

ED 399 Teaching and Pedagogy
Designed for Spring 2016
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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

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
