Curriculum and Pedagogy

+ Chanelle's Philosophy

My instructional philosophy is guided by my desire to develop a community of critical learners, and my view on teaching, learning, reading, and writing is strongly influenced by sociocultural perspectives and constructivist ideology. All members of our learning community are responsible for contributing to everyone's development. Completing readings, developing and sharing high-quality products, attending class, and contributing to discussions will help all of us learn from each other. In my dual role as a learning community member and the instructional designer of our learning environment, I share this responsibility with you.



COURSE MEETING

Tuesday Stokes Hall Room 207 7:30 – 10pm

CONTACT

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OFFICE HOURS

Tuesday Hall Building Room 9A 5 – 6pm

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"The classroom remains the most radical space of possibility in the academy." *bell hooks*

Course Learning Goals

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.

Required Texts

- Tomlinson & McTighe (2006). Integrating Differentiated Instruction and Understanding by Design. ASCD.
- Love, B. L. (2019). We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom. Beacon Press.
- Muhammad, M. (2019). *The Restorative Journey*. Akoben.
- > Moodle: All other readings are available on Moodle.
- Cook-Sather, A. (2010). Learning from the Student's Perspective. Paradigm Publishers
- Burant, T, Christensen, L., Salas, K. D., & Walters, S. (2010). *The New Teacher Book*. A Rethinking Schools Publication
- Perrone, Vito. (2000). Lessons for New Teachers. McGraw-Hill. (optional text)

Components of the Course Dialogue Subject Project Area Specialist 10% 20% 10% Attendance. Contributions. Reflective Metacognitive and In-Class Portfolio Journal Lesson 10%

The four main themes of the course are:

I. Reflecting on Your Education and Various Theories of Learning

II. Exploring Students' Perspectives/Needs/Identities

III. Analyzing and Constructing Models of Curriculum and Standards

IV. Developing Pedagogical Approaches and Forms of Assessment & Evaluation

> Your full participation in each component of the course will help you to be successful in achieving course goals, by exploring different facets of teaching and learning through various mediums. A brief introduction to each component is on the next page. More detailed information, for each, is available on Moodle.

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 vou 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: 9/14, 10/5, 10/26, 11/9, and 11/30 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.

This is a **journal** in which to write metacognitively for vourself 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.



We design your fall <u>field</u> <u>placement</u> 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 **<u>attend</u>** 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.

THE FINE PRINT

Academic Accommodations

I am committed to working with you to engage in learning that best suits your needs and allows you to experience academic success. Similarly, Bryn Mawr and Haverford Colleges have a wealth of resources available to support you. Students needing academic accommodations for a disability can first register through a confidential process: Deb Alder, Access Services, <u>dalder@brynmawr.edu</u>, 610-526-7516 or the Office of Access and Disability Services, <u>hc-add@haverford.edu</u>. Once registered, students should schedule an appointment with me as early in the semester as possible to share the verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained online:

<u>http://www.brynmawr.edu/access-services/</u> or https://www.haverford.edu/deans-office-student-life/officesresources

Electronics

Electronic devices are necessary in/for our class, to support learning. Please take of yourself and your peers in this time of increased use.



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 sure you are not made to wait for me in the hallway.

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.

Help & Resources

If you are feeling lost or overwhelmed...

1. Make an appointment with me.

You are welcome to email me, or make an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.

2. Phone a friend

We will establish Micro Learning Communities to support our learning throughout the semester. Please take advantage of the opportunity each of you have to be a resource to a peer.

3. Use the Writing Center

The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. The Writing Center is located in Canaday Library, at BMC, and Lutnick Library at HC. You can get more information at www.brynmawr.edu/writingcenter and <u>www.haverford.edu/writing-center</u>

4. Visit the Academic Support and Learning Resources Center

Explore effective learning, studying, test-taking, note-taking, time and stress management strategies essential to success in this course and college life. Schedule a meeting with Specialist Rachel Heiser, by calling the Dean's Office at (610) 526-5375.

5. Get to know the Office of Academic Resources (OAR)

Located at Haverford in Stokes Suite 118, the OAR offers students many resources, including communal study spaces, peer tutoring, workshop series, and individual coaching with the center's trained staff. See their website for more information

<u>http://www.haverford.edu/oar/</u> or contact Kelly Wilcox.

Class Meeting Topics and Assignments Due (Semester at a Glance)

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

August 31: Identity and Philosophies of Education

September 7: Identity and Culturally Responsive Teaching

September 14: Critical Pedagogy and Social Justice Education

Subject Area Specialist Meeting

September 21: Critical Pedagogy and Social Justice Education^

September 24: SLA Beeber Visit – Online 3:30 – 4:30 (TBD*)

> DUE Sunday, Sept 26 - Section I: Autobiography of Learning and Philosophy of Education, *midnight*

SECTION II: FOCUS ON LEARNERS

September 28: Maintaining High Expectations and Learning from Students^

October 5: Social and Emotional Health

- Subject Area Specialist Meeting
- DUE Sunday, October 10 Section II, Part I: Focus on Learners is due by midnight. (Dialogue Project Reflections (shadow and email exchange) will be included later, Dec 5th).

SECTION III: FOCUS ON CURRICULUM

October 12: FALL BREAK!!

October 19: Standards, Backward Design, and Differentiation

October 26: Curriculum Construction and Lesson Planning

Subject Area Specialist Meeting

SECTION IV: FOCUS ON PEDAGOGY

November 2: Curriculum Construction and Lesson Planning^

> DUE Sunday, Oct 31 - Section III: Focus on Curriculum, *midnight*

November 9: Pedagogy Strategies ^

Subject Area Specialist Meeting

November 16: Classroom Environment and Restorative Justice

> **DUE Sunday, Nov 21 -** Section IV: Focus on Pedagogy, *midnight*

November 23: Technology^

November 30: Assessment & Evaluation

Subject Area Specialist Meeting

> Final Meeting with Dialogue Project Students (Saturday, Dec 4)

Sunday, December 5: midnight

- DUE: Dialogue Analysis
- DUE: Section II, Part II: Focus on Learners (Complete artifact/reflection pairs for Shadowing and Email exchanges)

December 7: Bringing It All Together

Friday, December 17: 12:00 noon

DUE: Final Digital 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, 2022

Suggested Reading:

- McTighe & Tomlinson (2006). Integrating Differentiated Instruction and Understanding by Design. Chapter 8: Grading and Reporting Achievement.
- Begin researching texts that will support your content pedagogy

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).