

ED378, GENERAL STUDENT TEACHING SEMINAR
SPRING, 2006

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Meeting Time: 3:45-5:45 Meeting Place: Hurd 302

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are needed to see this picture.

Goals

- Ñ Become more reflective in our practice through interaction with colleagues
- Ñ Solve problems experienced in the field
- Ñ Critique research in relation to practice (classroom management, literacy, building community)
- Ñ Develop a rich sense of adolescence and early adolescence
- Ñ Make student learning a focus for planning and reflection on teaching.
- Ñ Develop a model for professional discourse
- Ñ Master the job search process in education
- Ñ Develop a plan for the first year of teaching

Attendance

Since 20% of the seminar grade is for attendance at and participation in class, your presence is important. For each unexcused absence, 3% of the overall grade will be reduced to 0. If you have a legitimate reason for missing seminar (i.e. illness), contact me ahead of time.

It is also important to come to class on time. You need to leave school on seminar days promptly. If you need to, you might have to leave a few minutes before you normally do. You shouldn't have to miss any classtime. If you need to meet with students, plan it for other times.

Experience 1

January 16 (9-12 and 1-3), Topics: Introductions/Middle School Aged Students/Handbook Discussion

January 25, Topic: Classroom Management or Preparing for the First Day of Teaching and Other Matters

Journal Topic: Management Plan. In around three pages, write out the plan you will follow for your middle school experience. Discuss how you will organize your classroom, your classroom schedule, and your lessons to create a rich learning environment. One piece of your plan is a consideration of how you will address misbehavior in your class. Also, make clear the philosophy that guides your plan.

Don't make your plan a list. Rather, certain issues will take a prominence in your plan. For instance, how you organize the classroom or how you structure your lessons could be a more important feature in your plan than other features. Describe those aspects in more detail.

Be ready to discuss in seminar how your plan is consistent with or divergent from the plan laid out in the Wong's text.

Reading: Wong & Wong, pp. 82-193.

Notes: a) As of Monday, January 23, Unit Plans in course folder b) Organize your peer supervision.

February 8, Topic: Promoting Thinking with Middle School Aged Students

Journal Topic: The way students think (or don't think) in my class. Your entry should be descriptive and focused. How you focus the entry is up to you. That is, you could describe one student or you could contrast a couple of students. You could describe a lesson. Etc. Convey a sense of the levels of thinking demonstrated by your students.

Reading: Come to class having reviewed your K & E text, identifying at least three strategies that promote higher order thinking. Jot those strategies down on your journal entry.

Due: February 17, Peer Observation

February 22, Topic: Promoting Literacy, Reading and Writing in the Content Areas

Journal Topic (Problem Based Entry): Describe in detail problems you face in having your students read and/or write effectively for class. Propose a solution or solutions to your problem. Using your student's involvement in class or written work (homework, papers, tests) as data, explain why you think this is a good solution.

Reading: Wong, pp. 209-227 and complete anticipation guide.

March 1, Topic: The Job Search, A Talk with Christine Rander

Journal Topic: In the spirit of peer microteaching, pick one lesson you taught and write an analysis of the lesson making sure to discuss student learning in relation to your goals, as well as what you did to promote or hamper student learning. Conclude with a statement about how your teaching will be affected by the analysis.

Due March 3 (By 4:30): Portfolio (To Mayer) and Supervision Folder (To Evans, Mayer, Missmer or Shosh)

Experience 2

March 13, Pre-Experience 2 Seminar (9-12:30) HUB, UBC Room,

Topic: The role of classroom research/Classroom interaction as an element in a constructivist classroom

Reading: Review K & E, Ch. 11 (357-389) and Ch. 9 (285-306)

Due March 13: Journal Analysis

Due March 20: Classroom Management Plan

March 22, Topic: Co-Constructing a Classroom Community, Democracy and Education

Journal Topic: Building a classroom climate that includes a sense of community and respect for the ideas of individuals, My struggles and accomplishments

Reading: "Refuting Misconceptions about Classroom Discussion" by William W. Wilen (Handout)

Note: As of Monday, March 20, unit plans in course folder.

April 5, Topic: Social-Emotional Issues Faced During the Adolescence Years

Journal Topic: The social and emotional issues faced by teens today

Job Fair (Date TBA): You are excused from school on this day. You will have opportunities to be interviewed by administrators from various districts. Come with a handful of resumes. Wear your interviewing clothes.

April 18, An Event: "Fiction for Teens" (4:30-): A film (*Speak*) and Panel Discussion with three writers (Dave Lubar, Paul Acampora, and Lorrie H. Anderson) (It is not a mandatory that you attend this event.)

April 19, Topic: The First Year of Teaching/The Job Search, A Meeting with First Year Teachers

Journal Topic: My first year of teaching: concerns, fears, questions, and what I still need to learn. (Conclude by writing down three questions that you want to ask the teachers who will be visiting our class.)

Reading: Wong and Wong, pp. 270-310

Friday April 28: Student Teaching Picnic at 805 West Market St. (Come up Main. Turn right at Broad St. where the BrewWorks is. Go to Seventh St and turn left. Go one block to Market St. and turn right. My house is the third house on the left side of the street.)

Due May 2 (By Noon): Journal Analysis (To Mayer and Evans, Missmer, or Shosh)
Supervision Folder (To Evans, Mayer, Missmer, or Shosh)
Portfolio (To Mayer)