

ED 399 Teaching and Pedagogy
Designed for Spring 2016
Elaina Rollins, Emily Meehan, Christina Raiti
Last updated January 2016

Students enrolled in this independent study with Professor Dougherty agree to meet for one hour once every two weeks to discuss issues concerning various pedagogies, curriculum design, and teaching strategies. As educational studies students interested in becoming elementary school teachers, through this course we seek to develop skills that will aid us during our first years of teaching.

This course also involves developing a partnership with a local Hartford public school where we will each guest-teach two self-designed lessons. The teacher we will primarily be working with is Elise Francis, a third grade teacher at the Expeditionary Learning Academy at Moylan School (ELAMS). Elise has also agreed to invite one or two other third grade teachers to host us, if needed.

The course will center around two main practice teaching sessions. Lesson 1 will take place in February and Lesson 2 will take place in March. Students will select lesson plan content and objectives in coordination with the needs of the teacher at the partnership school. In the week leading up to the teach-in, each student will visit the classroom where she will teach the lesson at least once to get acclimated to the room, students, etc. Each teach-in will be video recorded (assuming we establish a written agreement with the teacher and/or school about student privacy).

Readings

1. The New Teacher Book by Rethinking Schools
2. Teach Like a Champion by Doug Lemov
3. Students may also need to complete additional content reading depending on their lesson plan topic.

Meeting dates

(selected Tuesdays 1:30-2:30pm in McCook 302; we can drop some if not needed)

Jan 26

Feb 2

Feb 9

Feb 16

Feb 23 - no meeting, Trinity Days

March 1

March 8

March 15 - no meeting, Spring Break

March 22

March 29

April 5 - no meeting

April 12

April 19 - no meeting

April 26 - no meeting

May 3 - no meeting

TO DO list for Emily, Christina, Elaina:

Generally listed in order of importance. Feel free to divide up the tasks, insert names of who is responsible, and write in your results immediately below (or if it's long, jump to a separate section further below.)

GDoc: Limit editing privileges of this document to the four of us, but allow anyone with the link to view it, so that I may share it with others.

Topics: Communicate with Elise Francis and her colleagues about their desired lesson topics to supplement their curriculum for Feb and March. What topics would they like you to teach?

- Elise Francis says they are studying frogs in reading and starting geometric shapes in math; reading or math lessons on these topics would be very appropriate
 - However, she is also open to a science or writing lesson
- **UPDATE:** The ELAMS teachers would like us to focus on frog content in either a reading or writing lesson.
 - Our lessons should involve CCSS skills such as: asking and answering questions, identifying main ideas, and identifying details
 - Topics may include: profiles on specific frogs (e.g. bullfrog, etc.), animal adaptations

Scheduling: What days/times are teaching opportunities available that fit the teachers' schedules and also 2-3 of your schedules? (At least one needs to video while other teaches.)

- Elise says she and her colleagues are very open in February and March and she would like use to send her some dates to choose from
- **UPDATE:** Christina, Emily, and Elaina are all (tentatively) scheduled to teach Wednesday, February 17 at 8:30 a.m. We will each teach in a different third grade teacher's room during their "Crew" block. We should plan 30 minute lessons to allow up to 15 minutes of overflow.

Assignments: Some parts, such as student self-assessment of teaching, are very clear, but other sections could be improved:

- You're not yet taking full advantage of the fact that each of you has 1-2 other Trinity observers during your teaching sessions. In addition to operating the video camera, what would be valuable for them to write up as "another pair of eyes" in your classroom? For example, could your peers write any observational notes (for example, about what students were actually doing)? Or ask an ELAMS teacher if there is a standard feedback form that they typically use?

- The broader goal is student learning. How will we know if your students are learning during and after your lesson? What can you do to embed informal assessments into your teaching? Also, can you include this in your criteria, to make sure it's addressed?

Evaluation:

- Clarify what you want me or Robert to evaluate vs. what simply counts as a completion grade (full credit/no credit)
- Do you want to include more peer descriptive writing, as I suggested above?
- Do you want to include another final web essay evaluation by another ELAMS teacher (Kate Bermingham, Erin Doyle, or Jesse Wanzer)? I can provide funds to pay one of them to do this, and if it's online, that makes scheduling very flexible.
- Make all of this add up to 100, and ask me to approve.

Permission form: Since this is not research, it does not require IRB approval. But if your goal is to video your teaching and share selected images and/or video on the web, then you will need school permission to do this.

- Robert Cotto reports that ELAMS also uses the standard HPS media release form -- see [English](#) and [Spanish](#) -- which gives HPS permission to broadcast the content.

From: McCarthy, Christine <Christine.McCarthy@hartfordschools.org>

Sent: Saturday, January 23, 2016 3:05 PM

To: Cotto Jr., Robert

Subject: Re: Parent Permission Form for video//photo release

Hi Robert,

Yes, the form you attached is the district form. All schools use the same form. We send them home each year at the start of school and keep them on file.

Not all students return them so we typically would just check to ensure we have them for each student if we know that a field trip, for example, may have photo opportunities.

Is that helpful? If you want more specific info about how that impacts Trinity sponsored events that involve Hartford students I can find that out for you.

Christine

Before you can use images/video of your teaching with students on your website, you need:

- 1) to explain your plan to Elise Francis, and find out if you should ask Christine McCarthy directly about step 2 (or if Elise prefers to ask her)
- 2) to receive the school's permission (probably through Elise McCarthy) to include selected images/video of your interaction with students on your website
- 3) to ensure that all children in the classroom (or at least all who appear in the images/video) have signed parental permission forms on file with Christine McCarthy

- BACKUP plan: if ELAMS does not grant you permission to use selected images/video of your teaching interactions with students on the web, then the backup option is to obtain the teacher's permission to video your teaching in their classroom, and use only selected images that focus primarily on you (and blur out any students' faces with Skitch tool) to post in your web essay.

- **UPDATE:** Elise Francis confirmed that nearly all (if not all) of the students have media release forms, so video recording will not be a problem.

Video cameras: Test the video and sound setup on my Kodak video cameras (available in my office, but I need to use at least 1 this semester on Fridays 11am-3pm at Trinfo Cafe). Note different settings for video quality. What does 1 minute of footage translate into file size for each setting?

Video hosting: Each of you needs to share your video (preferably public, or password-protected if necessary) on a streaming service. Compare YouTube vs Vimeo and ask: What can you get for free? What is the max length (time length and/or file size) of uploaded video segments, and what does this translate into minutes on my video cameras?

- Both YouTube and Video accept 1080p HD videos
- YouTube has unlimited hosting and bandwidth with no fees; Vimeo has upload limits
- Vimeo is free for personal use, but requires a fee for businesses (not applicable to us?)
 - A Vimeo Basic Membership offers:
 - 500 MB per week of upload space
 - Unlimited HD embeds
 - Ability to create 1 channel, 1 group, 3 albums
- Vimeo has a more advanced range of privacy settings
- Vimeo has a cleaner aesthetic with no advertisements

Web platform: Think of this as a digital portfolio of your teaching. The goal is for each of you to post your web essays with video footage (or still images) on a WordPress-type site, and to retain editing control over this AFTER graduation.

1) If you want a free and flexible WordPress site with a Trinity domain name, I recommend that you request a Trinity Portfolio site:

<http://commons.trincoll.edu/trinityportfolios/>

Showcase of other students' portfolios:

<http://commons.trincoll.edu/trinityportfolios/online-portfolio-showcase/>

Request a site

<http://commons.trincoll.edu/trinityportfolios/contact-us/request-a-portfolio-site/>

2) If you want an equally flexible WordPress site with your own domain name, I recommend creating an account on Reclaim Hosting for \$25/year

<https://reclaimhosting.com/shared-hosting/>

3) I do not recommend a free WordPress.com site due to lack of flexibility and too much advertising

Whichever you choose, experiment and test inserting vimeo; see my instructions at:

<http://epress.trincoll.edu/webwriting/chapter/how-to-publish-on-wordpress/>

Assignments (100 points total)

Prep for Lesson 1

- Submit draft of lesson plan by **2/9/16**: evaluated by Jack
- Provide feedback on classmates' lesson plans via Google Docs;
- **10 points**; graded for completion

Lesson 1 - 2/24 8:30am

- **Teaching: 10 points**; graded for completion

Provide feedback on classmates' Lesson 1

- Written feedback based on essay 1 assessment criteria - [on communal doc](#)
- **4 points**; graded for completion

Written self-evaluation of Lesson 1 [due on the Organizer page by 3/1](#) and include a GDrive link to your video

- **15 points**; evaluated by Jack
- 5 pages
- Student will self-assess based on the following questions:
 - Are the **curriculum project objectives** clear, appropriate, and justified by the local context and/or relevant curriculum standards?
 - Are the **teaching and learning activities** clear, creative, and appropriate for these objectives and context?
 - Did I provide a formative in-class **evaluation method** to assess student learning, and if so, how well did students meet the learning objectives based on this evaluation?
 - Is the **delivery of the lesson** clear and well organized?
 - What were my **strengths** and what were my **weaknesses**?
 - What strategies did I incorporate from the **assigned texts** and how successfully did I employ these strategies?
 - What are my main **goals for improving** on Lesson 2?

Prep for Lesson 2

- Submit draft of lesson plan [due on the Organizer page by 3/8](#): evaluated by Jack
- Provide feedback on classmates' lesson plans via Google Docs
- **10 points**; graded for completion

Lesson 2 (3/23 8:30am)

- **Teaching: 10 points**; graded for completion

Provide feedback on classmates' Lesson 2 [due on the Organizer page by 3/29](#) /group video viewing during class 3/29

- **4 points**; graded for completion

Written self-evaluation of Lesson 2 - [due on assignment organizer page by April 5](#) (no class session)

- **15 points**; evaluated by Jack
- 5 pages
- Student will self-assess based on the following questions:
 - Are the **curriculum project objectives** clear, appropriate, and justified by the local context and/or relevant curriculum standards?
 - Are the **teaching and learning activities** clear, creative, and appropriate for these objectives and context?
 - Did I provide a formative in-class **evaluation method** to assess student learning, and if so, how well did students meet the learning objectives based on this evaluation?
 - Is the **delivery of the lesson** clear and well organized?
 - What were my **strengths** and what were my **weaknesses**?
 - What strategies did I incorporate from the **assigned texts** and how successfully did I employ these strategies?
 - In what ways did Lesson 2 demonstrate my **growth** and learning based on Lesson 1?

Video Editing Session - (**March 8**)

- Students meet with professor to edit teaching videos in preparation for the final web essay
- **2 points**; graded for completion

Final Web Essay due on assignment organizer page by

- Students will write a web essay including:
 - Context of the work done throughout the semester
 - A link to lesson plans
 - Edited teaching videos
 - Summary of what each student thought went well and what could be improved
- Evaluated by Robert Cotto; **20 points**
 - Criteria
 - Are the **curriculum project objectives** clear, appropriate, and justified by the local context and/or relevant curriculum standards?
 - Are the **teaching and learning activities** clear, creative, and appropriate for these objectives and context?
 - Does the **evaluation method** effectively assess whether student learning fulfills the objectives?
 - Is the **delivery of the lesson** clear and well organized?
 - Does the author address her **strengths** and **weaknesses**?
 - Does the author clearly state her main **goals for future improvement**?

Total: 100 points

Lesson Prep: 10 points each (2); completion

Lessons: 10 points each (2); completion

Peer Feedback assignments: 2 points each (4); completion

Video Editing session: 2 points; completion

Written Critique 1&2: 15 points each; evaluation

Web Essay: 20 points; evaluation
