

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 378: Seminar in Secondary Teaching
Education Seminar
Spring 2008

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Hurd Academic Complex 302
W 3:45 – 5:45 p.m.
1/23, 2/6, 2/20,
3/12, 3/26, 4/9, 4/23

“Education is not the filling of a pail, but the lighting of a fire.”
- William Butler Yeats

“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”
- Paulo Freire, *Pedagogy of the Oppressed* (1970/2003), p. 53.

Objectives

1. To develop teaching approaches and teacher behaviors which promote student engagement and achievement for diverse learners in the middle school and high school classroom.
2. To compose a personal philosophy of education statement grounded both in teaching/learning research and personal experience as a teacher of secondary school students.
3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement.

Required Text

Weinstein, Carol S. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 3rd ed. New York: McGraw Hill, 2007.

Suggested Resources

Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse, 2000.

—. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse, 1999.

Cazden, Courtney. *Classroom Discourse: The Language of Teaching and Learning*. 2nd ed. Portsmouth, NH: Heinemann, 2001.

Delpit, Lisa. & Joanne Kilgour Dowdy, eds. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press, 2002.

Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest*. Albany: State University of New York Press, 1999.

Hendricks, Cher. *Improving Schools through Action Research: A Comprehensive Guide for Educators*. Boston: Pearson Education, 2006.

Kauchak, Donald P. and Paul D Eggen. *Learning and Teaching: Research-Based Methods*. 5th ed. Boston: Pearson/Allyn & Bacon, 2007.

Larson, Bruce E. and Timothy A. Keiper. *Instructional Strategies for Middle and High School*. New York: Routledge, 2007.

Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2001.

Silver, Harvey F., et al. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.

Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading: Literacy and Learning Across the Curriculum*. 8th ed. Boston: Allyn & Bacon, 2004.

Wong, Harry K. and Rosemary T. Wong. *The First Days Of School: How To Be An Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, 2004.

Wormelli, Rick. *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*. Portland, ME: Stenhouse, 2001.

Key Web Links

Association for Supervision and Curriculum Development (ASCD)
<http://www.ascd.org/portal/site/ascd/index.jsp/>

Moravian College Reeves Library Web Sites for Education
<http://home.moravian.edu/public/reeves/books/web/edu.htm>

National Council for the Social Studies
<http://www.ncss.org/>

National Council of Teachers of English
<http://www.ncte.org/>

National Council of Teachers of Mathematics
<http://www.nctm.org/>

National Science Teachers Association
<http://www.nsta.org/>

Pennsylvania Department of Education
http://www.pde.state.pa.us/pde_internet/site/default.asp

Pennsylvania Power Library
<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=11&q=37628>

United Streaming from Discovery Education
<http://www5.unitedstreaming.com/index.cfm>

Assignments and Grading

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

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|---|------------|
| 1. Student Teaching Reflective Journal | 20% |
| • E-mail one entry to jshosh@moravian.edu in response to prompt by 4:00 p.m. on education seminar dates (1/23, 2/6, 2/20, 3/12, 3/26, 4/9, 4/23) | |
| 2. Annotated Middle School Course Folder | 20% |
| • Hard copy due to Dr. Shosh in PPHAC 327 by 4:00 p.m. on 2/27. | |
| 3. Annotated High School Course Folder | 20% |
| • Hard copy due to Dr. Shosh in PPHAC 327 by 4:00 p.m. on 4/30. | |
| 4. Annotated Showcase Portfolio | 30% |

- Hard copy or electronic copy on CD/DVD due to Dr. Shosh by 4:00 p.m. on 5/5.

5. Seminar Participation & Professionalism

10%

- Arrive on time and participate fully in seminar activities.
- E-mail weekly schedule to all supervisors by 4:00 p.m. each Friday.
- Send electronic copy of sample lesson plan to jshosh@moravian.edu on 1/23 & 3/12.

Attendance

Due to the nature and structure of the seminar, attendance at each meeting is crucial. If you must miss a session, please call the instructor to explain. When an absence is unavoidable, a written précis of the assigned readings must be submitted on or before the next regularly scheduled session. A missing or incomplete written response to readings following an absence will reduce the final grade by five percentage points. More than two class absences or a pattern of late arrivals to class may, at the discretion of the instructor, result in a failing grade for the seminar. See *Education Department Field Experience Handbook* for field experience attendance guidelines.

Academic Honesty

You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult *Writers Inc.*, *The MLA Handbook for Writers of Research Papers*, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Course Schedule

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

January 14: Student Teaching Orientation Session

9 a.m. – Noon: Introductions
 First Day of School Checklist
 Seminar Overview: Course Schedule & Assignments
 The Middle Level Learner
 Due: Journal #1

Noon–1:00 p.m. Lunch

1:00–3:30 p.m. Handbook Overview with Dr. Mayer

[Friday, January 18th Reminder: Send an electronic copy of next week’s teaching schedule to all supervisors by 4:00 p.m.]

STUDENT TEACHING MIDDLE SCHOOL PLACEMENT: JANUARY 15 – FEBRUARY 29, 2008

January 23: Managing the Middle-Level Learning Environment

Due: Weinstein, Chapter 1: “Characteristics and Contradictions of the Middle and High School Classroom”
 Weinstein, Chapter 4: “Establishing Norms for Behavior”
 Electronic Journal #2: What are your classroom rules and routines? How have you shared your expectations with your students? Which student(s) are most challenging to manage? Why?
 Electronic Copy of Sample Lesson Plan from Middle School Course Folder
 In Class: Debriefing the Field
 Establishing Rules and Routines
 Planning the Lesson and Instructional Unit

[Friday, January 25th Reminder: Send an electronic copy of next week’s teaching schedule to all supervisors by 4:00 p.m.]

[Friday, February 1st Reminder: Send an electronic copy of next week’s teaching schedule to all supervisors by 4:00 p.m.]

February 6: Building a Sense of Community for the Adolescent Learner

Due: Weinstein, Chapter 3: "Setting the Tone: Creating Safer, More Caring Classrooms"
Electronic Journal #3: How does Weinstein's advice help you to create an effective learning environment? What's the greatest obstacle you currently feel you must overcome to make the most of this student teaching placement?

In Class: Debriefing the Field
Building a Professional Relationship with Students & School Personnel
Making the Most of the Teaching Team & Instructional Support Services

[Friday, February 8th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

[Monday, February 11th Reminder: Resume Writing for Education Certification Candidates with Christine Rander, PPHAC 302, 4:00 to 6:00 p.m.]

[Friday, February 15th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

February 20: Reflecting Upon Student Engagement & Achievement in the Middle School Classroom

Due: Weinstein, Chapter 6: "Making the Most of Classroom Time"
Electronic Journal #4: Reflect upon your teaching in a recent lesson. How did your use of instructional time lead to student engagement and achievement? How do you know?

In Class: Applying for the Teaching Certificate (Guest Speaker: Mrs. Kubera)
Assessing Student Mastery of Lesson & Unit-Level Learning Objectives

[Friday, February 22nd Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

[Wednesday, February 27th Reminder: Annotated Middle School Course Folder due to Dr. Shosh in PPHAC 327 by 4:00 p.m.]

STUDENT TEACHING BREAK: MARCH 1 – 9, 2008

STUDENT TEACHING HIGH SCHOOL PLACEMENT: MARCH 10 – MAY 2, 2008

March 12: Knowing Your High School Students & How to Motivate Them

Due: Weinstein, Chapter 5: "Working with Families"
Weinstein, Chapter 7: "Enhancing Students' Motivation"
Electronic Journal #5: What is your plan for learning more about your students and motivating all learners to succeed?

In Class: Electronic Copy of Sample Lesson Plan from High School Course Folder
Debriefing the Field
Learning about our Students, their Families, and Cultures
Designing Engaging Lessons & Units

[Friday, March 14th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

[Friday, March 21st Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

March 26: Planning Meaningful Group Activities, Recitations, & Discussions

Due: Weinstein, Chapter 9: "Managing Groupwork"
Weinstein, Chapter 10: "Managing Recitations & Discussions"
Electronic Journal #6: Analyze a lesson in which you engage students in groupwork, recitation, and/or discussion. What works well? What would you do differently if you were to teach the lesson again? If your schedule permits, make arrangements instead to conduct a peer observation in which your colleague plans to engage students in

groupwork, recitation and/or discussion. What does your colleague do well? What recommendations would you make to strengthen the lesson?

In Class: Debriefing the Field
Gathering Formative Assessment Data via Groupwork, Recitations, & Discussions
Using Reflection-In-Action to Make Instructional Decisions

[Friday, March 28th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

[Tuesday, April 1st Reminder: Education Job Fair on campus replaces today's Student Teaching placement.]

[Friday, April 4th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

April 9: Supporting Learners with Special Needs

Due: Weinstein, Chapter 12: "Helping Students with Special Needs"
Electronic Journal #7: In what ways have you supported students with special needs throughout your high school student teaching placement?

In Class: Debriefing the Field
Creating Role-on-Wall Portraits of Special Needs Learners

[Friday, April 11th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

[Friday, April 18th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

April 23: Asking the Experts: A Question and Answer Session with Moravian First-Year Teachers

Electronic Journal #8: What lessons did you learn during your student teaching experience that you couldn't have learned from a textbook? What worries you most as you prepare to begin your professional teaching career?

In Class: Reflecting on Experiential Learning
Questioning Moravian Secondary First-Year Teachers (Guests TBA)

[Friday, April 25th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.]

[Wednesday, April 30th Reminder: Annotated High School Course Folder due to Dr. Shosh in PPHAC 327 by 4:00 p.m.]

[Monday, May 5th Reminder: Annotated Showcase Portfolio due to Dr. Shosh in PPHAC 327 by 4:00 p.m.]

Education 378: Seminar in Secondary Teaching
Spring 2008
Student Teaching Reflective Journal
Assignment Sheet

Assignment: The Student Teaching Reflective Journal is intended to provide an opportunity for you to connect your experiences in the field directly to our seminar readings on teaching and learning. As you compose each response of approximately 500 words, allow yourself to play Peter Elbow's believing and doubting games, noting where an author's position resonates with or diverges from your own. Where appropriate, cite specific passages from the text. E-mail each response to jshosh@moravian.edu prior to the session in which it is due. Also print a hard copy and bring it with you to class since the response journals will form the basis of each session's discussion. Of course, you are also encouraged to use the Student Teaching Reflective Journal to reflect upon other pertinent aspects of your field experience. Entries are due as follows:

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| • #1: | January 14 th | Planning & Preparation for Student Teaching |
| • #2: | January 23 rd | Classroom Rules & Routines |
| • #3: | February 6 th | Effective Learning Environment & Obstacles to Overcome |
| • #4: | February 20 th | Lesson Analysis: Use of Instructional Time |
| • #5: | March 12 th | Motivating Learners and Involving Families |
| • #6: | March 26 th | Lesson Analysis: Gropwork, Recitation, Discussion |
| • #7: | April 9 th | Supporting Students with Special Needs |
| • #8: | April 23 rd | Lessons Learned & New Worries |

Suggested Response Format: Entries should be composed in Microsoft Word format and titled LASTNAMEJOURNALx.doc. Please use Times or Times New Roman, 12 point type. If you do not have access to Microsoft Word, you may embed the text in the body of an e-mail. While every attempt should be made to respond with attention to fluency, clarity, and correctness, the Reflective Journal should be a venue in which you may play with ideas and think deeply about how your teaching in the year ahead will foster content-area literacy, critical literacy, authentic student inquiry, student engagement, and student achievement.

Criteria for Evaluation: Please note that this assignment is worth 20% of the final course grade. Be certain to review the criteria below prior to sending each entry:

1. Entry responds thoroughly and thoughtfully to major issues raised in the reading.
 2. Entry makes specific and appropriate reference to the reading.
 3. Entry makes specific and appropriate reference to student teaching placement.
 4. Entry is fluent, clear, and attempts to follow the conventions of so-called standard written English.
 5. Entry supports the development of curriculum and instruction practices that will foster content-area literacy, authentic student inquiry, student engagement, and student achievement.
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Spring 2008
Course Folder Assignment Sheet

Assignment: The Pennsylvania Department of Education requires evidence that each certification candidate “demonstrates thorough knowledge of content and pedagogical skills in planning and preparation [and]... makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.” For each student teaching experience, you must submit your complete course folder to document both your long-range and daily planning as well as your content mastery and pedagogical content knowledge. Lesson objectives must be aligned to Pennsylvania standards and actively engage students in a wide array of meaningful activities at appropriate levels of Bloom’s cognitive taxonomy. Teacher questions must be designed to engender student engagement and student achievement. Each lesson plan must follow the Moravian College secondary lesson plan format, including objectives, PA standards, learning activities, methods for assessment, and accommodations to meet the needs of diverse learners.

Suggested Response Format: Three-ring binder, organized as follows, for each instructional unit:

- Unit Title with Unit-Level Objectives
- Long-Range Planning Calendar
- Individual Lesson Plans with Student Handouts, Assignment Sheets, Anticipation Guides, Quizzes, etc.
- Summative Assessment Device(s)
- Post-It note annotations to show how your course folder meets the criteria for evaluation below

Criteria for Evaluation: Each course folder will be worth 20% of the final seminar grade and will be evaluated according to the criteria listed below:

1. Content is thoroughly and accurately presented throughout unit.
2. Unit-level objectives are clear, concise, meaningful, and in alignment with PA standards.
3. Individual lesson objectives engage students at appropriate and varied levels of Bloom’s cognitive taxonomy.
4. Teacher questions are frequent and designed to engender student engagement and student achievement.
5. A variety of meaningful learning activities engages students throughout unit and provides useful formative and summative assessment data.

Final Due Date: Annotated Middle School Course Folder – February 27, 2008
Annotated High School Course Folder – April 30, 2008

NOTE: Course folder in progress must be presented to supervisors at every observation, scheduled or unscheduled, and provide clear evidence of both short-term and long-range planning.

**Education 378: Seminar in Secondary Teaching
Annotated Showcase Portfolio Assignment Sheet
Spring 2008**

Assignment: Prepare an annotated showcase portfolio that consists of a collection of materials from your student teaching experience and your reflection on those materials. Design your portfolio with three audiences in mind, namely potential employers, current supervisors, and yourself. As you prepare a representation of your student teaching journey, make sure that you adequately convey:

- an excitement about teaching
- your knowledge of your students
- your own beliefs about teaching and learning
- a reflective nature
- an ability to design thoughtful instruction
- a commitment to student engagement and student achievement

Suggested Response Format: Three-ring binder or CD/DVD, organized as follows:

- Cover Sheet (Contact Information, Student Teaching Placements)
- Table of Contents
- Resume
- Philosophy of Education Statement
- At Least 12 Annotated Pieces of Evidence
 - Lesson Plans
 - Self-created Curricular Materials
 - PowerPoint Slides, Web Site home Pages, Web Quests
 - Student Work
 - Videotape
 - Photographs
 - Journal Entry(ies)
 - Conference Notes
 - Alternative Assessment Devices
 - Series of Plans that Demonstrate Growth
 - Other Artifacts
- Annotations accompanying each of the Pieces of Evidence
 - Approximately one paragraph each
 - Explain what each item is and why it is included
 - Showcase your reflective nature

Criteria for Evaluation: The annotated showcase portfolio will be worth 30% of the final seminar grade and will be evaluated according to how well you document:

1. Teaching;
2. Learning;
3. Philosophy of Education;
4. Reflection;
5. Professionalism.

Due: May 5, 2008 (by 4:00 p.m.)
