

**Education 3301 & 3302**  
**Teaching and Learning & Curriculum Development**

Mondays & Wednesdays 8:30-9:55 am  
Thursdays 6:30-9:30 pm  
Fieldwork: 7:00 am – noon on Fridays  
Class email: [educ3301@bowdoin.edu](mailto:educ3301@bowdoin.edu)

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**Course Overview**

Curriculum Development and Teaching & Learning are taught as a single course and share one syllabus. The course integrates theory and practice thoroughly. We will be studying teaching and we will be teaching. We will be studying curriculum and we will be creating curriculum. We will study teaching and curriculum in schools, and we will spend significant time in schools. We will study community context matters as an educator. We will have in-depth experiences in two communities – an urban community (Portland, ME) and an island community (Deer Isle-Stonington). In addition to learning from the professor, you will learn from King and community experts. Most importantly, you will develop a professional learning community amongst your peers. You are expected to support, question, and challenge each other in order to produce the highest quality work and to best serve all students.

Our work with King Middle School is a partnership. The King faculty contribute to the construction of the syllabus, co-develop the expectations for your fieldwork, and co-teach portions of the course. The faculty determine the action research questions you pursue and depend upon you to present findings that contribute to their professional development. The faculty welcome you into their professional community. They will support, question, and challenge you. The King faculty expect you to bring your engagement, questions, and academic and personal integrity to their classroom and community.

**Essential Questions**

- What is the relationship between teachers, students, and the curriculum?
- How do effective pedagogy and well-developed lesson plans facilitate student learning?
- What resources are necessary for teaching for understanding to take place?
- How do teachers and students create environments conducive to learning?

## **Learning Targets**

- I can develop high-quality curriculum that engages learners with diverse strengths, needs, interests, and learning profiles. [InTASC Standards 1, 2, 4, 5, 6, 7, 8, 11]
- I can utilize a variety of teaching strategies that support strong classroom communities, provide students with multiple opportunities to demonstrate their understanding of topics of study, and encourage students to examine the quality and sources of their own understandings. [InTASC Standards 2, 3, 5, 6, 7, 8, 9, 11]
- I can collaborate with colleagues, caregivers, and communities to support students' intellectual, social, emotional, and physical development. [InTASC Standards 1, 2, 3, 9, 10]

## **Fieldwork**

The required fieldwork for these two courses consists of a minimum of 36 hours in a secondary school classroom and community. You are required to engage actively in your mentor teacher's classroom, other classrooms you visit, and in the school community. Occasionally, you may be asked to observe rather than be engaged actively. These instances are the exception, not the norm.

Your fieldwork will be completed in the following ways:

- Friday mornings at King Middle School (some additional mornings as indicated on the syllabus)
- At least one full day at King Middle School
- Community events/co-curricular activities at King Middle School
- Visit to Deer Isle-Stonington High School and Community

Your fieldwork activities will include:

- Assisting teachers and students in learning activities
- Assisting teachers and faculty with community events and co-curricular activities
- Teaching three lessons
- Conducting action research that contributes to the professional development of King faculty

## **Confidentiality**

All of your observations and inquiries at King Middle School are covered by the confidentiality agreement you signed with your Portland Public Schools volunteer application. You must use pseudonyms for all names of persons and redact names on documents you reference. The action research is being conducted for the purpose of the improvement of teaching and learning at King. Therefore, what you learn through your inquiry should not be shared with those uninvolved with this course.

## **Brodie Dinner & Lecture**

On Thursday, September 15<sup>th</sup>, Julian Vasquez Heilig will deliver the Education Department's annual Brodie Family Lecture in Kresge Auditorium at 7:00 p.m. The title of his talk is "A Remedy for Educational Injustice? Mobilizing Local Education Reform." Dinner begins at 5:00 p.m.

### Required Books

- Berger, Ron, Leah Rugen & Libby Woodfin (2014). *Leaders of their Own Learning: Transforming Schools through Student-Engaged Assessment*. San Francisco, CA: Jossey Bass. **(LoL)**
- Dewey, John. (1991). *The School and Society/The Child and the Curriculum*. Chicago: University of Chicago.
- Farish, Terry. (2014). *The Good Braider*, reprint ed. New York: Skyscape.
- Levinson, Meira & Jacob Fay, Eds. (2016). *Dilemmas of Educational Ethics: Cases and Commentaries*. Cambridge, MA: Harvard Education Press. **(DEE)**
- Tomlinson, Carol Ann and Jay McTighe. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria: Association for Supervision and Curriculum Development. **(UbD)**

### Assessments

- |                                 |     |
|---------------------------------|-----|
| • Unit of Instruction           | 15% |
| • Critical Analysis of a Lesson | 20% |
| • Lesson Plans                  | 35% |
| • Action Research               | 20% |
| • Community Reflection          | 10% |

### Action Research (20%)

You will conduct action research that contributes to the professional development of the King faculty. Data collection will occur during your field placement and will be recorded in your field guide.

- ***Monday, 11/21: Field Guide for Action Research***
- ***Thursday, 12/8: Findings and recommendations presented to the King faculty***

### Unit of Instruction (15%)

You will develop a four-week Unit of Instruction. Collaborating with your cooperating teacher, you will choose a unit topic early in your field placement and design the instructional unit drawing on what you have learned about backward design and student-engaged assessment.

- ***Thursday, 9/22: STA Plan with two Long-Term Learning Targets and Essential Questions with rationales***
- ***Wednesday, 10/5: STA Plan with four Long-Term Learning Targets, Essential Questions, Supporting Learning Targets, Formative Assessments and Summative Assessments with rationales***

### **Critical Analysis of a Lesson (20%)**

You will critically analyze one of the three lessons you teach at King. There are four parts to the assignment:

- **Lesson Plan:** *One full week* prior to teaching, you will submit a completed lesson plan to your cooperating teacher.
- **Reflection notes:** You will record your teaching, watch the video, and write up reflection notes on the planning, execution, and outcomes of the lesson. You will make an appointment with Doris to discuss your notes.
- **Viewing:** You will choose a **ten-minute clip** from your recording to share with the class. Prior to showing the clip, you will pose one question/issue/concern regarding the clip on which you would like feedback. After you show the clip, the class will discuss. Viewings will occur on 11/2, 11/7, and 11/9.
- **Reflection:** *No later than* one week after watching the clip in class, you will submit a reflection (no more than 2,000 words) on the planning, execution and outcomes of the lesson as well as the process of recording and analyzing your teaching. You will also address how this process enabled you to grapple with educational ethics.

### **Lesson Plans (35%)**

You will develop the lesson plans comprising a four-week instructional unit based on the format provided. Each plan will include *all* relevant curricular materials and at least two of the plans will incorporate technology and a primary instructional resource.

- **Thursday, 10/6:** *one completed Lesson Plan (4 copies)*
- **Thursday, 10/13:** *three completed Lesson Plans by Google doc (santorodoris@gmail.com)*
- **Tuesday, 11/14:** *completed Lesson Plans for four-week Unit of Instruction*

### **Community Reflection (10%)**

You will write a thematically-organized reflection about what you have learned about the benefits and barriers to teachers integrating the community and its knowledge into the life of a school. How were your previous beliefs challenged? How did your background influence assumptions, questions, fears, curiosities you had about KMS? DISHS? What new ideas emerged from your immersion in two distinct communities? What is the role of the teacher in the community? What is the role of the community in the school? Why does community matter in a policy climate focused on academic achievement?

**Due: Wednesday, 12/14 at 5:00 pm**

### **Participation**

- You are expected to attend and actively participate in all class sessions. If for some reason you need to miss a class or your field placement, please notify the instructors in advance by e-mail. If you have an unanticipated absence from your field placement due to illness, call Peter Hill.
- Transportation to your weekly field placement and all course sessions held in Portland is provided by the Education Department. If you miss the transportation or are unable to participate in the field work at the designated time, you are responsible for your own transportation. Fulfilling the 36 hours of field work is a requirement for a passing grade in the course. You will log your hours and activity in your Field Guide.
- Your mentor teacher will complete a survey twice during the semester in which they evaluate your level of engagement in your field placement.
- The Island Schools Project is a required course component.
- You will complete a self-assessment of your field placement participation at the conclusion of the course.

## **Core Values of the Education Department**

The Education Department fuses Bowdoin College's spirit of inquiry and commitment to the common good by connecting the history of schooling, educational theories, and pedagogical approaches to contemporary educational dilemmas. Courses at all levels involve a variety of field experiences that engage students in schools, classrooms, and other educational contexts.

The following core values guide all aspects of the Education Department's curriculum and instruction—from introductory classes to upper-level seminars:

1. **Be aware of the big picture.** The study of education sheds light on one of the fundamental public institutions of the United States. Such study also reveals the humanistic dimensions of teaching and learning that are vital to constructing a meaningful life. Responsible teaching and informed dialogue about education depend upon a solid background in the social foundations of education.
2. **Embrace theory and practice.** Theoretical and text-based inquiries, as well as empirical studies of all kinds, provide a basis for understanding the purpose and practice of education. For teachers, effective practice depends upon a strong foundation of content knowledge and thoughtful application of curricular and pedagogical theory to practice. Teachers and students at all levels of education gain expertise by listening, observing, doing, and reflecting.
3. **Model and live in the spirit of inquiry.** Students and instructors in the Education Department position themselves first as learners about those they teach and about the communities in which they teach. They recognize the limitations of their own perspectives and the need to draw on multiple sources of knowledge. Students and instructors in the Education Department believe that teachers, especially, cannot assume that others will learn as they did and do. Therefore, teachers cannot teach only as they were taught. Teaching is an intellectually challenging practice that requires ongoing learning, self-assessment, collaboration, and research.

## **Learning Goals**

- Students analyze policies, dilemmas, and debates about public schooling from anthropological, historical, philosophical, and/or sociological perspectives.
- Students demonstrate their understanding of the diverse ways individuals and groups make meaning and interpret their experiences of education.
- Students create well-reasoned and research-based arguments to support their beliefs about quality teaching and learning in multiple contexts.

## Maine Beginning Teaching Standards

Maine has adopted the InTASC Core Teaching Standards to ensure that beginning teachers are prepared to work effectively with learners and their families and to contribute to the quality of schools and public education generally. Bowdoin's Education Department ensures that all students taking courses in teaching pathway are familiar with these standards. All students completing the Bowdoin Teacher Scholars certification route will demonstrate and meet these standards.

<p><b>Standard #1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Standard #2: Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Standard #3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>Standard #4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Standard #5: Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><b>Standard #6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><b>Standard #7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard #8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>Standard #9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>Standard #10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p><b>Standard #11: Technology Standards for Teachers</b> Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.</p> <p>Education 3301/3302 address standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
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## Course Meetings, Essential Questions & Readings

Mondays	Wednesdays	Thursdays	Fridays
<p><b>Pre-class reading:</b></p> <p><a href="http://king.portlandschools.org">king.portlandschools.org</a> (esp. <i>About Us, Our School, School Design Resources</i>)</p> <p><a href="http://kmsportland.weebly.com/">kmsportland.weebly.com/</a></p> <p>Farish, <i>The Good Braider</i></p> <p>Action Research Field Guide: Entry 0</p>	<p><b>8/31 @ KMS</b></p> <p><b>EQ: What does it take to make students feel welcome?</b></p> <p>Meet van at Polar Bear at 7:00 am</p> <p>Action Research Field Guide: Entry 1</p>	<p><b>9/1</b></p> <p><b>EQ: How can curriculum and teaching be dangerous?</b></p> <p><b>Reading:</b> Carberry, "Teaching Solidarity" (reserve)</p> <p><a href="#">Urachima, "Implementing Ethnic Studies in CA..."</a></p> <p><a href="#">Donald, "...Academic Benefits to Ethnic Studies Courses"</a></p> <p><a href="#">Itzel Rosales's 2272 website</a></p> <p><a href="#">Emily Talbot's 2272 website</a></p>	<p><b>9/2 @ Bowdoin 8:30-11:30</b></p> <p><b>EQ: What makes school safe?</b></p> <p><b>Reading:</b> <a href="#">Hoffman, "Gay and Lesbian Teenagers..."</a></p> <p><a href="#">NYCoRE, "Beyond Tolerance..."</a></p> <p><a href="#">Developing LGBT-Inclusive Classroom Resources</a></p> <p><a href="#">Supporting and Caring for our Gender Expansive Youth</a></p> <p><a href="#">Hudson Foundation, "Breaking Down the Barriers for Immigrant Youth"</a></p>

<p><b><u>9/5</u></b>  <b>EQ: What is the problem with “covering” content?</b></p> <p><b>Reading:</b>  LoL, Introduction</p> <p>UbD, Chapter 7</p> <p>Perrone, <i>Lessons for New Teachers</i>, Chapter 8 (reserve)</p>	<p><b><u>9/7</u></b>  <b>EQ: How do we know if students understand?</b></p> <p><b>Reading:</b>  LoL, Chapter 2</p> <p>UbD, Chapters 5 &amp; 6</p>	<p><b><u>9/8 **In Portland**</u></b>  <b>EQ: Where are our students coming from?</b></p> <p><b>Reading:</b>  <a href="#">NEA, “Promoting Educators’ Cultural Competence”</a></p> <p><a href="#">Alrubail, “How to create a culturally responsive...”</a></p> <p><a href="#">Bowie et al., “Somali Families’ Experiences ...”</a></p> <p>UbD, Chapter 2</p>	<p><b><u>9/9</u></b>  Meet King Leadership Team</p> <p>Meet with cooperating teacher to:</p> <ol style="list-style-type: none"> <li>1) Discuss participation expectations during classroom visits</li> <li>2) Times for debriefing</li> <li>3) Expedition planned for end of October, early November</li> </ol> <p>Action Research Launch</p> <p><b>Reading:</b>  LoL, p. xxi</p>
<p><b><u>9/12</u></b>  <b>EQ: How might questions drive learning?</b></p> <p><b>Reading:</b>  Standards for your subject area</p> <p>Bring UbD &amp; LoL books</p>	<p><b><u>9/14</u></b>  <b>EQ: What engages students?</b></p> <p><b>Reading:</b>  Simon, <i>Moral Questions in the Classroom</i> (Chapters 4 &amp; 5) (reserve)</p> <p>Hawkins, “I, Thou, and It” (reserve)</p> <p>UbD, Chapter 4</p> <p>*Write three essential questions based on your reading.</p>	<p><b><u>9/15</u></b></p> <p>Brodie lecture</p> <p>Dinner @ 5:00</p> <p><a href="https://cloakinginequity.com/">https://cloakinginequity.com/</a> (select blogs of interest and at least one peer-reviewed article)</p> <p><a href="#">Heilig &amp; Jez, “Teach for America: A Return to the Evidence”</a></p>	<p><b><u>9/16</u></b></p> <p>Make an appointment with your teacher to discuss LTs for your lessons</p> <p>Action Research-Strategic Planning</p> <p>10:30-11:00: Technology  11:00-11:30: Engagement</p>



<p><b><u>9/19</u></b>  <b>EQ: What learning is essential?</b></p> <p><b>Reading:</b>  UbD, Chapters 1 &amp; 3  LoL, Chapter 1</p>	<p><b><u>9/21</u></b>  <b>EQ: How do we know what someone else is thinking?</b></p> <p><b>Reading:</b>  Ritchhart et al, <i>Making Thinking Visible</i> (pp. 5-39) (reserve)</p>	<p><b><u>9/22</u></b>  <b>EQ: How do we teach writing across the content areas?</b></p> <p><b>Reading:</b> TBD  <a href="#">BTS Application Process</a></p>	<p><b><u>9/23</u></b></p>
<p><b><u>9/26</u></b>  <b>EQ: What makes learning meaningful?</b></p> <p><b>Reading:</b>  Dewey, <i>The Child and the Curriculum</i>  <a href="#">Fleming et al, “Democratic Science...”</a>  LoL, Chapter 6  UbD, pp. 67-68, 175</p>	<p><b><u>9/28</u></b>  <b>EQ: What counts as student participation?</b></p> <p><b>Reading:</b>  <a href="#">Webb et al, “Engaging with Others’ Mathematical Ideas”</a>  <a href="#">Center for Teaching Excellence @UVA, Teaching to Promote Gender Equality</a></p>	<p><b><u>9/29</u></b>  <b>EQ: How do students with diverse skill levels and capacities access the curriculum?</b></p> <p><b>Reading:</b>  UbD, Chapter 8  LoL, Chapter 8  King Faculty Grading Guide (BB)  DEE, Chapter 2</p>	<p><b><u>9/30</u></b></p> <p>Bring a blank lesson plan format and identify the components in your observation</p>
<p><b><u>10/3</u></b>  <b>EQ: Should students ever be retained?</b></p> <p><b>Reading:</b>  DEE, Introduction &amp; Chapter 1</p>	<p><b><u>10/5</u></b>  <b>EQ: What constitutes a “unit”?</b></p> <p>Due: Unit of Instruction</p>	<p><b><u>10/6</u></b>  <b>EQ: How do you construct a lesson plan?</b></p> <p><b>Reading:</b>  LoL, Chapter 2  UbD, Chapter 3</p>	<p><b><u>10/7</u></b></p> <p>KMS Closed</p>

<p><b><u>10/10</u></b></p> <p>Fall Break</p> <p><b><u>10/11 -TUESDAY</u></b> Possible all-day visit to KMS</p>	<p><b><u>10/12</u></b> <b>EQ: Are there guaranteed methods for effective teaching?</b></p> <p><b>Reading:</b> Perrone, <i>Lessons for New Teachers</i>, Chapters 1 &amp; 6 (reserve)</p> <p>Lemov, Chapters 10 &amp; 11 (reserve)</p>	<p><b><u>10/13</u></b> <b>EQ: What role should technology play in teaching?</b></p>	<p><b><u>10/14</u></b></p> <p>Review lessons with cooperating teacher</p>
<p><b><u>10/17</u></b></p> <p>Practice teaching</p>	<p><b><u>10/19</u></b></p> <p>Practice teaching</p>	<p><b><u>10/20</u></b> <b>EQ: How do you develop a teacher presence?</b></p> <p>Practice teaching</p>	<p><b><u>10/21</u></b></p> <p>Teach Lesson 1</p>
<p><b><u>10/24</u></b> <b>EQ: How should we define quality teaching?</b></p> <p><b>Reading:</b> Fenstermacher &amp; Richardson, “On Making Determinations of Quality in Teaching” (reserve)</p> <p>InTASC Standards</p>	<p><b><u>10/26</u></b> <b>EQ: Can quality teaching be separated from content?</b></p> <p><b>Reading:</b> Dewey, “The Nature of Method” (reserve)</p> <p>Santoro, “Method” (BB)</p>	<p><b><u>10/27</u></b> <b>EQ: How can we build strong classroom communities?</b></p> <p><b>Reading:</b> Cook-Sather, Chapters 2, 4 &amp; 5 (reserve)</p> <p>Perrone, <i>Lessons for New Teachers</i>, Chapter 9 (reserve)</p>	<p><b><u>10/28</u></b></p> <p>Teach Lesson 2</p>

<p><b><u>10/31</u></b>  <b>EQ: How do you handle violations of classroom norms and expectations?</b></p> <p><b>Reading:</b>  DEE, Chapter 3</p>	<p><b><u>11/2</u></b>  Critical Analysis of a Lesson #1</p>	<p><b><u>11/3</u></b>  <b>EQ: Why do we need grades?</b></p> <p>@ KING – 4:00-5:00 (expert)  5:00-7:00 (multicultural potluck)</p> <p><b>Reading:</b>  LoL, Chapter 8</p> <p>King Faculty Grading Guide (BB)</p>	<p><b><u>11/4</u></b>  Teach Lesson 3</p>
<p><b><u>11/7</u></b>  Critical analysis of a lesson #2</p>	<p><b><u>11/9</u></b>  Critical analysis of a lesson #3</p>	<p><b><u>11/10</u></b>  <b>EQ: What kind of feedback do students need?</b></p> <p><b>EQ: How can students self-assess their understanding and performance?</b></p> <p><b>Reading:</b>  LoL, Chapter 3 &amp; 4</p>	<p><b><u>11/11</u></b>  KMS Closed</p> <p>Collaborative Lesson Planning</p>
<p><b><u>11/14</u></b>  <b>EQ: How do teachers manage their work load?</b></p> <p>Lesson plans due</p> <p>Life by Lobster (in class)</p>	<p><b><u>11/16</u></b>  <b>EQ: Does our teaching reproduce or transform society?</b></p> <p><b>Reading:</b>  Dewey, <i>School and Society</i></p> <p><b>Watch:</b>  <a href="#">Sandy Grande &amp; Edwin Mayorga, <i>Decolonizing Education</i></a></p>	<p><b><u>11/17</u></b>  <b>EQ: What have we learned about the relationship between schools and communities?</b></p> <p><b>EQ: What does it mean to be a professional?</b></p> <p><b>Reading:</b>  InTASC Standards</p>	<p><b><u>11/18</u></b>  Teach Lesson 3, if necessary</p> <p>Last day at KMS</p> <p>Closure with students</p>

<u><b>11/21</b></u>  Work time for action research presentation  Action Research Field Guide Due	Bowdoin Break		
<u><b>11/28</b></u>  Island Schools Project Prep  Roy, Introduction, <i>Looking Ahead with the World in Their Hands</i> Butrymowicz, “What’s the Point of High School...?” Paperny, “How Lobsters Are Keeping Students in School”	<u><b>11/30</b></u>  Island Schools Project Prep  Rubric Development  Corbett, ““It was fine if you wanted to leave’...”	<u><b>12/1 @ 2:00 p.m.</b></u>  Island Schools Project  Bowdoin at DISHS	<u><b>12/2</b></u>  Island Schools Project  Bowdoin at DISHS Return by 6:00 p.m.
<u><b>12/5</b></u>  Practice presentation of deliverables	<u><b>12/6-7 (Tuesday &amp; Wednesday)</b></u>  Island Schools Project  DISHS at Bowdoin	<u><b>12/8</b></u>  6:30-8:00 Celebration of learning with KMS Faculty @Bowdoin	

### **King MS/Bowdoin College PDS Partnership Roles**

#### **The Bowdoin professor will:**

- Create syllabus in consultation with King leadership
- Notify King liaisons of changes to syllabus
- Communicate regularly with liaison
- Demonstrate best practices in EL; pedagogy; curriculum
- Share concerns re: King constituents/environment and/or Bowdoin students as they arise
- Identify resources and opportunities that could benefit King and the partnership
- Welcome King faculty and staff to Bowdoin classrooms and events

#### **The King liaison will:**

- Communicate expectations with mentor teachers
- Check in with mentor teachers
- Publicize events to whole King staff
- Be able to articulate King's work plan to ensure it dovetails with Bowdoin work
- Serve as a King building point person/resource (i.e., you can keep your stuff in my room, answer questions, resolve issues)
- Assist with any research Bowdoin students do
- Share school-wide email communications when appropriate
- Communicate with Bowdoin professor any concerns regarding Bowdoin students or other course-related matters

#### **The Bowdoin Program Placement and Outreach Coordinator will:**

- Manage payment and CEU requests from King fac/staff
- Prepare Bowdoin students appropriately for field placement - expectations for becoming a professional (e.g., dress, demeanor, communication)
- Coordinate logistics - transportation, timing, etc.
- Help Bowdoin students brainstorm solutions to logistical and other challenges that might arise during placement
- Monitor and help manage relationships between Bowdoin students and mentor teachers
- Collect evaluations of Bowdoin students and mentor teachers
- Provide participation documentation/certificates for King faculty
- Communicate regularly with leadership at King

**The King leadership will:**

- Share history and current structure of King
- Connect with Bowdoin students regularly and welcome them
- Be available for Bowdoin student questions/discussions and visible throughout the school
- Encourage and guide Bowdoin students in accessing opportunities for King involvement
- Meet with mentor teachers
- Have a clear vision and plan for school's PD in order to see where Bowdoin resources would be appropriate
- Ensure the partnership and the work is not "one more thing..."
- Regularly reflect on how the partnership is working (+ Bowdoin prof, + PPOC)

**Bowdoin students will:**

- See themselves as professionals and contributors to a professional community
- Document and collect data necessary for professional learning of King faculty and staff
- Advocate appropriately for additional KMS involvement
- Be responsible for and manage communications with mentor teacher
- Take risks and reach beyond their comfort zone
- Jump and ask how they be of service (with students, faculty, staff, community)
- Displace/set aside their own middle school experiences in order to appreciate the one they are in
- Be aware of biased interpretation
- Empathize
- Suspend judgement
- Check to see if King faculty are "we are doing what we say"
- Take initiative
- Problem solve independently
- Respect confidentiality

**Mentor teachers will:**

- Provide a welcoming space - physical, emotional, etc. - for Bowdoin students
- Look over Bowdoin student lessons ahead of time
- Provide feedback after lessons taught
- Be paid
- Learn from mentees/Bowdoin students
- Share with leadership team about successes and challenges concerning Bowdoin students
- Be reflective practitioners - willing to "go there" re: lessons, behavior management, etc.
- Be "in charge" of King's students availability for publicity

**The King experts will:**

- Develop focused (EL: quality) “master classes” to deliver pre-determined content
- Be compensated with money and/or CEVs (if desired)
- Collaborate with Bowdoin professor
- Communicate with Bowdoin prof and PPOC in a reasonably prompt manner
- Be willing to follow up with Bowdoin students via email or set up a meeting at King, at teacher’s convenience

**The King faculty/staff will:**

- Welcome Bowdoin students even if not a mentor teacher
- Be open to accessing PD/Resources from Bowdoin (if desired)
- Demonstrate professional learning and community
- Include Bowdoin Students in “behind the scenes” thinking when appropriate

**The King students will:**

- Be willing participants
- Articulate what they are learning
- Describe their progress/reflect on their level of understanding
- Openly share their opinions/experiences at King

**The King community (broadly conceived) will:**

- Help Bowdoin students understand the ways in which community context matters
- Inform and broaden students’ perspectives on schools, students, teachers, learning, teaching
- Offer different perspectives around current “topics”
- Welcome/invite Bowdoin students to celebrations/events