

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 378: Seminar in Secondary Teaching
Education Seminar
Spring 2010

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W 3:45 – 5:45 p.m.
1/27, 2/10, 2/23 (T),
3/17, 3/31, 4/14, 4/28

“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.

Seminar Required Reading

Wormeli, Rick. *Day One and Beyond: Practical Matters for New Middle-Level Teachers*. Portland, ME: Stenhouse, 2003.

Additional seminar readings may be found in the journal *Educational Leadership*. Electronic copies may be obtained through Academic Search Elite (EbscoHost) or on the ASCD website under the archives for *Educational Leadership*. Hard copies may also be obtained in the periodicals section of Reeves Library.

Key Web Links

American Association of Physics Teachers
<http://www.aapt.org/>

American Association of Teachers of German
<http://www.aatg.org/>

American Council on the Teaching of Foreign Languages
<http://www.actfl.org>

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

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

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

National Council of Teachers of Mathematics

<http://www.nctm.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>

Suggested Resources

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.

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

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

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% |
| • Submitted weekly to Education Department Supervisor (Bilheimer, Evans, Mayer, Shosh) | |
| 2. Annotated Middle School Unit Plan & Course Folder | 20% |
| • Hard copy due to Dr. Shosh on 2/24. | |
| 3. Annotated High School Unit Plan & Course Folder | 20% |
| • Hard copy due to Dr. Shosh on 4/28. | |
| 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. | |

Note: Work done in this general seminar constitutes half the grade for EDUC378. The other half of the grade is determined by the instructor leading the content specific seminar (McKeown, Mayer, Reid, Sevilla & Somers).

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 in advance 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 seminar may, at the discretion of the instructor, result in a failing grade. 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.

Monday, January 18: Student Teaching Orientation Session

9 a.m. – Noon: Introductions
First Day of School Checklist
Seminar Overview: Course Schedule & Assignments
The Middle Level Learner
Knowles & Brown, Chapter 2: “Understanding the Young Adolescent”
Knowles & Brown, from Chapter 3: “Influences from the Past and Present”
Due: Journal #1 to Education Department Supervisor

Noon–1:00 p.m. Lunch

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

Friday, January 22nd 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 19 – MARCH 5, 2010

Wednesday, January 27: Managing the Middle-Level Learning Environment

Due: Smith, Rick and Lambert, Mary. “Assuming the Best,” *Educational Leadership* 66.1 (2008). [September 2008 issue, p. 16-21]
Wormelli, Chapters 1-4
“The Unique Nature of Middle School Teaching” (p. 7-16)
“What to Do on the First Day and in the First Week” (p. 17-32)
“Discipline” (p. 33-47)
“The Physical Classroom” (p. 48-74)

In Class: Introducing Our Respective Middle Schools
Debriefing the Field
Planning the Lesson and Instructional Unit

Friday, January 29th Reminder: Send an electronic copy of next week’s teaching schedule to all supervisors by 4:00 p.m.

Friday, February 5th Reminder: Send an electronic copy of next week’s teaching schedule to all supervisors by 4:00 p.m.

Wednesday, February 10: Meaningful Learning for Middle School Students

Due: SanAntonio, Donna Marie. “Broadening the World of Early Adolescents,” *Educational Leadership* 63.7 (2006). [April 2006 issue, p. 8-13]
Wormelli, Chapters 5-8
“Grade Books, Tardies, Absences, and Other Record Keeping” (p. 75-93)
“Grouping” (p. 94-104)
“Teaming” (p. 105-114)
“Dealing with Homework” (p. 115-130)

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 12th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

Friday, February 19th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

Tuesday, February 23: Certification & the Job Search Process

- Due: Annotated Middle School Unit Plan & Course Folder
Wormelli, Chapters 9-12
"Parents" (p. 131-149)
"Substitute-Teacher Plans" (p. 150-159)
"Our Own Professional Development" (p. 160-166)
"Relating to Students" (p. 167-180)
- In Class: Applying for Teaching Certification (Guest Speaker: Mrs. Kubera)
Beginning the Job Search Process (Guest Speaker: Ms. Rander)

STUDENT TEACHING BREAK: MARCH 8 – 14, 2010

STUDENT TEACHING HIGH SCHOOL PLACEMENT: MARCH 15 – APRIL 30, 2010

Wednesday, March 17: Assessment & Student Learning

- Due: Fisher, Douglas and Frey, Nancy. "Feed Up, Back, Forward" *Educational Leadership* 67.3
2009. [November 2009 issue, p. 20-25]
Tomlinson, Carol Ann. "Learning to Love Assessment," *Educational Leadership* 65.4
2007-08. [Dec 2007-Jan 2008 issue, p. 8-13]
- In Class: Introducing Our Respective High Schools
Debriefing the Field
Designing Engaging Lessons & Units with Assessment in Mind

Friday, March 19th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

Tuesday, March 23rd: Education Job Fair

Reminder: This professional development opportunity replaces today's student teaching assignment. Note that some school district personnel may conduct interviews. As a result, you are advised to dress professionally and to bring an ample supply of resumes.

Friday, March 26th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

Wednesday, March 31: 21st Century Learning

- Due: Ohler, Jason. "Orchestrating the Media Collage." *Educational Leadership* 66.6. (2009).
[March 2009 issue, p. 8-13]
McVerry, J. Gregoy, Zawalinski, Lisa, and O'Byrne W. Ian. "Navigating the Cs of
Change." *Educational Leadership* 67.1. (2009). [September 2009 Online Only]
- In Class: Debriefing the Field
Engaging Digital Natives in their Learning

Friday, April 2nd Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

Friday, April 9th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

Wednesday, April 14: Supporting the Needs of All Learners

- Due: Rance-Roney. Judith. "Best Practices for Adolescent ELLs." *Educational Leadership*

66.7. (2009). [April 2009 issue, p. 32-37.]
Harry, Beth and Klinger, Janette. "Discarding the Deficit Model." *Educational Leadership*
64.5. (2007). [April 2009 issue, p. 16-21.]

In Class: Debriefing the Field
Ensuring the Success of All Learners

Friday, April 16th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

Friday, April 23rd Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

Wednesday, April 28: Asking the Experts: A Question and Answer Session with Moravian First-Year Teachers

Due: Annotated High School Unit Plan & Course Folder
In Class: Reflecting on Experiential Learning
Questioning Moravian Secondary First-Year Teachers (Guests TBA)

Friday, April 30th Reminder: Send an electronic copy of next week's teaching schedule to all supervisors by 4:00 p.m.

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

Friday, April 30: Secondary Student Teacher Picnic

Hosted by Dr. Mayer at his home, 805 West Market Street. Travel south on Main Street and turn right on to Broad St. Go to Seventh St and turn left. Go one full block (don't count allies) to Market St. and turn right. Dr. Mayer's house is the second house (third double) on the left side of the street.

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Spring 2010
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 Unit Plan & Course Folder – February 24, 2010
Annotated High School Unit Plan & Course Folder – April 28, 2010

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 2010**

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, 2010 (by 4:00 p.m.)
