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## MORAVIAN COLLEGE

### ED. 378: Secondary Student Teaching Seminar Fall, 2009

Dr. Jack Dilendik  
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*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 TEXTS**

Emmer, E.T. & Evertson, C.M. (2009). *Classroom Management for Middle and High School Teachers*. (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Popham, J.W. (2008). *Classroom Assessment: What Teachers Need to Know* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

#### **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.

## **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 readings, whether the entry makes specific and appropriate reference to the readings, 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. **Title the attachment Lastname.#.doc (or docx), where # is the number of the journal entry.** My email address is [jdilendik@moravian.edu](mailto:jdilendik@moravian.edu). Each entry is due on the Friday evening prior to the next seminar.

### **Journal Topics and Due Dates**

#### **9/11: Getting off to a Good Start (Align with Emmer & Evertson, Chapters 1-4)**

- Begin with a thorough discussion of who your students are: grade levels, apparent academic strengths and weaknesses, socio-economic status, gender, ethnicity, disabilities, primary language, and any other characteristics that seem to you to be relevant to how they learn. **Always use pseudonyms when discussing specific students to protect their privacy.**
- Describe the specific courses that you expect to teach over the course of the experience.
- Describe the geography of your host classroom, providing a map of the location of students' desks, teacher's desk, technology, blackboard, bulletin boards, etc. Discuss the effectiveness of the physical arrangement technological resources in facilitating student learning.
- Reflect on your cooperating teacher's start-up procedures: how materials are distributed, how rules are established, how time is managed, etc. And, of course, add anything else that you think is important getting a good start on the school year.

#### **9/18: Planning and Conducting Instruction (Align with E & E, Ch. 5 & 6; Popham, Ch. 1, 5, & 12)**

- Discuss the content that you are teaching, the instructional strategies that you are using, problems and successes that you are having in designing and delivering instruction: time management, transitions, interruptions, student involvement.
- Reflect on your and your cooperating teacher's teaching styles – teacher centered? Student centered? Discuss the relationship between objectives, instructional activities, and assessment as discussed by Popham. Do you see an alignment of these three in your planning? What might you do to assure that alignment?

#### **9/25: Maintaining Appropriate Student Behavior (Align with E & E, Chapters 7-9)**

- Describe in detail any behavioral problems that occur in your classroom. What seem to be the contributing factors?
- Describe any management strategies, particularly behavioral strategies (praise, token reinforcers such as awards, modeling, point systems, token economies, self-regulatory strategies, etc.) that you use to manage your classroom. Discuss whether or not these strategies have been effective.
- Discuss the management strategies proposed by Emmer & Evertson. Have you tried some of these strategies? If so, were they successful? If not, does it seem likely that they would work with your students?

**10/2: Special Needs and Accommodations (Align with E & E, Chapter 10; Popham, Chapter 4)**

- Discuss, with as much detail as you are able to obtain, the kinds of learning problems you are witnessing in your classroom, noting whether specific students have been formally diagnosed as having a special need, whether or not Individual Educational Plans (I.E.P.'s) have been developed for those students and, if so, describing the accommodations implemented in accordance with the I.E.P.'s.
- How much variability do you see in your students' achievement and/or ability levels? How does that variability influence student behavior and your cooperating teacher's instructional strategies?
- Discuss any gifted students you have in your classroom and the accommodations and/or programs provided for them.
- Describe what you believe to be the impact of inclusionary practices, both positive and negative, on students with exceptionalities and on their peers, their teachers, and the curriculum.

**10/9: No Journal Entry is due.**

**10/16: Looking Back**

Now that your first student teaching experience is over and you are beginning to anticipate the second, take an opportunity to reflect on what you perceive to be your triumphs and your tragedies, your strengths and your weaknesses. What resolutions will you make as you look forward to your second experience?

**10/23: No journal entry is due.**

**10/30: Initial Impressions, Again!**

Describe your second placement (your students, classroom, curriculum) as you had in your first journal entry, but this time in a comparative context. How is teaching at the senior high school level going to be different from your middle school experience?

**11/6: Revisiting Instructional Design**

Review your second journal entry and reflect on the similarities and differences between instructional design and delivery at the middle school level and at the high school level.

**11/13: No journal entry is due.**

**11/20: The Grading Game (Align with Popham, Chapters 13, 14, 15)**

This journal entry should be both descriptive and reflective. What kinds of assessments have you designed and administered? How do you feel about giving students grades? What kinds of assessments appeal most to you? Why? How do you feel about the testing pressures created by the No Child Left Behind legislation? How do you feel about "teaching to the test"? This entry should make specific reference to issues raised in the latter chapters of Popham.

**11/27: No journal entry is due.**

**12/4: Closure!**

This final entry should be a summative reflection on the total student teaching experience. Focus on how you've grown as a professional, your strengths, your weaknesses, your hopes for the future.

**Student Teaching Folders (30%, 15% each experience):** The purpose of the student teaching folders, one for each experience, 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 12/16 at 4:00 PM**

#### **STUDENT TEACHING SUPERVISORS**

Education Department:	Dr. Dilendik	610-861-1557	<a href="mailto:jdilendik@moravian.edu">jdilendik@moravian.edu</a>
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#### **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.**