The primary goal of this course is to **teach you how to teach**. This will be accomplished using a variety of methods: through readings and reflections, discussions among yourselves and with me, lessons with experienced teachers, conversations with and between high school students and documenting your ongoing thinking and developing plans for practice in your course portfolio. A second goal is to both **clarify and complicate** the assumptions, beliefs, hopes, fears, and goals you bring to your preparation to teach. These represent the objectives for each assignment you complete for this course. Because this is the only methods course offered by the Education Program, it requires a great deal of focused work. Class meetings will consist of mini-lessons taught by each of you, small and whole class discussions, group activities, meetings with your Subject Area Specialists and peers, and time for writing and reflection.
Components of the Course

- Dialogue Project: 20%
- Observation in School Placement: 10%
- Subject Area Specialist: 10%
- Reflective Portfolio: 50%
- Attendance, Contributions, and In-Class Lesson: 10%
- Metacognitive Journal: 10%

Determining your course grade:
- 3.7 to 4.0 - work distinguished by analytic depth, creativity, and engagement
- 3.0 to 3.3 - strong, capable, detail-oriented work
- 2.3 to 2.7 - adequate though missing important elements
- 2.0 - missing important elements
- 1.7 and below - not demonstrating having met standards for moving forward
This project was conceived of by Alison Cook-Sather in 1995 and funded by a grant from the Ford Foundation. The purpose of The Dialogue 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. You will each maintain weekly contact with a student who at SLA Beeber. Another component of the project involves a weekly meeting at SLA Beeber where the students discuss issues and topics we are discussing in class. A written Dialogue Analysis, of appx. 2,000 words, paper is due at the end of classes.

Becoming a professional means being able to think, talk, and act on multiple levels. 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 they attend: 9/23, 10/7, 10/21, 11/11, and 11/25. Your SAS is responsible for recommending a teaching methodology text in your subject area for you to read in preparation for each of your meetings with them, throughout the semester.

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 components:

**Weekly attendance:** You should plan to spend three hours per week in your cooperating teacher’s classroom.

**Field notes:** For each visit, you need to complete written observations.

**Lessons:** You should prepare and teach two lessons during the semester, the second of which will be recorded.

Your Reflective Portfolio should be the most comprehensive collection to date of your thoughts and plans for teaching. You will work on this throughout the semester and receive intermittent feedback on drafts, from Chanelle. 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. The final version of Teaching Portfolio you create will be digital, uploaded and constructed using an online platform.

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 class session (30-45 minutes) with others in the class. This chance to contribute to lesson leadership 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. You will consult Chanelle in your planning, and reflect on the implemented lesson.

This is a journal 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). See ideas for journal topics and/or structure in the Appendices in Perrone’s Lessons for New Teachers.
Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610-526-7516 to make an appointment with the Director of Access Services, Deb Alder, or email her at dalder@brynmawr.edu to begin this confidential process. Once registered, students should schedule an appointment with the professor as early in the semester as possible to share the verification form and make appropriate arrangements. Haverford students should contact Access Coordinator, Sherrie Borowsky Deegan (610-896-1324 or sborowsky@haverford.edu). If you have already been approved to receive academic accommodations and would like to request accommodations in this course because of a disability, please meet with me privately at the beginning of the semester. Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained at the Access Services website.

**Electronics**
Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

**Office Hours**
Please meet with me during my office hours at any point throughout the semester! They are there to help you, and I encourage you to take advantage of them. Try to schedule with me ahead of time, when at all possible, to ensure that I do no overbook, and to make

**Attendance**
This course will involve students as critical readers and writers of texts, active contributors in class discussions, and contributors in other education-related settings. Your presence and active engagement are essential. If the need arises for you to miss a class, be late or leave early, please email me ahead of time if possible. emergency, or anticipate a prolonged absence for any reason.

**Psychological Health**
The college experience is celebrated as transformative, and this also comes with challenges – you do not have to endure these alone. Haverford and Bryn Mawr College’s Counseling Services are dedicated to delivering excellent clinical care. You can learn to optimize your psychological health to fulfill their academic aspirations as individuals and contribute to building healthy relationships and communities.

**This syllabus is subject to change per the needs of the learning community.**
Class Meeting Topics and Assignments Due
(Semester at a Glance)

SECTION I: YOUR OWN EDUCATION / TEACHER PREPARATION AND PHILOSOPHIES OF EDUCATION

September 14: Philosophies of Education: Progressive and Traditional
September 21: SLA Beeber Visit – Online 3:30 – 4:30 (TBD*)
September 21: Identity and Culturally Responsive Teaching
  ➢ Subject Area Specialist Meeting

September 27
  ➢ DUE - Section I: Autobiography of Learning and Philosophy of Education, midnight

SECTION II: FOCUS ON LEARNERS

September 28: Philosophies of Education: Critical Pedagogy and Social Justice Education
October 5: Maintaining High Expectations and Learning from Students
  ➢ Subject Area Specialist Meeting

Friday, October 2:
  ➢ DUE - Section II, Part I: Focus on Learners is due by midnight. (Dialogue Project Reflections (shadow and email exchange) will be included later, Dec 10th).

SECTION III: FOCUS ON CURRICULUM

October 12: Introduction to “standards,” the Common Core and Planning^
  ➢ Subject Area Specialist Meeting

October 19: Backward Design and Differentiation^
October 26: Curriculum Construction and Lesson Planning^

SECTION IV: FOCUS ON PEDAGOGY

November 2: Pedagogy Strategies^
  ➢ Subject Area Specialist Meeting

November 9: Classroom Environment and Management^
November 16: Technology^

November 23: FALL BREAK
November 30: Assessment & Evaluation
  ➢ Subject Area Specialist Meeting

December 7: Bringing It All Together

Friday, December 6: 12:00 midnight
  ➢ DUE: Dialogue Analysis
  ➢ DUE: Section II, Part II: Focus on Learners (Complete artifact/reflection pairs for Shadowing and Email exchanges)

Monday, December 7
  ➢ Final Meeting with Dialogue Project Students

Friday, December 18: 12:00 noon
  ➢ DUE: Final Portfolio (including an overall introduction to the portfolio, revisions of each section, your education philosophy and introductions to each section).
LOOKING AHEAD...

Participation in Career Development Workshops/Setting up Credentials File

Because of the demands of student teaching during the spring semester—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 and set up a credentials file at the CDO office which will hold the letters of recommendation you request throughout this process.

Preparing for Spring, 2021

Reading:
- The New Teacher Book: Chapter 5: Making Change in the World Beyond the Classroom

Preparation:
- Map out more fully an overview of units to be taught during student teaching
- Read through the curriculum/textbook/content you will be teaching in the spring.
- Complete drafts of as many lesson plans as you can for the early weeks of your student teaching
- Develop a system for grading for next semester
- Consider a system for student feedback in your classroom

Professional Organizations: You might consider joining professional organizations in your subject area (the National Council of Teachers of English, the National Council of Teachers of Mathematics, etc.). These are tremendously helpful in networking, offer (sometimes) interesting publications in your field and share info about upcoming conferences and new texts. There are usually membership fees for these, but it is worth it if/when you decide to commit to a career in teaching.

Recommended Reading: A recommended readings list is provided on Moodle. 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 you are looking for).