

Moravian College
Elementary Curriculum and Instruction
Education 374
Fall, 2006

Section PN (Monday)
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Section PM (Tuesday)
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The focus of this course is on your continuing professional development as you culminate your preparation for teacher certification. It is your challenge to demonstrate that you have the knowledge, skills, desire and attitude to become an extraordinary teacher. The broad base of knowledge and experience that you bring to this experience will help you gain the expertise that is needed to be an exceptionally effective teacher.

Elementary Curriculum and Instruction is designed to support you in your journey during student teaching. We will meet weekly to discuss issues that are related to your teaching, portfolio development, professional growth, certification, and interviewing.

During the course, we will share strategies and methods that support your teaching. Reflection on your practice is key to becoming a better teacher as you exchange ideas and experiences with each other.

You will demonstrate evidence of your professional knowledge and practice in the following areas:

1. Planning and preparation
2. Classroom Environment
3. Instructional Strategies
4. Professionalism

Think of your own personal goals and list them.

- 1.
- 2.
- 3.

Course Suggested Texts:

Codell, Esme. (2001). *Educating Esme: Diary of a Teacher's First Year*. NY: Algonquin Books.
Codell, Esme. (2003). *Sahara Special*. NY: Hyperion Books.
Wong, Harry. (1998). *The First Days of School*. CA: Harry Wong Publications.

Course Requirements:

1. **PowerPoint Presentation and Professional Development Reflection – (15%)**
2. **Weekly Written Work**
Weekly lesson plans – (40%)
Weekly journals – (10%)
3. **Science & Literacy Framework Book Review, Attendance, Preparation, & Cooperation – (15%)**
4. **Final Portfolio – (20%)**

Attendance and participation: It is expected that you will attend and participate in all seminars. If you need to be late for seminar, you will then submit to me a rationale for your delay. Those who select to be absent or not to participate in a professional manner will have their final grade lowered. Each unexcused absence will lower your final grade by 2%.

Academic Honesty: I will follow the academic honesty policy as stated in the 2005-2006 Student Handbook on pages 44-46. Failure to follow these guidelines may result in failing this course.

Grading: I will consult with your supervisors to assess your success in the field. In all areas, I will use the Moravian College standards of academic achievement as stated in the Student Handbook. It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Cell Phones: Turn off cell phones during seminars. If your phone rings, you will share a snack for our next seminar.

Weekly journal: Each week prior to seminar, you will submit your weekly journal from the previous week to your college supervisor. Each supervisor has a mail box in the Education Office where you should place your journals unless directed to do otherwise by your supervisor. This journal must include daily entries (minimum of one page per entry) that describe your student teaching experience such as what you are doing and observing. Your journals must also include reflective remarks about what you are thinking, how this all relates to concepts you learned in your methods classes, how this all relates to ideas in your reading or what you have read. Your journals are not a place to complain about your experience. If you do have serious concerns, talk to your college supervisor. Do not work on your journals during class time. You need to be thoroughly engaged with your students even if your cooperating teacher is teaching. **You evaluations of your lesson plans should not be included in your journal.** Lesson plan evaluations are attached to the lesson that was taught. Your journal entries will be handed back to you so you will have a complete journal at the end of your semester. Your journals need to be word processed. You will receive a letter grade for your completed journal each quarter.

Professional Development: It is expected that you will continue to read professional magazines as part of your plan for professional development. You should feel free to bring readings on current topics to seminar. As part of your normal teaching day, you are required to attend all professional meetings associated with your student teaching. This includes faculty meetings, in-service days, parent conferences, and child study team meetings. There is also another professional experience requirement outside the normal school requirements. Opportunities to attend professional educational meetings such as workshops presented by the Colonial Association of Reading Educators would be a good example. Professional development could be offered by other professional organizations. After attending the professional development experience, you need to submit a 2-3 page reflection. This paper should be submitted to me a week after the event.

If you want to attend the Keystone State Reading Conference, Oct. 22-25, you will have to make that decision by our second meeting. Attending KSRA Conference is an excusable absence from student teaching. It is also an outstanding professional development experience. SOAR can provide limited financial support and the conference registration will be free for you.

Weekly Lesson Plans: Each week prior to seminar, you will submit to your college supervisor your word processed lesson plans from the previous week. They should be submitted along with your Weekly Journals. You must follow the lesson plan format included in the Student Teaching Handbook unless you have made other arrangements with your supervisor. The lesson plans should include some indication that your cooperating teacher has previewed them. The evaluation section is crucial to your development as a teacher so be very thoughtful and reflective. The evaluation for each lesson should be about **one page** in length even when you are permitted to do block planning. Written reflections should be included with your block plans. You will receive a letter grade for your written plans and evaluations, both long and block forms.

PowerPoint Presentations: In order to begin the process of putting together your final portfolio and turning it into a PowerPoint presentation, you are required to make a PowerPoint presentation of your first student teaching experience. Your presentation must include at least 8 slides and should highlight creative lessons and activities that your students engaged in during your first student teaching experience. Several slides may be devoted to you as a professional and may depict other aspects of you that would be of interest to a hiring administrator. This project will be graded. It is due by **October 13**. Please identify each CD with your name. We will view them together during our seminar on October 31, 2006.

Science & Literacy Framework Book Review and Lesson: The content and handout will be included in a special seminar on this topic on September 25th.

Final Portfolio: This will demonstrate how successful you were in your preservice experiences. It is a tool that is used during the interviewing process. It should be something that you will continue to update.

The following items **should be included:**

- Title page and table of contents
- Resume
- Statement of your philosophy that may include the learning/teaching process, classroom management, etc.
- A sampling of lessons plans with a statement of why (rationale) you included this in your portfolio. The statement should be on a separate page before your lesson plan, etc. - Each should have different focuses such as learning strategies, assessment tools, adapting for diverse and inclusive populations, cooperative and collaborative structures, higher level thinking and inquiry, differentiated instruction, etc. Some lesson plans should include student artifacts, student evaluations, assessment tools, and photographs of students engaging in lessons.
- Technology skills - List of computer skills, samples, and a **statement** of how you would use computers to support learning.
- Evidence of teamwork - Pictures and a description of the people that you have worked with at your school setting.
- Evidence of professional development or growth – Experiences such as staff development program, a professional organization meeting, IU workshop, author visit, etc., should be presented in a page or two documenting and reflecting about them. If there were handouts, you should include those.
- Something extra that you want to share that will make your portfolio special like setting professional goals for the next three-five years, etc. You may want to create special sections that would focus on how you directed extracurricular activities, community activities or a three-year professional development plan.
- Any certificates such as memberships into honor societies, professional organizations, etc.
- Later you will add: documents, references, transcripts, certification documents, etc.

Your portfolio needs to look very professional. You should showcase your talents and your organizational skills. Photos with computerized (nothing hand written) captions are eye catching. Remember, “A picture is worth a 1000 words.” A picture will often give you an excuse to talk about something you did in class with your students. This is a graded project. You will be evaluated using a rating list on the following page. Due December 18th at 4:00 pm.

Seminars for 2006

Seminars are to guide and assist you in your student teaching and application process. We will meet weekly to discuss your progress and challenges, to prepare for interviewing, and to share relevant educational curriculum and methods. Seminars may be held on Monday's, Tuesday's, or Wednesday's. Check the schedule below to be sure.

Reminders of weekly requirements:

- Each week you will need to submit to your supervisor
 - a reflective weekly journal,
 - lesson plans followed by your self-evaluations of each lesson, and
 - copies of your cooperating teachers' views of your lessons.
- Full lesson plans are needed for the first **3 weeks** of teaching **each** subject. If your cooperating teacher and your supervisor agree that you were successful with your planning, block planning will be fine. With block planning, you will still need to write self-evaluations for your each lesson. When the supervisor visits, you must have a **complete** lesson plan even if you are doing block planning.

Seminar Schedule

Seminars (except for 8/28) will begin at 4:00 PM. For many topics, the two sections will meet together on Monday or Tuesday (or, for one session, on Wednesday). For other topics, the two sections will meet separately.

Monday, Aug 28 (Both Sections) -- 8:30-12:00 Orientation in the UBC room

- Review materials in student manual
- Course work for this seminar will be given out
- Q & A time

Tuesday, Sept 5 (Both Sections) – Seminar with your cooperating teachers

- Meet with your supervisor and discussion about your first week of student teaching.

Tuesday, Sept 12 (Both Sections) – Meet and greet students from last year

- We will talk with former students and review their portfolios.
 - We will also view power point presentations from last year.
- Assignment: Bring a draft copy of your philosophy of education.**

Monday, Sept. 18 (Dilendik) & Tuesday, Sept. 19 (Unger) – Peer Editing

- We will be doing peer editing of philosophies of education.
- Discuss your classroom environments and management systems

Monday, Sept. 25 (Both Sections) – Curricular Issues

- Science and Literacy Framework
- Social Studies through WebQuests

Monday, Oct 2 (Both Sections) -- Literature Circles

- Presentation on literature circles by Bernadette Fox and Kerri Umholtz

Wednesday, Oct. 11 (Both Sections) -- Special Seminar on Resume Writing

- Christine Rander will present resume writing.

End of your first experience! Your PowerPoint presentations are due on CD's by 5:00 PM on Friday, October 13. No seminar is scheduled for Monday, Oct. 16 or Tuesday, Oct. 17.

Second Quarter

Monday, Oct. 23 (Dilendik) – Share PowerPoint presentations.

Tuesday, Oct. 24 (Unger) – No seminar (KSRA Conference). Work on your portfolios.

Monday, October 30 (Dilendik) – Share PowerPoint presentations.

Tuesday, Oct. 31 (Unger) – Share PowerPoint presentations.

Monday, Nov. 6 (Both Sections) – Authentic Assessment

- Using authentic assessments in an elementary classroom
- Mrs. Kubera speaking on placement folders.

Tuesday, Nov. 14 (Both Sections) – Special Needs workshop

- FAT City video
- Mrs. Modjadidi

Monday, Nov. 20 (Both Sections) – Interviewing for a teaching position.

- Area principals discuss application and interview strategies

Tuesday, Nov. 28 (Both Sections) – Portfolio review

Tuesday, Dec. 5 (Both Sections) – The Writing Process

- Dr. Borgese of Great Source Publications

Monday, Dec. 12 (Both Sections) – Last Seminar

- Reflecting on all you have accomplished.

Friday, Dec. 15 - Last day of student teaching!! Smile!!! And relax!!!