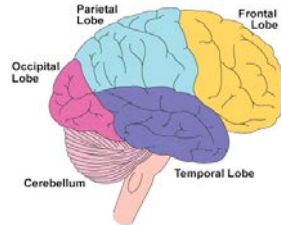


EDUC378, GENERAL STUDENT TEACHING SEMINAR
SPRING, 2011

Dr. Robert H. Mayer, Office: Hurd 328
Campus Phone: 610-861-1452, E-Mail: merhm02@moravian.edu
Home Phone: 610-694-8857,
Meeting Time: 3:45-6:00 Meeting Place: Hurd 235



“Even though it is common knowledge, it never ceases to amaze me that all the richness of our mental life—all our feelings, our emotions, our thoughts, our ambitions, our loves, our religious sentiments and even what each regards as his or her own intimate private self—it is simply the activity of these little specks of jelly in our heads, in our brains. There is nothing else. Given this staggering complexity, where does one even begin?”

V. S. Ramachandran (Neuroscientist)

“Good teachers dwell in the mystery of good teaching until it dwells in them. As they explore it alone and with others, the insight and energy of mystery begins to inform and animate their work.”

Parker J. Palmer

ESSENTIAL QUESTIONS

- How do novice teachers reflect in order to develop teaching expertise?
- How does vision or teaching philosophy guide teaching practice?

COURSE OBJECTIVES

- Develop a model for professional discourse
- Become more reflective in practice through group interactions
- Critique research in relation to practice (classroom management, literacy, building community)
- Generate a rich sense of adolescence and early adolescence that informs practice
- Make student learning a focus for planning and reflection on teaching
- Master the job search process in education
- Describe how best to teach English language learners
- Describe how to set up a classroom that manifests a rich learning environment for all learners
- Create a plan for the first year of teaching and a personal philosophy to guide practice
- Develop skills in long-term and short term planning

ASSIGNMENTS AND GRADING

1. Student Teaching Reflective Journal 20%
 - Submitted weekly to Education Department Supervisor (Bilheimer, Evans, Mayer, Shosh)
2. Annotated Middle School Unit Plan & Course Folder 15%
 - Hard copy due to Dr. Mayer on March 2 at 4.
3. Annotated High School Unit Plan & Course Folder 20%
 - Hard copy due to Dr. Mayer on April 27 at 4.
4. Portfolio Draft and Logs 5%
 - Draft to Dr. Mayer on March 2 at 4
5. Portfolios 30%
 - Hard copy or electronic copy on CD/ DVD to Dr. Mayer on May 3 at noon.
6. 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.
 - Building and Teacher schedules given to supervisors first week of each experience

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).

ACADEMIC HONESTY

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). Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy. Academic honesty violations could also be reflected in formal evaluations that are a part of the overall student teaching process.

ATTENDANCE

Ten per cent of the seminar grade is for attendance and participation in class. That is a signal that your presence is important. For each unexcused absence, three per cent of the overall grade will be reduced to 0. If you have a legitimate reason for missing seminar (i.e. illness), contact me ahead of time.

When an absence is unavoidable, a written précis of an assigned reading for the missed class 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 three percentage points.

It is also important to come to class on time. Leave school promptly on seminar days. If you need to meet with students, plan it for other times. Persistent lateness will result in the reduction of the overall course grade.

ACCOMMODATIONS

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course MUST first meet with Mr. Joseph Kemper in the Office of Learning Services.

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

CELL PHONES

Cell phones need to be put away during class, meaning no texting during class.

CLASS SCHEDULE



Note: All readings below come from the magazine, *Educational Leadership*. They may be found through Ebscohost or some on the ASCD website, under the archives for *Educational Leadership*.

EXPERIENCE 1

January 17, Student Teaching Orientation Session

9 a.m. – Noon: Introductions
 Seminar Overview: Course Schedule & Assignments
 The Middle Level Learner
 Readings: Ch. 2 “Understanding the Young Adolescent” and Wormeli reading
 Due (1/ 19 at 4): Journal #1 to Education Department Supervisor
 Due (1/ 21 at 4): Management Plan

Noon–1:00 p.m. Lunch

1:00–3:30 p.m. Handbook Overview
 Reading: Handbook

Reminder for Friday, January 21

Send an electronic copy of next week’s teaching schedule to **all** your supervisors by 4:00 p.m.
 Deliver or send electronically coop and building schedules to all supervisors by 4:00.

January 26, Topics: Teaching Literacy to Early Adolescents/Assessment

1) “Strategies for Teen Readers.” Carolyn Coutant, Natalia Perchemlides, *Ed. Leadership*, October, 2005, 63 (2)

2) "Classroom Assessment: Minute by Minute, Day by Day" by Siobhan Leahy, Christine Lyon, Marnie Thompson, and Dylan William, *Educational Leadership*, November 2005, 63 (3).
 "Learning to Love Assessment," Carol Ann Tomlinson, *Educational Leadership*, Dec 2007-Jan 2008, 65 (4). Purpose for Reading

Due: For both articles and before you read, skim the article and decide on what you want to get from the article—your purpose for reading. Write that purpose down. Also, for each article, write down at least three *big* discussion questions that the class might use to guide its discussion.

Portfolio Log (2 entries total)

February 8, (In UBC Room) Job Search-Seminar led by Jenelle Henry, The Career Center/Introduction to the Standards Aligned System and Testing

Due: Portfolio Log (4 entries total)

February 23, Topic: Meaningful Learning and Middle School Aged Students

Readings: "Broadening the World of Early Adolescents" by Donna Marie San Antonio, *Educational Leadership*, April, 2006, 63 (7).

Due, Wednesday, March 2 at 4:00, Middle School Course Folder and Portfolio Draft with log (Delivered to Hurd 328)

EXPERIENCE 2

March 16, Topic, Setting up a high school classroom (Is a learning community possible?)/Introduction to the Standards Aligned System and Testing

Readings: 1) "Inside Amy's Brain" By Marilee Sprenger, *Educational Leadership*, April, 2005, 62 (7).

2) "The Biology of Risk Taking" by Lisa F. Price, *Educational Leadership*, April, 2005 62 (7).

Send an electronic copy of next week's teaching schedule to **all** your supervisors by 4:00 p.m on Friday (3/ 18).

Deliver or send electronically coop and building schedules to all supervisors by 4:00 on Friday (3/ 18).

March 30, Job Fair: You are excused from school this day. You could be interviewed by administrators from various districts. Come with a handful of resumes. Wear your interviewing clothes.

March 30, Topic: Universal Design: Teaching Learners with Disabilities/Teaching English Language Learners

Readings: 1) "Best Practices for Adolescent ELLs" by Judith Rance-Roney, *Educational Leadership*, April, 2009 66 (7)

2) TBA

Due: Portfolio Log (2 entries total-experience 2)

April 12 (4-6), Voluntary Session: Gang Awareness Seminar with Officer Lutte of the Bethlehem Police Dept. Due to the kind invitation of Dr. Fluck. Location TBA.

April 13, Topic: Teaching High School Literacy-Sara Fiske?

Readings: "Seven Literacy Strategies that Work" by Douglas Fisher, Nancy Frey, and Douglas Williams, *Educational*

Leadership, November, 2002 60 (2),

Due: Portfolio Log (4 entries total-experience 2)

April 27, (Wednesday) Topic: The First Year of Teaching/The Job Search, A Meeting with First Year Teachers

Due Tuesday, April 27 at 4, High School Course Folder

Due Wednesday, May 3 at Noon, Completed Portfolio plus log

Friday, 29: Student Teaching Picnic at 805 West Market St. (Come up Main. Turn right at Broad St. where the Brew Works stands. Go to Seventh St and turn left. Go one block to Market St. and turn right. My house is the third house on the left side of the street.

ASSIGNMENTS FOR SECONDARY STUDENT TEACHING, SPRING 2011
MORAVIAN COLLEGE

I. PROFESSIONAL RESPONSIBILITIES

A) Weekly Anticipated Schedules

You must e-mail or drop off a schedule for the week to come to both of your College supervisors every Friday by 4:00. The schedule conveys what and when you are teaching. Here is what you need to include:

- The period you are teaching (Period 3)
- The start and end time of the period (8:55-9:40)
- Very brief information about what you will be doing each class (Cooperative Learning-Tell-Tale Heart, Discussion-Causes of World War I, Unit Test, Video-The Digestive System).

Your supervisor needs the information above to schedule visits. If you are testing or showing a video for an entire period, write "no" by the class to indicate a bad class to observe. You could also identify lessons that you are particularly excited about that you would like the supervisor to see. Put an asterisk by those class periods. Make sure you are religious about getting the schedule in on time. Supervisors are coordinating many schedules and teaching other classes.

Any failure to turn in schedules on time creates a problem affecting many people. Your ability to communicate this schedule to your supervisors is a factor considered on the final evaluation form that goes into your placement folder.

B) Coop and Building Schedule

During the first week of each experience, obtain a copy of your cooperating teacher's assignment schedule and a building schedule indicating how delays are handled in the district. Give a copy of each to both supervisors by Friday of the first week (1/ 21, 3/ 18).

C) Items for Supervisor Visits

For both supervisors and for every visit, you must provide:

- Two complete lesson plans for the lesson to be taught,
- The up-to-date course folders including all lesson plans going two classes beyond the lesson to be observed and other required materials.

II. COURSE FOLDER(S) [ALL SUPERVISORS]

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 one 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. 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.

The Folder

You are to maintain a folder for each separate course that you teach. Examples of courses would include Honors Biology, On-Level Biology, Spanish I, Spanish IV, Ninth Grade Honors English, Drama. It is not necessary to keep folders for multiple sections of the same course.

1. What goes into each folder? For each unit taught:

- Unit Title with Unit-Level Essential Questions or Broad Unit Themes
- Unit Plan Map: Daily Objectives and Proposed Activities, Created completely at the start of the unit [Alternative: All lesson plans for unit]
- Every lesson plan created for the course, including curricular materials used in the lesson [Must have plans at least two days ahead of day lesson to be taught.]
- Every assessment tool created for the course including quizzes, unit tests, papers, alternative assessments and more [**Summative unit assessments must be in course folder at start of unit.**]

2. What do I do with course folder?

- Maintain folders for each course in your classroom.
- Give them to College supervisors every time they visit. College supervisors may ask to take folders with them for closer scrutiny and will return them later.

3. What gets turned in at the end of each experience?

- One entire course folder for the given experience (middle school, high school)

- Your most excellent unit marked. Mark the unit with a page before it that states: "My most excellent unit." Place a protruding stickie on that page to help me find the unit.
- A two-page, double-spaced statement:
 - ◉ Page One: One-page statement for the chosen unit explaining clearly how your unit meets bolded criteria (1-4) below, with a particular focus on number one. Explain how parts of the unit help students to reach broad goals.
 - ◉ Page Two: Discuss how your unit met the needs of diverse learners with a particular focus on learners with disabilities and English language learners.

[Though I will focus on the chosen unit, I will scan the entire folder for completeness.]

CRITERIA FOR COURSE FOLDER EVALUATION

- 1. Unit-level essential questions or broad themes guide the entire unit.**
 - 2. Unit-level essential questions or themes are clear, concise, and meaningful and allow students to reach PA standards.**
 - 3. Individual lesson objectives engage students at appropriate and varied levels of Bloom's cognitive taxonomy, including the highest levels.**
 - 4. Unit includes a variety of strategies, including ones that invite active forms of learning.**
 5. Individual lesson plans are thorough and satisfy criteria for lesson plans presented on lesson plan handout.
 6. Content is thoroughly and accurately presented throughout unit.
 7. Effective literacy instruction is reflected in the units.
 8. Formative assessment is in evidence throughout the unit.
- A variety of summative assessments are employed including authentic assessments. Summative assessments reflect broad unit goals.
- 9. Individual lessons and overall unit take into consideration the diversity of students within the class.**

Due: One Middle School Course Folder Due, Wednesday, March 2 at 4:00
One High School Course Folder Due, Wednesday, April 27 at 4:00

III. INTERACTIVE JOURNAL FOR REFLECTION ON LESSONS AND TEACHING: (Turned in via e-mail or as hard copy by 4:00 on Friday of every week to education supervisor-Bilheimer, Evans, Mayer, or Shosh. Please note, individual supervisors might have specific requests or requirements.)

Journals should be used primarily for reflections on specific lessons taught. Choose a lesson where you are not being formally observed. The week one entry for each experience is an exception, discussed below.

Reflections on lessons should be rich in detail including discussions that convey feelings, both yours and the students. Convey a clear image of what happened in the lesson followed by your assessment based on that image. These reflections are like your microteaching analysis, though more informal.

Here is a suggestion for how to write your lesson reflection. Gather all data about student learning from the lesson (worksheets, quizzes). Try to record data during the lesson or immediately after. You might record data about one or two students of concern, the amount of student participation, the nature of student answers, classroom management behavior, involvement during group work, or more. *Examine the data about student learning and describe it.* Next, discuss what you did in the lesson. Be specific. In order to be specific, you might want to also record information during or after the lesson about what you did. This could include your questions, directions for activities, presentation of content, and more.

Once you have presented a sketch of the lesson, lay out your critique of the lesson. *Building from a discussion of student learning*, talk about how your teaching might need to be revised and ways it should be sustained. The phrase, your teaching, encompasses teaching/ learning strategies, your overall manner, the classroom structure, and more. Ground the critique in a discussion of actual events from the lesson, with a special focus on student learning. Finally, discuss your evolving overall approach and overall teaching philosophy.

You do not need to follow the description in the above paragraphs prescriptively. Entries do need to actively assess what you are doing in particular lessons.

Over the course of the semester, your journal needs address the topics learners with disabilities and English language learners. Feel free to discuss these topics when they fit naturally into an entry or devote particular entries to these topics.

Occasionally, you might be moved to write about something else beyond a particular lesson. You might observe something in the school that concerns you. You might want to write about a particular student. You might want to share your feelings about the experience. Such entries should be the exception and not the rule.

Each entry needs to be about 2 pages or longer, double-spaced, with one-inch or less margins.

Management Plan Journal (Turned in first Fridays, 1/ 21 and 3/ 18)

On the first Friday of each experience, turn in an entry where you describe your classroom management plan. The management plan will be the journal entry for week 1. Your plan is a discussion of how you will organize your teaching (the room, lessons, rules and routines, relationships, build trust, respond to appropriate and inappropriate behavior) in order to generate a rich environment for learning. You should also describe how you will consciously implement the plan, especially on the first few days that you teach. Make clear the broad philosophy that guides your plan.

Construct the plan in consultation with your coop and in the context of school/ district rules and the general building atmosphere. Also consider and refer to specific management plans and management philosophers studied in methods classes.

Don't just compile a list of items in a plan. Make your management plan a statement. Certain issues will take a prominence in your plan. For instance, how you organize the classroom or, perhaps, how you structure your lessons could be a more important part in your plan than other features. Describe those aspects in more detail.

Your management plan should be 2-3 pages double-spaced, with one-inch or less margins.

IV. PORTFOLIO

A. WHAT IS A TEACHING PORTFOLIO?

A teaching portfolio consists of two things: a collection of materials from your student teaching experience and your reflections on those materials. The reader of your portfolio discovers two things about you. First of all, the reader discerns what makes you unique as a teacher. Secondly, the reader comes to see the manner in which you reflect as a teacher. Through these materials and reflections, you convey the vision of teaching, learning, and schooling that lies at the heart of all you have become as a teacher.

You are making the portfolio for three audiences: future employers, your current supervisors, and yourself. Keep all three in mind as you put your portfolio together. The most important audience for the portfolio is yourself. You can use the portfolio to map out your student teaching journey and to actively think about how you are becoming as a teacher.

Choose items consciously and carefully. Allow the choices to capture different facets of your teaching (technology skills, inquiry approach, effective management). Make sure that the overall effect is to show:

- an excitement about teaching,
- the learning taking place in your classroom,
- planning and teaching that takes into consideration **all** students,
- knowledge of students you taught and a clear sense that all you do for the classroom grows from that knowledge,
- how you teach to state standards,
- your vision (beliefs about learning and teaching),
- a reflective nature.

NOTE: Be certain that your portfolio demonstrates how your teaching has taken into consideration the needs of learners with disabilities and English language learners. This can be through particular entries devoted to each or as parts of several entries.

B. WHAT DO I PUT IN MY PORTFOLIO?

Here are the things that must be in your portfolio. Present them in this order:

1. A Cover Sheet identifying:
 - who you are,
 - where you have had your student teaching experiences,
 - the subjects and grade levels you taught.
2. A Table of Contents
3. A Completed Resume
4. Philosophy Statement :

The philosophy statement is a polished and unified two-to-three page (double spaced, one-inch margins) paper conveying the vision or the set of ideas that drive what you do in the classroom and that define your uniqueness as a teacher. The writing should capture that uniqueness through the use of voice. (See, "The Power of Voice" By Tom Romano, *Educational Leadership*, October, 2004, 62, 2.) The statement is unified in that a main theme drives the paper. The statement is polished in that words are carefully chosen, sentences are crafted, and paragraphs are unified, flowing from the guiding theme. Though the philosophy statement is a tool for reflecting, it is also a practical exercise because you need to write such statements for your application.

Conclude your philosophy statement with a brief overview statement where you talk briefly about the items you have included in your portfolio and how they capture your philosophy. It is important to show a relationship between your theory and your practice.

5. At least 12 Annotated Pieces of Evidence

a) Evidence

The pieces of evidence attest to your attainment of significant outcomes related to teaching and captures the spirit of your classroom. In other words, your evidence will show both what you can do and who you are as a teacher. In deciding what to include, ask yourself: what are the most exciting things I have done during student teaching? What things have I done which best illustrate my teaching philosophy? Also think about competencies that a future employer might be looking for. The Student Teaching Handbook lays out competencies you should attain during the two experiences. Those competencies should also be reflected in the portfolio. As stated previously, try to show all of your facets as a teacher.

The following represent examples of what you might use as pieces of evidence:

- a. lesson plans.
- b. curricular materials you created. This is the best way to demonstrate your uniqueness as a teacher. It shows you as a curriculum planner. Make sure that you are creating a lot of material over the course of both experiences.
- c. reproductions of websites you have used, podcasts created by students, PowerPoint slides, and other evidence of your use of technology. This actually falls in the category of curricular material, but it is a special type of curricular material. You want to show the significant incorporation of technology into your instruction.
- d. student work. Include student work from both experiences to illustrate the learning in your classroom.
- e. photographs. You might want to photograph your bulletin board or students engaged in an activity.
- f. parts of your journal. You might want to include entries that demonstrate your ability to critique or analyze.

Block out names.

- g. alternative assessment devices which you created.

b) Annotation

Annotation will take two forms. One form is as a brief statement (around a paragraph) for each piece explaining both what the item is and why you have included it. You need to explain what the item is because what is apparent to you will not be apparent to the reader of your portfolio. You need to explain why you have included the item to make clear why the piece is an important part of your teaching. These paragraphs are very important because they demonstrate the reflection in your reflective practice. The paragraphs should be done carefully.

The second form the annotation should take is the highlighting of the key parts of the evidence that illustrate your brief statement. This is particularly important for items such as lesson plans and journals which include a good deal of extraneous information. Parts can be highlighted with colored markers, underlining, blocking in key text, or any other scheme you provide. If the reason for highlighting is not apparent from the brief statement, include a sentence of explanation by the highlight.

D. HOW SHOULD MY PORTFOLIO LOOK?

Your portfolio is a tool you will be able to use when you go for job interviews. In that spirit, pay attention to how it all looks. Put it in an attractive binder. Make sure that all drawing and hand lettering are done neatly. You might also consider creating a digital portfolio. That is an option.

E. DO I TURN IN A PORTFOLIO FOR EXPERIENCE 1?

At the end of experience one, turn in a rough portfolio with six pieces of evidence and a solid draft of your philosophy statement. Two of the pieces of evidence must be annotated. Put the two annotated entries in the front of the portfolio. Make sure that each separate piece of evidence is clearly indicated.

When you turn your portfolio at this time, it will be a work in progress so it may be in rough form. It does not need to be in an "attractive folder" and it does not need to include a table of contents, cover sheet, or resume. The purpose of this piece of the assignment is to encourage you to consider what will go into your final document and to receive feedback, especially on the annotation.

Portfolio for experience 1 due Wednesday, March 2 at 4:00

F. PORTFOLIO LOG

A log is a record of all potential pieces of evidence which might go into your final portfolio. Each log entry includes the item name (Cooperative Learning for Problem Solving, Bulletin Board Picture of 1920's Party Activity) and one or two sentences explaining why you plan to include the item. The developing log will be turned in the first two general seminars of each experience. (Experience 1: January 26-2 Items, February 9-4 Items; Experience 2: March 30-2 Items, April 13-4 Items).

The portfolio needs to be something you think about throughout the experience. Use the log to consciously shape the final image of your teaching that will appear in the portfolio. Items included in the log will not necessarily appear

in the final portfolio. As you sit down to shape the document at the end of the experience and you think holistically about the portfolio, you might find items fitting in better than ones you had initially anticipated.

Suggestion: Keep a folder with the materials you plan to include in your portfolio. That will save you one major step when you go to put the portfolio together.

CRITERIA FOR PORTFOLIO EVALUATION

COMPLETE-All required items are included.

ANNOTATION-All twelve pieces of evidence are included and appropriately annotated in a manner that is both precise and meaningful. What you are saying would be clear to people from all fields and would convey both what the piece is and significant reasons for why it is included in your portfolio.

TEACHING

- Your image as a teacher is conveyed in a clear manner throughout the portfolio. A principal reading this would have a clear sense of you as a teacher.
- A variety of methods that demonstrate your breadth as a teacher is included.
- Items demonstrate how you provide meaningful learning opportunities
- Items demonstrate the nature of thinking engendered by your teaching.
- Items demonstrate how you teach to state standards.
- Creative construction and thoughtful use of curricular material is reflected.
- Thoughtful and detailed planning is demonstrated.
- Effective formative and summative assessment procedures are shown.
- **Consideration for diverse nature of students is demonstrated.**
- Reflective approach to teaching is demonstrated.
 - *Annotations tie items to your broader philosophy.
 - *Items illustrate how you think about and revise your instruction, including revision based on analysis of data from student performance.
- Pictures that capture the spirit of your teaching are included.
- Nature of relationship with students is conveyed.

PRACTICALITY-Other teachers could use your portfolio to improve their practice.

LEARNING

- A clear image of the learning that occurs in your classroom comes through.
- Student work is included.
- A sense of how you build your instruction on a knowledge of your students is evident.

PHILOSOPHY STATEMENT

- Your ideas come through clearly in the writing and that philosophy comes through in the materials you present.
- The philosophy statement is coherent in that it includes well structured paragraphs unified by a clearly stated main idea.
- The statement is personal and contains voice.

UNITY

- The portfolio is well organized and that organization is clear.
- There is consistency between your philosophy statement and the rest of the portfolio.

BEAUTY

- The overall presentation of the portfolio is quite professional.

Portfolio for experience 1 due Wednesday, March 2 at 4:00

Final Portfolio Due Tuesday, May 3 at Noon