

Educational Studies 350: Teaching and Learning
Friday 1:15–3:55pm, McCook 313, Trinity College, Hartford CT
Shortlink to this public document <http://bit.ly/educ350>

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Drop-in visits are welcome OR

Book a 20-minute appointment at

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Office Hours: MW 12:00-2:00, Th 1:00-2:30

Tu 2:30-3:30 (Vernon Social)

#SpreadLoveAlways

Course Description: This seminar will explore theoretical, policy, and practical issues of teaching and learning. Who should teach in public schools, and what kind of preparation is necessary? What type of curriculum should be taught, and how do different interest groups shape that decision? How should we assess the quality of student learning? Finally, how do debates on all of these questions influence the nature of teachers' work and classroom life? For the community learning component, students will design, teach, and evaluate curricular units in cooperation with neighborhood schools and after-school programs.

Prerequisite: C- or better in Educational Studies 200 or permission of instructor.

Course Materials

No textbook purchase is required. Course materials will be provided by instructors.

Course Goals

- 1) Students will gain contextual understanding of K-12 teaching by comparing different national standards, modes of assessment, equity issues, and pedagogical approaches.
- 2) Students will design and teach inquiry-based math and/or science lessons in upper-elementary classrooms, and evaluate their own teaching and also work by peers.
- 3) Students will develop web authoring skills to create an online teaching portfolio that demonstrates their curriculum design and reflections on their teaching experience.

Community Learning

For the experiential learning component, students will be placed in an upper-elementary or middle school classroom at a nearby Hartford public school for four sessions: one class observation/teacher interview, and three sessions where each student will teach a 30-45 minute lesson and record video of their work. Students must complete their observation/interview

during (or before) the Friday of Trinity Days, and the three teaching sessions will be completed during our Friday class time. See map of schools: <https://commons.trincoll.edu/educ/schools/>

Assessments

Reading Responses, Observations, and Proposals:

These short assignments are assigned in the schedule below, to help you prepare for class. Many will be submitted via Moodle.

Facilitate Seminar Discussion

Good facilitation means preparing and leading the seminar in an engaging discussion on core issues in the assigned reading. Students will be assigned specific days and readings to facilitate in the schedule below. Peer and faculty scores will be averaged.

Lesson Plans and Portfolios

Students will prepare, teach, reflect, and create web portfolios for three lessons:

1. Teach a pre-designed lesson
2. Design and teach a lesson
3. Design and teach a lesson

Each lesson must include appropriate mathematics and/or science content for your designated classroom, and may include additional topics. Each student will teach independently, but will be assigned to work in small teams to facilitate transportation and video recording. Students will collect video of their teaching (with equipment and editing support from the instructors), pending permission from each school (most HPS parents/guardians already have signed media consent forms for their children).

Students will create a public online web portfolio of their teaching lessons, video excerpts, and reflections (with web editing support from the instructors). Students have the right to keep their web content online or remove it after grading.

Sample 3rd grade portfolios by [Emily Meehan '16](#) & [Elaina Rollins '16](#) & [Christina Raiti '16](#)

See [evaluation criteria](#), which outlines how your ideas, preparation, and reflection on the experience will be assessed. Whether or not your teaching is “successful” is not the primary purpose, since several factors may be beyond your control, especially for new teachers.

Grading (all grades will be available in the Moodle gradebook)

Reading responses, observation, proposals	15%
Facilitate discussions (peers + faculty score)	10%
Lesson Plan and Portfolio #1	15%
Lesson Plan and Portfolio #2	30%
Lesson Plan and Portfolio #3	30%

Responses to readings and proposals, which are typically due prior to class discussion, must be completed by the deadline to receive any credit. For all other overdue assignments, a 10 percent late penalty will be deducted for every 24-hour period beyond the deadline. Exceptions are granted only for documented medical or family emergencies.

In this course, unsatisfactory work (below 70%) falls in the D or F range, adequate work (70-79%) in the C range, good work (80-89%) in the B range, and outstanding work (90 to 100%) in the A range. Each range is divided into equal thirds for minus (-), regular, and plus (+) letter grades. For example, 80 to 83.33% = B-, 83.34 to 86.67 = B, and 86.68 to 89.99 = B+.

Course Policies

Attendance: In this weekly seminar, students will engage in active learning and are expected to participate regularly in seminar discussions. As a result, your attendance and full participation is expected each week. Please notify us during the first week of the course if you require any scheduling accommodations for religious observances, travel, etc.

Academic Accommodations: Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please notify faculty during the first two weeks of the semester or a minimum of 10 days prior to needing your accommodations. Please be sure to meet with me privately to discuss implementation. If you do not have approved accommodations, but have a disability requiring academic accommodations, or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources at 860-297-4025 or at Lori.Clapis@trincoll.edu.

Intellectual Honesty: In accordance with the Trinity College Student Integrity Contract students are expected to abide by the highest standards of intellectual honesty in all academic exercises. Intellectual honesty assumes that students do their own work and that they credit properly those upon whose work and thought they draw. It is the responsibility of each student to make sure that he or she is fully aware of what constitutes intellectually honest work in every examination, quiz, paper, laboratory report, homework assignment, or other academic exercise submitted for evaluation in a course at Trinity College.

Withdrawal: Under certain circumstances, students can withdraw from a course up until the Friday of the fourth full week of classes (February 15th); a W is recorded on the transcript. After this time, they need to petition the Academic Affairs Committee and demonstrate extraordinary circumstances; being at risk of failing the course is not an adequate rationale. Students must get permission from the instructor, and they remain financially responsible for the course.

Course Schedule (subject to change)

Week	Monday – Thursday	Friday
1	<p>1/22 – 1/24</p> <p>Read Boaler, Mathematical Mindsets Reflect on Boaler questions (Moodle)</p>	<p>1/25 -- order TBA</p> <p>Introduction to Course (K) Sample web portfolio + evaluation criteria (J) Inquiry-based Learning math activity (K) Discuss Boaler reading (K) short break What is Inquiry-Based Learning? Electricity (J) Introduce National Standards (K) - Common Core Math Standards - Next Generation Science Standards Assign TIMSS video observation (J) School placements-in-prog & scheduling (J) Student bio sheet -- bring printout to BOTH professors before our 2nd class</p>
2	<p>1/28 – 1/31</p> <p>Summarize and create slides for grade level standards in Math or Science TIMSS video observation in Moodle</p>	<p>2/1</p> <p>Theme: Learning Standards Present grade standards slides (K) Practice Standards / Teaching Practices (K) short break Discuss: What did you observe in TIMSS videos? (J) Types of Assessment (K) Assign 2x2 facilitators for math/science sample assessments: what goal(s) do they address, and how effectively? (K and J) - Sample Mathematics Assessments - Sample Science Assessments What are successful strategies for facilitating an engaging discussion in class? (J) WordPress Part 1: Request your site on http://commons.trincoll.edu (J) Update on placements-in-progress and your photos & preferences (J) A Story about Shifting Science Standards (J) - How would teach reflection vs refraction?</p>
3	<p>2/4 – 2/7</p> <p>Assessment Plans for Math and Science (one topic for each)</p>	<p>2/8</p> <p>Theme: Shifting from student to teacher (J) Facilitation feedback (for peers & faculty) (J) Facilitators 1+2 Lexi & Gisselle (15-20 min) Facilitators 3+4 Joseph & Allie (15-20 min) short break (write up facilitation feedback, DUE Friday 6pm via email to Jack)</p>

		<p>Methods of Assessment, Assessing student work activity, and Mastery-based learning (K) Assign access/equity reading response and facilitations (K) Workshops flyer & your placements with more scheduling details in class (J) Assign: Email your teacher TODAY (preferably in pairs/trios), and cc: Jack, to notify them of day/time when you plan to observe class and listen to their needs, during week of Feb 11th Assign Classroom Observation - Teacher Needs - Next Steps report due on WordPress by end of Sun Feb 17th (J) WordPress Part 2 (J) - Our websites on Trinity Commons WP - WordPress Tutorial - Create your basic site, with Teaching menu that includes "Observation & Planning" page Part 2: Story on Shifting Science Standards (J) - How would teach reflection vs refraction? - Brainstorm your teaching plans</p>
4	<p>2/11 – 2/14 Felton-Koestler, "Privilege and Oppression in Math Ed" Peterson, "Measuring Water with Justice" Buchheister, "Sliding' Into an Equitable Lesson" School observations and teacher meetings, start your report (due by end of Sun Feb 17th on WordPress)</p>	<p>2/15 Theme: Access and Equity (K) Facilitators 5+6 Julia & Rafael (15-20 min) Facilitators 7+8+9 Jess, Anne, & Todd (20 min) Felton-Koestler article Facilitation feedback template: File > Download As Excel sheet, and email to Jack by end of today (J) Leapfrog Fractions and Mastery-Based Assessment (K) Short break Update on your Observation-Teacher Need-Next Steps report (due by end of Sun Feb 17th as a "page" or "post" on WordPress) Assign: Workshop 1 Proposal (backwards design with team, with option to submit one together or write independently, as Google Doc on Workshop Organizer, draft before coaching session, final draft due by Fri Feb 22nd 4pm) (J): - What are the key student learning objectives? - What student learning activities do you plan to help students reach those goals? - What types of assessment do you plan to assess how students meet those goals?</p>

		<p>Schedule your workshop team coaching session with Kyle or Jack for 40 min, preferably Mon-Tues-Wed (Note: no class on Feb 22nd due to Trinity Days, and you must lead your workshop during week of Feb 25th) Up to \$50 reimbursement per student for supplies this semester. Bring receipts to Jack or order online through him. (J)</p> <p>Demonstrate and hand out smartphone video kits (J)</p> <p>Demonstrate your WordPress sites so far and ask questions about WP tutorial (J)</p> <p>Assign Lesson Plan 1 (discuss with others, but independent writing, assessed using Ed 350 eval criteria, due as a “page” or “post” on WordPress by Thu March 7th)</p>
5	<p>2/18 – 2/20</p> <p>Team workshop coaching meetings with Kyle or Jack (about 40 minutes, schedule on their calendars)</p> <p>Work on Workshop 1 Proposal</p>	<p>2/22</p> <p><i>Trinity Days</i></p> <p>(Classroom observations today or earlier)</p>
6	<p>2/25 – 2/28</p> <p>Lead Workshop 1 in schools this week</p> <p>Sample Math Tasks</p>	<p>3/1</p> <p>Post-workshop reflection as a class (meet at 2:15 instead of 1:15)</p> <p>Preparing Lesson 1 Final Plan & Reflection</p> <ul style="list-style-type: none"> - Organize work to meet Ed 350 eval criteria - Everyone: How did students voice and/or show their understanding or confusion? - Past examples: Rollins - Meehan - Raiti - Keep original video, and edit copy into key excerpts to upload to YouTube or Vimeo, and make them public - Write text and embed video with WP tutorial <p>Topics for next workshop</p> <p>Vote on date for event with recent alumni</p> <ul style="list-style-type: none"> - Tues March 12th around 6:30pm - Wed March 13th around 6:30pm <p>Video kits: promise not to lose, or return to J</p>
7	<p>3/4 – 3/7</p> <p>Lesson #1 Plan and Reflection due on WordPress by Thu 3/7 at 4pm (extended to Sat 3/9 at 6pm)</p>	<p>3/8</p> <p>Read and Write Peer Feedback on Lesson 1</p> <ul style="list-style-type: none"> - Which portions were richest to read & why? - Which portions did you want to know more? - Offer assessment using Ed 350 eval criteria <p>Assign Proposal #2 on Workshop Organizer due Thu March 28th</p>

		<p>Class email to all teachers re: Lessons 1-2-3</p> <p>Guest workshop leaders:</p> <ul style="list-style-type: none"> - Georgina Rivera (Bristol) The File Cabinet Problem (3 Act Task) (Presentation contains links to many tasks) - Michelle McKnight (Manchester) Social Justice Mathematics <p>Bring questions to Trinity alumni event, March 12th, 6:30pm (see below)</p>
8	<p>3/11 – 3/14</p> <p>Pathways to Teaching and Youth Work: Advice from Trinity Alumni</p> <p>Tuesday March 12, 2019 in McCook 201 conference room, 6:30-7:30pm (if you cannot attend in person, you will must view video and write comments)</p>	<p>3/15</p> <p>(In place of class meeting, Classroom observations and Pathways to Teaching Alumni event on dates above)</p>
9	<p>3/18 – 3/22</p> <p><i>Spring Break</i></p>	
10	<p>3/25 – 3/28</p> <p>Proposal #2 due Thu 3/28 by 4pm</p>	<p>3/29</p> <p>Reflect on lessons from Georgina/Michelle (K)</p> <p>Build on Lesson 1 to Improve Lesson 2 (J)</p> <ul style="list-style-type: none"> - how we designed our evaluation criteria and our evaluation rubric for your work <p>Workshop Lesson 2:</p> <ul style="list-style-type: none"> - workshop organizer - work on your team lessons for one hour - Kyle and Jack will check in with each team - focus on the evaluation criteria <p>Pitch your 1-minute launch (3pm): tell us AND show us the compelling question or idea that starts the first minute of your lesson (or starts part 2 or 3 of your team’s lesson)</p> <p>Tell us now if you need any support/materials</p> <p>3 new video cameras students may borrow</p> <p>WordPress tips to improve your websites</p> <p>Planning our next meetings</p>
11	<p>4/1 – 4/4</p>	<p>4/5</p> <p>Teaching Lesson Plan #2 (in schools)</p> <p>Schedule 30-min team conferences</p>
12	<p>4/8 – 4/11</p>	<p>4/12</p> <p>“Show Us The Learning!” (J)</p> <ul style="list-style-type: none"> - what are creative and meaningful ways to “show” student learning to your readers? <p>Peer review Lesson #2 on your websites using our criteria + rubric</p>

		<p>Write 3 areas of strength + 3 for improvement <u>Peer Review Pairs/Groups</u> Anne / Gisselle Rafael / Joseph Jess / Todd Allie / Julia Lesson Plan #2 due Sat 4pm Activity on writing in math (K) Prep for Lesson #3 proposal Resource: Ideas for 3 Act Tasks</p>	
13	<p>4/15 – 4/18 Proposal #3 due Thu 4/18</p>	<p>4/19 "Show Us the Learning" with Assessment - formative - individualized - captured - connected to learning objectives (J) Assign: Your Personal Teaching & Learning Trajectory (K) - this page/post must reflect on your personal growth as a teacher from the beginning to the end of this semester - show us what you have learned - due on WordPress by Mon May 6th Workshop Lesson 3: - workshop organizer - work on your team lessons for one hour - Kyle and Jack will check in with each team Tell us now if you need any support/materials Planning our next meetings</p>	
14	<p>4/22 – 4/25</p>	<p>4/26 Teaching Lesson Plan #3 (in schools) Schedule your check-in with either Kyle or Jack Everyone: 10-minute check-in with Jack about your WordPress site (you can make a solo or group appt at http://jackdougherty.org)</p>	
15	<p>4/29 – 4/30</p>	<p>Wednesday 5/1 Bring all video equipment and teaching materials Prepare a full draft of Lesson 3 on WordPress (K) Student course evaluation supplement (anonymous Google form; faculty will not view results until we submit our final grades)</p>	<p>5/2 – 5/3 Reading Days</p>

		Faculty share our Personal Teaching and Learning Trajectories - Jack - Kyle Freewrite and share preliminary thoughts about your Personal T&L Trajectory (J) - Note: a completed Trajectory essay will count in place of a second facilitation score	
16	Finals Week Lesson #3 and Teaching & Learning Personal Trajectory posts/pages, due by Monday May 6 at 4:00pm		

Bibliography:

Boaler, J. (2015, December 31). *The Math Class Paradox*. Retrieved from [The Atlantic](#).

Buchheister, K., Jackson, C., & Taylor, C.E. (2019). "Sliding" into an Equitable Lesson. *Teaching Children Mathematics*, 25(4), 224-231.

Felton-Koestler, M. (2017, October 25). *Privilege and Oppression in Math Ed*. Retrieved from [feltonkoestler.wixsite.com](#).

Peterson, B. (2004). Measuring Water with Justice: A Multidisciplinary Lesson that Explores Water Issues. *Rethinking Schools*, 19: 33-37.