003). *Daily Planning for Today's Classrooms*.
- Gregory & Chapman. (2002). *Differentiated Instructional Strategies: One Size Doesn't Fit All*.
- Levine (2002). *A Mind at a Time*.

Daniels, H., Zemelman, S., & Bizar, M. (2001). *Rethinking High School: Best Practice in Teaching, Learning, and Leadership*.

Perrone (2000). *Lessons for New Teachers*.

Davis, Sumara, & Luce-Kapler. (2000). *Engaging Minds: Learning and Teaching in a Complex World*.

Bransford, et al., (1999). *How People Learn: Brain, Mind, Experience, and School*.

Gardner, H. (1999). *The Disciplined Mind*.

MacDonald, R. (1999). *A Handbook of Basic Skills and Strategies for Beginning Teachers*.

Arends. (1998). *Learning To Teach*.

Ellsworth, E. (1997). *Teaching Positions: Differences, Pedagogy, and the Power of Address*.

Marzano et al. (1997). *Dimensions of Learning*.

Saphier, J., & Gower, R. (2007). *The Skillful Teacher*

Good, T. L., & Brophy, J. E. (1997). *Looking in Classrooms*.

Henson. (1996). *Methods and Strategies for Teaching in Secondary and Middle Schools*.

Kidsvatter et al. (1996). *Dynamics of Effective Teaching*.

hooks. (1994). *Teaching to Transgress: Education as the Practice of Freedom*.

Britzman. (1991). *Practice Makes Practice*.

Duckworth. (1988). *The Having of Wonderful Ideas*.

### **Books That Focus On Ethics, Diversity, and Social Justice**

Cornbleth, C. (2008). *Diversity and the New Teacher: Learning from Experience in Urban Schools*. New York: Teachers College Press.

Teel, K., & Obidah, J. (eds.). (2008). *Building racial and cultural competence in the classroom: Strategies from urban educators*. New York: Teachers College Press.

Sadker & Silber (eds.) (2007). *Gender in the Classroom: Foundations, Skills, Method, and Strategies Across the Curriculum*.

Ayers, W. (2004). *Teaching Toward Freedom: Moral Commitment and Ethical Action in the Classroom*.

Delpit & Dowdy (Eds.). (2002). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*.

Darling-Hammond, French, & Garcia-Lopez (2002). *Learning to Teach for Social Justice*.

Howard, G. R. (2006). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*.

Noddings (2002). *Educating Moral People: A Caring Alternative to Character Education*.

Landsman, J. (2001). *A White Teacher Talks About Race*.

Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*.

Lee, Menkart, & Okazawa (Eds.) (1998). *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*.

Adams et al. (1997). *Teaching for Diversity and Social Justice: A Sourcebook*.

Tatum, B. (1997). *"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations About Race*.

Christensen & Bigelow (eds.) (1994). *Rethinking Our Classrooms: Teaching for Equity and Justice*.

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass.

Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom*.

In addition to those books required and recommended above, you should spend time in the CRC browsing through the books in your subject area, as well as other books that might be of general pedagogical value to you. There are separate sections in the CRC for subject area methods as well as a section for general pedagogical methods.

Finally, you should join professional organizations in your subject area (the National Council of Teachers of English, the National Council of Teachers of Mathematics, etc.). Ask your Subject Area Specialists for information on how to join.

**Web Resources:** (to be critically assessed; I do not necessarily endorse all of these)

Science:

<http://serendip.brynmawr.edu>

[www.learningscience.org](http://www.learningscience.org)

English:

<http://ateg.org/>

<http://www.ncte.org/>

Spanish:

<http://www.teachspanish.com/>

<http://www.caslt.org/research/musicsp.htm>

<http://www.spanish.bz/teaching-spanish.htm>

<http://spanish.about.com/od/teachingresources/>

Math:

<http://mathforum.org/teachers/>

<http://school.discovery.com/schrockguide/math.html>

[http://www.learn4good.com/kids/high\\_school\\_maths\\_activities\\_books\\_for\\_students\\_teachers.htm](http://www.learn4good.com/kids/high_school_maths_activities_books_for_students_teachers.htm)

<http://mathforum.org/teachers/middle/lessons-collections.html>

Social Studies:

<http://www.hsp.org/default.aspx?id=74>

<http://www.tolerance.org/teach/>

A very interesting culturally-biased test with questions from many cultures by Dove, A, called the "Chitling" Test. From Lewis R. Aiken, Jr. (1971). Psychological and educational testings. Boston: Allyn and Bacon.

<http://wilderdom.com/personality/intelligenceChitlingTestShort.html>

Link for "How to Talk So Kids Can Learn" by Faber and Mazlisch: [http://www.amazon.com/How-Talk-Kids-Can-Learn/dp/0684824728/ref=pd\\_bbs\\_sr\\_1?ie=UTF8&s=books&qid=1221568310&sr=8-1](http://www.amazon.com/How-Talk-Kids-Can-Learn/dp/0684824728/ref=pd_bbs_sr_1?ie=UTF8&s=books&qid=1221568310&sr=8-1)

## **ASSIGNMENTS**

Below is a table listing requirements, due dates, and what percentage of your grade each assignment is worth. Below that is an explanation of each assignment.

<b>Assignment</b>	<b>Due</b>	<b>% of Grade</b>
Exchange with high school students & Dialogue Analysis	weekly; analysis due Dec. 18	25%
Journal	ongoing	ungraded
Observation in Student Teaching Placement	weekly	15%
Dialogue with SAS	weekly	15%
Portfolio	Drafts of sections due: Sept. 4/Sept. 25/ Oct. 23/Dec. 4; Final: Dec. 18	30%
Attendance and Active Participation	weekly	15%

**Grading:** As part of a course on curriculum and pedagogy, we discuss together criteria for work you submit for a grade. Grading criteria are constituted by the combination of your input into what you want to be graded on, my commitments in terms of your learning, and state requirements for certification. All work to be graded must be submitted in hard copy at the time it is due.

**Work submitted late:** Extensions for work are generally granted **if requested in advance of the due date** of the particular assignments. Assignments turned in late without permission will be graded down a single grade (i.e., 3.3 to 3.0) per day that they are late.

***N.B. In order to be recommended for the student teaching phase of the certification process, you must earn a 2.7 or higher in this course.***

## **1. Dialogue Project**

This project is a collaborative effort with Ted Domers, who is a teacher at the Freire Charter School in Philadelphia. It was first funded in 1995 by a grant from the Ford Foundation as a collaborative project with Ondrea Reisinger, who was an English teacher at Springfield High School at that time. We maintained the project for the 1996 year without grant support. Funding from the Arthur Vining Davis Foundations allowed us to maintain the project through 2000. Now Bryn Mawr and Haverford Colleges support the project without outside funding and as an integral part of teacher preparation. It is the only dialogue project of its kind in the United States of which we are aware, and it has earned international recognition.

The purpose of the project is to create a forum within which you can interact and communicate directly with the people you are preparing to teach — high school students — learning from them what works, what does not, and what could work for them in school. You have read (or are reading) a great deal of educational theory, but it is equally important that you have contact with actual students whose lives are affected by everything you read about and who have a different perspective on schooling. You will each maintain a weekly email exchange with a student who attends Freire Charter. It is essential that you maintain this dialogue as real people are involved. When you are teaching, you will have to engage with up to 150 students at a time. This semester, you can focus one and develop your skills with his or her input.

In addition to this weekly email exchange, you will meet with the high school students during the semester: once at the beginning and once at the end. You should also make every attempt to “shadow” a student at Freire; arrange to spend a day going with him or her from class to class. A final component of the project is that the group of students will meet weekly at Freire to discuss the issues we are discussing, and have those conversations audiotaped and transcribed for you to read.

A written analysis of what you learn from the high school students is to be included in your portfolio. The analysis must be at least 10 pages long, but it can be longer and it should be a critical reflection on what you learned from the dialogue — about pedagogy, about the students with whom you exchanged ideas, about yourself, etc. Every analysis will be different (i.e., there are many answers to the question of what you learned). Your analysis should draw on the actual email messages exchanged (so keep all of them), quoting them directly whenever possible, and on course readings if they apply. This paper should be double-spaced, typed, 12 pt. font. It is upon this analysis and weekly postings that your grade will be based. We will decide as a class on grading criteria for this paper. The analysis counts for 25% of your grade for the class.

## 2. Journal

This is a forum in which to write metacognitively for yourself as a learner and future teacher. Reflect on and write about how the readings, your observations, class discussions, and other input connect to your own experience, how they connect to your high school student partner's experience, what discrepancies you see, what similarities, what questions you have, etc. I suggest writing at least once a week (at minimum). These reflections should be completed thoroughly and thoughtfully. They are not meant to be the final word on any of the issues we address; rather, they should be moments of focused analysis which you collect over the semester. Write about everything and save it all! There is no right way to keep a journal, and you will not be graded on the journal, but keeping notes will prove invaluable in your learning, your preparation for teaching, in completing your inquiry project for the Practice Teaching Seminar in the spring, and for your portfolio.

## 3. Observation in School Placements

We design your fall field placement so that you have the opportunity to get to know the school where you will complete your practice teaching and develop a relationship with your cooperating teacher. There are three parts to this component of the class:

- **Weekly attendance**

You should plan to spend two (more if possible) hours per week at the school in which you will be doing your student teaching with the cooperating teacher(s) in whose classroom(s) you will be working. You should spend time in your cooperating teacher's classroom, but also try to visit other classrooms, the cafeteria, the library, or any other places in the school that help you develop a sense of the school as a whole. Spending this time allows you to get to know the context, the teachers, and the students where you will be doing your practice teaching. These visits should begin as soon as possible and continue throughout the semester.

- **Observation Forms**

For each visit, you need to complete an Observation Form (see end of syllabus). You should come to class prepared to discuss the issues and questions that week's observation raised for you. The purpose of your completing these forms is to make sure that you forge direct and explicit connections among what you are observing, what you are reading, and what you are thinking about in terms of your own theory and practice. Reflections on these observations can also be recorded in your journal. Please bring a completed observation form with you each week to class.

- **Lessons**

You should prepare and teach 2-3 lessons during the fall semester. Discuss this requirement with your cooperating teacher. The purpose of this part of your placement is to give you some practice before you begin student teaching in the spring. We will discuss the details of this component of this assignment in class.

Thorough, thoughtful completion of this assignment will contribute 15% to your grade for the class.

## 4. Dialogue with Subject Area Specialist

Becoming a professional means being able to think, talk, and act on multiple levels, and it is important that you develop this integrated approach to teaching while you have time to reflect and revise. In addition to talking regularly with your cooperating teacher about what you are observing,

another professional dialogue you will maintain is with your Subject Area Specialist (SAS). They will act as your pedagogy instructor for your particular subject area. You will learn from and talk with your SAS during the class meetings s/he attends (see specific dates in the syllabus that indicate when SASs will join us). Each SAS will have prepared a lesson for these meetings, however you will also prepare for them as well by creating a one-page outline of the key points you identified in the readings that you would want to share with your SAS and others in your subject area. Please send this to your SAS prior to the class meeting, allowing the SAS to know before the meeting starts what you have been thinking about in relation to the readings and your specific subject area. (Be sure to include the source, in case your SAS wants to look up the text to which you refer, and bring enough copies for everyone in your small group.).

Your SAS will be responsible for recommending your grade for this portion of the assignment.

Thorough, thoughtful completion this assignment will contribute 15% to your grade for the class.

#### 4. Portfolio

Your portfolio should be the most comprehensive collection to date of your thoughts and plans for teaching. (See *Certification Requirements* in the *Student Teaching Handbook* to remind yourself of the larger portfolio requirement.) This assignment requires you to draw on all aspects of your preparation to teach and to construct a critical narrative grounded in educational theory, professional dialogues, and your own experiences and perspectives. **Your portfolio drafts should clearly locate you in dialogue with others — published theorists, high school students, your SAS, etc. — who have thought about what it takes to be a teacher (i.e., artifacts and reflections should include direct reference to/quotations from these various sources, properly cited).** In other words, the portfolio should be **a thoughtful, well-supported, analytical narrative that identifies your own key experiences, commitments, and plans for practice and discusses them in the context of assigned and other readings and in conversation with the voices of your dialogue partners.** In place of a traditional form of evaluation in which the teacher asks questions to which you must simply supply answers, the portfolio gives you the opportunity to construct a more individual representation of how you engage with the course materials, reflect on your experiences, and make a case for your preparation based on both.

The portfolio should include the following components, which we will more clearly define together as a group throughout the semester, as drafts of the different sections are due. Again, all of these should draw on and document your engagement with course readings, your dialogue with your high school student partners, your dialogue with your SAS, your interaction with your cooperating teacher, and any other relevant sources.

##### Section I: Your Own Education and Teacher Preparation

These two sections document your preparation up until this point: They should show how your pre-college educational experiences, college coursework, and other relevant experiences both within the subject area in which you are seeking certification and in education have prepared you to teach. As indicated in the bullets below, you need to draw across experiences, and you need to specify how each prepared you to teach.

- Your Subject Area Preparation
  - Introduction that outlines contents and illuminates rationale for their inclusion and their order (written last, after you have written all other entries for the section)
  - Relevant pre-college educational experiences
  - Overview/list/representation of courses you have completed for your major or the area in which you are seeking certification and how they have, as a group and a sequence of experiences, prepared you to teach your subject matter

- Particular examples of readings, assignments, and/or experiences from individual courses you have completed for your major or the area in which you are seeking certification and how they have prepared you to teach your subject matter
- Other relevant experiences and coursework outside of your subject area that have prepared you to teach your subject matter and how they have prepared you to teach your subject matter
- Your Teacher Preparation
  - Introduction that outlines contents and illuminates rationale for their inclusion and their order (written last, after you have written all other entries for the section)
  - Relevant pre-college educational experiences
  - Overview/list/representation of professional preparation courses (Critical Issues in Education, Educational Psychology, education electives) you have completed and how they have, as a group and a sequence of experiences, prepared you to teach
  - Particular examples of readings, assignments, and/or experiences from individual professional preparation courses and how they have prepared you to teach
  - Other relevant educational experiences and coursework

### **Section II: Focus on Learners**

- Introduction that outlines contents and illuminates rationale for their inclusion and their order (written last, after you have written all other entries for the section)
- Conceptual/theoretical/philosophical discussion of the importance of consulting, listening to, and responding to students
- Examples from your own experience as a learner and/or teacher of focusing on and listening to students
- Sample strategies for consulting and listening to students and analyses of when and why they might be appropriate and effective
- Excerpts from your dialogue with your high school student partner and analysis of what you are learning from it

### **Section III: Focus on Curriculum**

- Introduction that outlines contents and illuminates rationale for their inclusion and their order (written last, after you have written all other entries for the section)
- Your own statement of what students need to know and be able to do in your subject area
- Discussion of relevant standards in your subject area and how you will work with them
- Analysis of different curricular models and approaches you have explored
- Rationale and preliminary set of plans for the curriculum you will teach next semester
- Overview of at least one of the units you will teach in the spring and how it is informed by the arguments you make in bullets 2-5 above

### **Section IV: Focus on Pedagogy**

- Introduction that outlines contents and illuminates rationale for their inclusion and their order (written last, after you have written all other entries for the section)
- Critical discussion of the classroom environment
- Critical discussion of various classroom management strategies and why you will use particular approaches and not others
- Metaphor for yourself as a teacher or other representation of your pedagogical plans
- A collection of lesson plans developed and/or developing that reflect (and explicitly identify) your curricular and pedagogical commitments as articulated in this portfolio
- Evidence of plans for differentiated instruction

- Examples of assessment and evaluation approaches you plan to use

The portfolio counts for 30% of your grade for the class.

**IMPORTANT REMINDER: A revised version of your portfolio (again see *Certification Requirements for details*) will be reviewed in early January by a member of the Teacher Education Committee, a faculty member in your major department, who represents the subject area in which you are seeking certification. Successful completion of the portfolio is a prerequisite for admission to student teaching.**

### **5. Attendance and Participation**

Because this is your only methods course, it is imperative that you attend all class meetings, complete all assignments to the best of your ability and on time, and participate fully in class discussions and activities.

You will also take responsibility for teaching segments of one or more class sessions, either alone or with others in the class. This opportunity is intended to give you a chance to practice teaching a manageable amount to a familiar group in preparation for more extensive teaching in the spring.

15% of your grade is based on all these forms of active participation.

### **6. Participation in Career Development Workshops/Setting up Credentials File**

Because of the demands of student teaching during the spring semester—which is when most teaching positions in public schools are announced—it is important that certification candidates do as much preparatory work as possible before student teaching. We recommend that during the fall semester, seniors:

- Attend CDO-sponsored workshops (e.g., on preparing a résumé, interviewing, etc.);
- Meet with a CDO career counselor to discuss job placement strategies and career goals;
- Set up a credentials file at the CDO office on their home campus, which will ultimately contain the letters of recommendation that CDO will send to prospective employers at the student's request; and
- Pay attention to CDO newsletters and senior supplements.

## CLASS MEETINGS AND ASSIGNMENTS

### SECTION I: FOCUS ON YOUR OWN EDUCATION AND TEACHER PREPARATION

#### Sept 2: Starting with Your Own Experience and Analyzing Your Preparation

Introductions and In-Class Writing Activity  
Discussion of syllabus  
Workshop on Part I of portfolio

**DUE FRIDAY, SEPTEMBER 4<sup>th</sup>, by 5:00 pm.**

Draft of Part I of portfolio (email to [hcurl@dolphin.upenn.edu](mailto:hcurl@dolphin.upenn.edu) as a word attachment).

### SECTION II: FOCUS ON LEARNERS

#### September 9: Focus on Learners in Social and Cultural Context

##### Required Reading:

- Oakes, J. & Lipton, M. (2007). *Teaching to Change the World*. Chapter 1: The American Schooling Dilemma: Diversity, Inequality, and Democratic Values and Chapter 2: History and Culture: Wrestling with the Traditions of American Education.
- Howard, G. (2006). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. Chapters 1 and 2.
- Moyenda, S. (2008). "Advice from the 'Black Racist.'" In *Building Racial and Cultural Competence in the Classroom*. New York: Teachers College Press.
- Moyenda, S. (2001). "Sekani: The Love Letter." In *Taking It Personally: Racism in the Classroom from Kindergarten to College*. Philadelphia: Temple University Press.
- John-Hall, A. (5/4/2009). "Does a teacher's race affect success of minority students?" *Philadelphia Inquirer*.

##### Preparation:

- Come prepared to discuss:
  - What is review for you in these chapters?
  - What is new or what do you understand from a new angle?
  - How do these readings frame students as people and learners?
  - How do these readings frame you as a teacher in relation to students?
- Bring completed observation forms to discuss.

#### September 16: Focus on Learners in Social and Cultural Context

7-8:15 pm Subject Area Specialists Visit

##### Required Reading:

- *SAT Bronx* [http://www.nextgenerationpress.org/titles/SAT\\_Bronx.html](http://www.nextgenerationpress.org/titles/SAT_Bronx.html)
- Cook-Sather, A. (2009). *Learning from the student's perspective*. Boulder: Paradigm Publishers. Intro, chapters 1 – 6.
- Sternberg, R. (2007). Who Are the Bright Children? The Cultural Context of Being and Acting Intelligent. *Educational Researcher* 36, 3, 148-155.

## Preparation

- **Revision of Part I of portfolio (bring your draft copy to give with your revision)**
- Come prepared to discuss:
  - Student voice: What is it? Why is it relevant?
  - How do these readings frame students as people and learners?
  - How do these readings frame you as a teacher in relation to students?
- Bring completed observation forms to discuss.

## Recommended Reading:

- Kohl, H. (2002). Topsy-Turvies: Teacher Talk and Student Talk. In Delpit & Dowdy, (Eds.). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*.
- Schultz, K. (2003). Chapter 5: Listening for Silence and Acts of Silencing. In *Listening: A Framework for Teaching Across Differences*. (pp. 109-141).
- Armstrong, D., Henson, K., & Savage, T. (2005). Part 2: Learners and Their Needs. In *Teaching Today: An Introduction to Education*. (pp. 85-168).
- Perrone, V. (2000). Chapter 5: A Place for Passion. In *Lessons for New Teachers*.
- Cook-Sather, A. (2006). Sound, Presence, and Power: Exploring ‘Student Voice’ in Educational Research and Reform. *Curriculum Inquiry* 36, 4 (Winter), 359-390.

## September 23: Focus on Learners in Classroom and School Context

### Discussion and Portfolio Workshop

## Required Reading:

- Rudduck & McIntyre. (2007). *Improving Learning through Consulting Pupils*. Chapters 3 and 4.
- What Kids Can Do. (2003). “First Ask, Then Listen.”
- MacBeath et al. (2003). *Consulting Pupils: A Toolkit for Teachers*.
- Read selections from
  - Thiessen, D., & Cook-Sather, A. (2007). *International Handbook of Student Experience in Elementary and Secondary School*.
  - Shultz, J., & Cook-Sather, A. (2001). *In Our Own Words: Students’ Perspectives on School*.
  - Cushman et al. (2003). *Fires in the Bathroom*.

## Preparation:

- Be prepared to discuss:
  - What strikes you about what students have to say about being consulted
  - What consultation strategies appeal to you and why
- Bring drafts of portfolio entries to workshop.
- Bring completed observation forms to discuss.

## Recommended Reading:

- Cook-Sather, A. (2002). Authorizing Students’ Perspectives: Toward Trust, Dialogue, and Change in Education. *Educational Researcher*, 31, 4, 3-14.  
<http://edr.sagepub.com/content/vol31/issue4/#FEATURES>
- Cook-Sather, A. (2006). “Change Based On What Students Say”: Preparing Teachers for a More Paradoxical Model of Leadership,” *International Journal of Leadership in Education*, 9, 4 (October-December), 345-358.
- Rodgers, C. (2006). Attending to student voice: The role of descriptive feedback in learning and teaching. *Curriculum Inquiry* 36, 2, 209-237.

## **DUE FRIDAY, SEPTEMBER 25<sup>th</sup>, by 5:00 P.M.**

### ➤ **Draft of Part II of Portfolio**

For this draft, you should feel free to focus more on frameworks/templates/approaches to accessing learners' perspectives rather than on actual content of learners' perspectives, since you won't have had much access yet; by the end of the semester you can fill in and modify the frameworks/templates/approaches as you gather direct input from actual students and do further reading. (email to [hcurl@dolphin.upenn.edu](mailto:hcurl@dolphin.upenn.edu) as a word attachment).

**NOTE:** Before the next class meeting, ask your cooperating teacher to give you a sense of what you will be teaching in the spring. Try to obtain curriculum, textbooks, materials, whatever you can that will ground your study of curriculum in the actual curriculum you will be teaching.

## **SECTION III: FOCUS ON CURRICULUM**

### **September 30: Getting a Sense of History, Context, and Curriculum Theory**

#### **Required Reading:**

- Oakes, J. & Lipton, M. (2007). *Teaching to Change the World*. Chapter 3: Philosophy and Politics: The Struggle for the American Curriculum and Chapter 4: The Subject Matters: Making School Knowledge Meaningful.
- Kellough (2009). *Your First Year of Teaching*, pp. 11-17.
- Excerpts from Freire, Dewey, Bourdieu. TBD

#### **Preparation:**

- Be prepared to discuss:
  - What influences curricular models and choices
  - Outline/map of different notions of curriculum
- Bring completed observation forms to discuss.

#### **Recommended Reading:**

- Darling-Hammond, L. & Bransford, J. (eds.) (2005). Excerpt from Chapter 5: Educational Goals and Purposes: Developing a Curricular Vision for Teaching. In *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able To Do* (pp. 169-190).
- Armstrong, D., Henson, K., & Savage, T. (2005). *Teaching Today: An Introduction to Education*. Chapter 7: The Curriculum (pp. 170-195).
- Ryan & Cooper. (2004). *Those Who Can, Teach*. Chapter 8.
- Noddings, Nel. (2002). "A Morally Defensible Mission for Schools in the 21<sup>st</sup> Century." In *Educating Moral People: A Caring Alternative to Character Education*. New York: Teachers College Press.
- Perrone, Vito. (2000). Chapter 3 (American Education: A Historical Overview) and Chapter 2 (The Social Conditions of Schools). In *Lessons for New Teachers*.
- Pinar, William. (1997). "The Reconceptualization of Curriculum Studies" in Stephen J. Thornton & David J. Flinders (eds.), *The Curriculum Studies Reader*.
- Schubert, William. (1996). Perspectives on Four Curriculum Traditions. *Educational Horizons*. (Summer)

## **October 7: Standards and Curriculum**

7-8:15 pm Subject Area Specialists Visit

### **Required Reading and Preparation:**

- **Revision of Part II of portfolio (bring your draft copy to give with your revision)**
- Drawing on chapters 3 and 4 in Oakes & Lipton and on your own commitments, compose your own statement of what students need to know and be able to do (write this before you read the national, state, and district standards in your subject area)
- Read the national, state, and district standards in your subject area
- A Research for Action policy brief – TBD
- Bring completed observation forms to discuss.

### **Recommended Reading:**

- Benson, B. (2003). *How To Meet Standards, Motivate Students, and Still Enjoy Teaching*.
- Hess, F. & Petrilli, M. (2006). *No Child Left Behind*. Peter Lang Publishing.

## **FALL BREAK      October 9-18**

## **October 21: Curriculum and Pedagogy: Integrating the Two**

7-8:15 pm Subject Area Specialists Visit

### **Required Reading:**

- Tomlinson & McTighe (2006). *Integrating Differentiated Instruction and Understanding by Design*. Chapters 1-5 (pp. 1-82).
- Kellough (2009). *Your First Year of Teaching*, pp. 11-13.
- Salas et al. (2004). "How Am I Going To Do This?" *The New Teacher Book*. A Rethinking Schools Publication. (pp. 84-92)

### **Preparation**

- Revisit Section I and Section II of your portfolio draft, write a brief reflection on how what you wrote connects or does not connect with what Tomlinson & McTighe argue in these chapters, and come prepared to discuss their and your ideas.
- Come prepared with several outlines/models/approaches to curriculum, rationales for each, and possible implementations and Curriculum Unit Outline (Teacher Focus and Student Focus)
- Bring completed observation forms to discuss.

### **Recommended Reading:**

- Easton, L. B. (2002). *The Other Side of Curriculum: Lessons from Learners*.
- Perrone, Vito. (2000). Chapter 7 (Curriculum Construction) and Chapter 8 (Toward a Pedagogy of Understanding). In *Lessons for New Teachers*.
- Schubert, William. (1994). Towards Lives Worth Sharing: A Basis for Integrating Curriculum. In *Educational Horizons* Fall 1994.
- Lambros, A. (2004). *Problem-Based Learning in Middle and High School Classrooms*.

## **DUE FRIDAY, October 23<sup>rd</sup>, 5:00 P.M.**

- **Draft of Part III of Portfolio due (email to [hcurl@dolphin.upenn.edu](mailto:hcurl@dolphin.upenn.edu) as a word attachment).**

## **SECTION IV: FOCUS ON PEDAGOGY**

## October 28: Classroom Environment and Management

### Required Reading:

- Oakes, J. & Lipton, M. (2006). *Teaching to Change the World*. Chapter 5: Instruction: Classrooms as Learning Communities and Chapter 7: Classroom Management: Caring, Respectful, and Democratic Relationships.
- Peterson, B. (2004). "Getting Your Classroom Together." *The New Teacher Book*. A Rethinking Schools Publication. (pp. 26-33)
- Cothran, D.J., Kulinna, P.H. & Garrahy, D.A. (2003). 'This is kind of giving a secret away...': students' perspectives on effective class management. *Teaching and Teacher Education* 19, 435-444.
- Peterson, B. (2004). "The Challenge of Classroom Discipline." *The New Teacher Book*. A Rethinking Schools Publication. (pp. 174-184)
- Wasicsko, M. Mark and Ross, Steven M. (2001). "How to Create Discipline Problems. " In Ryan and Cooper (eds.) *Kaleidoscope Readings in Education*. Boston: Houghton Mifflin Company.
- Strong, R., Silver, H. F, & Robinson, A. (2001). What Do Students Want (and What Really Motivates Them)? In Ryan and Cooper (eds.) *Kaleidoscope Readings in Education*. Boston: Houghton Mifflin Company.
- Kellough (2009). *Your First Year of Teaching*, pp. 21-34, 37-46, 76.

### Preparation:

- Bring notes regarding the relationship you see between curricular philosophies we explored and theories of/approaches to classroom environment and management
- Find two different models or approaches to classroom management detailed in one or more texts in the CRC. Write short explanations of these, make copies for everyone in the class, and be prepared to offer your critical perspective on them.
- Bring completed observation forms to discuss.

### Recommended Reading:

- Armstrong, D., Henson, K., & Savage, T. (2005). *Teaching Today: An Introduction to Education*. Chapter 9: Classroom Management and Discipline (pp. 228-253).
- Orlich et al. (2001). *Teaching Strategies*. Chapter 6: Managing the Classroom Environment.
- Cooper, J. (2003). *Classroom Teaching Skills*. Chapter 8: Classroom Management.
- Belmonte, D. (2003). *Teaching from the Deep End: Succeeding with Today's Classroom Challenges*. Chapter 4: The Teaching Person (pp. 21-29); Chapter 7: Classroom Ethics (pp. 49-66).
- Perrone, Vito. (2000). Chapter 9 (Developing and Maintaining Productive Classrooms). In *Lessons for New Teachers*.

## November 4: Pedagogy

### Required Reading:

- Tomlinson & McTighe (2006). *Integrating Differentiated Instruction and Understanding by Design*. Chapters 6-7 (pp. 83-127).
- Tompkins, J. (1996). Karate Lesson. In *A Life in School: What the Teacher Learned*. Reading, Mass.: Addison-Wesley Pub. Co.
- Duckworth, E. (1988). The Virtues of Not Knowing. In *The Having of Wonderful Ideas*. New York: Teachers College Press.
- Noddings, N. (1997). Caring (excerpt) in Steven M. Cahn (ed) *Classic and contemporary readings in the philosophy of education* (pp. 471-476.). New York : McGraw-Hill.

- Excerpt from Cook-Sather, A. (2006). *Education Is Translation: A Metaphor for Change in Learning and Teaching*. Philadelphia: University of Pennsylvania Press.

### **Preparation:**

- **Revision of Part III of Portfolio due**
- Find three different pedagogical models or approaches detailed in one or more texts in the CRC. Write short explanations of these, make copies for everyone in the class, and be prepared to offer your critical perspective on them.
- Bring notes regarding the relationship you see between curricular philosophies we explored, theories of/approaches to classroom environment and management, and the pedagogical approaches you have begun to examine
- Bring completed observation forms to discuss.

### **Recommended Reading:**

- Darling-Hammond, L. & Bransford, J. (eds.) (2005). Excerpt from Chapter 7: Teaching Diverse Learners. In *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able To Do* (pp. 233-262).
- Armstrong, D., Henson, K., & Savage, T. (2005). *Teaching Today: An Introduction to Education*. Chapter 8: Effective Instruction (pp. 196-227).
- Glasgow & Hicks (2003). *What Successful Teachers Do: Research-Based Classroom Strategies for New and Veteran Teachers*.
- Cooper, J. (2003). *Classroom Teaching Skills*. Chapter 4; Involving Students in Learning; Chapter 5: Questioning Skills; Chapter 9: Cooperative Learning.
- Perrone, Vito. (2000). Chapter 1 (Reflections on Teaching) and Chapter 6 (Approaches to Teaching) In *Lessons for New Teachers*.

## **November 11: Pedagogy**

### **Required Reading:**

- Ladson-Billings, G. (2006). "From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools." *Educational Researcher* 35, 7.
- Gay, G. (2002). "Preparing for Culturally Responsive Teaching." *Journal of Teacher Education* 53, 2 (March-April), 106-16.
- Lee, E. (2004). "Taking Multicultural, Anti-Racist Education Seriously." *The New Teacher Book*. A Rethinking Schools Publication. (pp. 140-149)
- Kohl, H. (2004). "Teaching for Social Justice." *The New Teacher Book*. A Rethinking Schools Publication. (pp. 42-44)

### **Preparation:**

- Revisit Howard readings from week 1, Gardner reading from week 2, and be prepared to discuss how they connect with this week's readings and the previous' weeks readings on pedagogy
- Bring completed observation forms to discuss.

### **Recommended Reading:**

- Delpit, L. (1995). "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." In *Other People's Children: Cultural Conflict in the Classroom*.
- Tatum, B. (1997). "Why Are All the Black Kids Sitting Together in the Cafeteria?" and *Other Conversations About Race*.

## **November 18: Pedagogy and Differentiation**

7-8:15 pm Subject Area Specialists Visit

### **Required Reading:**

- Oakes, J. & Lipton, M. (2006). *Teaching to Change the World*. Chapter 8: Grouping, Tracking, and Categorical Programs.
- Kellough (2009). *Your First Year of Teaching*, pp. 1-8, 20-21.
- Excerpts from Gregory & Chapman. (2002). *Differentiated Instructional Strategies: One Size Doesn't Fit All*.
- *IDEA: Guide to Frequently Asked Questions*
- Clarke, Brandon. "How Can I Ensure that All the Members of a Diverse Group of Students Are Pushed to Excel to the Best of their Ability?" Inquiry Project, Practice Teaching Seminar, Spring 2008.

### **Preparation:**

- Write an outline of one week's worth of lesson plans using a variety of specific strategies suggested in this book. Email these to your SAS for feedback and bring to class.
- Bring completed observation forms to discuss.

### **Recommended Reading:**

- Gregory & Chapman. (2002). *Differentiated Instructional Strategies: One Size Doesn't Fit All*.
- Kliewer, C., Bilken, D., & Kasa-Hendrickson, C. (2006). Who May Be Literate? Disability and Resistance to the Cultural Denial of Competence. *American Educational Research Journal* 43, 2, 163-192.
- McDermott, R., & Varenne, H. (1995). "Culture as Disability." *Anthropology & Education Quarterly*, 26, 3, 324-348.
- Mooney & Cole. (2000). *Learning Outside the Lines*.
- Cooper, J. (2003). *Classroom Teaching Skills*. Chapter 6 Differentiating Instruction for Academic Diversity.
- Delpit, L. (2004). "What Should Teachers Do? Ebonics and Culturally Responsive Instruction. In *Educational Foundations: An Anthology of Critical Readings*, edited by Alan S. Canestrari, Bruce A. Marlowe
- Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*.

## **November 25: Planning**

### **Required Reading:**

- MacDonald, R. E. (1999). *A Handbook of Basic Skills and Strategies for Beginning Teachers*. Chapter 4: Organizing Subject Matter and Planning Lessons.
- Kellough, (2009). *Your First Year of Teaching*, pp. 52-68 (section relevant to your subject area), 90
- Curriculum Unit Outline (Teacher Focus and Student Focus) Revisited

### **Preparation:**

- Find out what kind of lesson plans your cooperating teacher and school expect. You will need to write lesson plans for your school and for our own Education Program requirements. Start by using the template included in the *Certification Requirements Handbook*.
- Revise plans from last week or write additional ones.
- Bring completed observation forms to discuss.

### **Recommended Reading:**

- Tileston, D. (2004). *What Every Teacher Should Know About Instructional Planning*.
- Cooper, J. (2003). *Classroom Teaching Skills*. Chapter 2: Instructional Planning; Chapter 3: Instructional Objectives.
- Orlich et al. (2001). *Teaching Strategies*. Chapter 4: Instructional Design; Chapter 5: Sequencing and Organizing Instruction; Chapter 7: The Process of Questioning; Chapter 8: Small-Group Discussions and Cooperative Learning; Chapter 9: Inquiry Teaching and Higher-Level Thinking.

### **December 2: Assessment & Evaluation**

7-8 pm Subject Area Specialists Visit with Departmental Faculty

### **Required Reading:**

- Oakes, J. & Lipton, M. (2006). *Teaching to Change the World*. Chapter 6: Assessment: Measuring What Matters.; also, come back to chapter 5
- Kellough (2009). *Your First Year of Teaching*, pp. 47, 50-51, 76-79.
- Tomlinson & McTighe (2006). *Integrating Differentiated Instruction and Understanding by Design*. Chapter 8 (pp. 128-140).
- Orlich et al. (2001). *Teaching Strategies*. Chapter 10: Monitoring Student Success. (pp. 352-387)
- <http://edservices.aea7.k12.ia.us/framework/rubrics/index.html>
- <http://www.cse.ucla.edu/CRESST/pages/Rubrics.htm>

### **Preparation:**

- Example of (1) a form of assessment and/or evaluation that your cooperating teacher uses and an example of (2) a form of assessment and/or evaluation that you would like to use.
- SASs will bring examples of their approaches to assessment and evaluation
- Bring completed observation forms to discuss.

### **Recommended Reading:**

- Armstrong, D., Henson, K., & Savage, T. (2005). *Teaching Today: An Introduction to Education*. Chapter 10: Assessing Learning (pp. 254-282).
- Cooper, J. (2003). *Classroom Teaching Skills*. Chapter 10: Assessment.
- MacDonald, Robert E. (1999). Chapter 10 (Evaluating and Grading Student Performance. In *A Handbook of Basic Skills and Strategies for Beginning Teachers*.
- Airasian, Peter W. (2000). Chapter 1 (The Classroom as an Assessment Environment) in *Assessment in the Classroom: A Concise Approach*.
- Falk, B. (2000). *Heart of the Matter: Using Standards and Assessments to Learn*. Portsmouth, NH: Heinemann.
- Goodrich, Heidi. (1997). "Understanding Rubrics." *Educational Leadership*. pp. 14-17.

### **DUE FRIDAY, DECEMBER 4<sup>th</sup>, 5:00 P.M.**

- **Draft of Part IV of Portfolio Due (email to [hcurl@dolphin.upenn.edu](mailto:hcurl@dolphin.upenn.edu) as a word attachment).**

### **December 9: Retrospect and Prospect**

### **DUE FRIDAY, DECEMBER 18<sup>th</sup>, 12:30 P.M.**

- **Portfolio**
- **Dialogue Analysis**

## **Assignments for Winter Break**

### **Readings:**

- Tomlinson & McTighe (2006). *Integrating Differentiated Instruction and Understanding by Design*. Chapters 9-10 (pp. 141-172).
- Oakes, J. & Lipton, M. (2006). *Teaching to Change the World*. Parts III and IV.
- Kellough (2009). *Your First Year of Teaching*, pp. 9-11, 37-44, 72-74.

### **Lessons:**

- Map out more fully an overview of units to be taught during student teaching
- Complete drafts of as many lesson plans as you can for the early weeks of your student teaching

## Observation Notes

**Subject** \_\_\_\_\_  
**Level** \_\_\_\_\_

**Teacher** \_\_\_\_\_  
**Date** \_\_\_\_\_

<b>Time</b>	<b>Observations</b>	<b>Comments/Reflections</b>