



MORAVIAN COLLEGE

ED. 378: Secondary Student Teaching Seminar

Dr. Jack Dilendik
320 PPHAC
Office: Monday, 5:30 – 6:30

email: jdilendik@moravian.edu
Telephone (610) 861-1557

A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron. - Horace Mann

COURSE OBJECTIVES

This seminar has the purpose of providing a forum for:

- the discussion of instructional issues that arise during your student teaching experience;
- critical reflection on your progress as a professional;
- review/discussion of "best practices" within your discipline;
- development of a professional portfolio;
- information on teacher certification in Pennsylvania;
- information on interview strategies.

REQUIRED TEXT

Weinstein, C.S. (2007) *Middle and Secondary Classroom Management: Lessons from Research and Practice*. McGraw Hill.

ATTENDANCE

Due to the nature and structure of the seminar, attendance at each meeting is crucial. If you must miss a session, please let me know in advance. Any assignments due for that seminar, including a reflective journal entry, must still be submitted by the deadline. A pattern of absences or late arrivals or failure to submit an assignment due for a missed seminar will result in a ten percent reduction in your overall grade.

POLICY ON ACADEMIC HONESTY

Recognized standards of honesty are part of the foundation on which the integrity of an academic community rests. Accordingly, the Moravian College Faculty in 1986 adopted a statement on academic honesty, the standards of which will be strictly applied in this course. You are encouraged to read carefully the description of this policy that is printed in your Student Handbook. If you are unsure about the propriety of a given procedure or approach for completing assigned work in this course, please consult with me

before completing the assignment. **Any breach of the College's honesty code will constitute grounds for the assignment of a failing grade in the course.**

COURSE REQUIREMENTS/EVALUATION POLICY

Student Teaching Reflective Journal (40%): The Reflective Journal is intended to provide an opportunity for you to connect your experiences in the field directly to our seminar readings and discussions. Each entry should be two to three pages long (double spaced, Times New Roman 12-point font) and should refer specifically to the related readings and to your classroom experience. When evaluating your journals I will consider whether the entry thoroughly and thoughtfully addresses the major issues raised in the reading, whether the entry makes specific and appropriate reference to the reading, whether the entry makes specific and appropriate reference to your school experience, and whether the entry is free from spelling and grammatical errors. Submit your journals weekly as attachments to an email message. Please format the attachment as Microsoft Word XP, rather than as Vista, and title the attachment LASTNAMEJOURNALx.DOC. My email address is jdilendik@moravian.edu. Each entry is due on the Sunday evening prior to the next seminar.

Journal Due Dates:

9/7:	Students, School, and Curriculum
9/14:	Learning Problems and Classroom Management
9/21:	Special Needs and Accommodations
9/28:	Working With Families
10/12:	Preventing and Responding to Violence
11/3:	Motivating High School Students
11/23:	Teacher-Centered Instruction
11/30:	Student-Centered Instruction

Student Teaching Folder (30%): The purpose of the student teaching folder is to assist you in systematically collecting evidence required by the Pennsylvania Department of Education that each certification candidate “demonstrates the 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 content.” You will complete one folder for each of your student teaching experiences. The folders will be collected and retained in the Education Department files as supporting evidence of your effectiveness during student teaching. You will want to duplicate much of this information to place in your professional portfolio at the end of the semester. The folders are due at 4:00 on the last day of each experience. The suggested format for the folder is a three-ring binder containing:

- unit titles and unit-level objectives;
- long-range planning calendar;
- individual lesson plans
- materials related to your lesson plans including samples of student work, handouts, assignment sheets, PowerPoint slides, assessment instruments, etc.

Professional Portfolio (30%): Develop, over the course of your two experiences, a professional portfolio that contains:

- A cover sheet containing contact information, student teaching placements;
- A Table of Contents;
- A resume;
- A statement on your philosophy of teaching;
- A section with clean copies of your reflective journal entries;
- A section with all of the lesson plans developed and taught during your student teaching experience. This section should also include materials developed in conjunction with those lesson plans such as handouts, assessment instruments, PowerPoint slides, etc.;
- A section containing evaluations written by your cooperating teachers and your college supervisors;
- A section containing pictures of bulletin boards, activities, etc., when and if appropriate;

Your professional portfolio is due on 12/12 at 4:00 PM