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MORAVIAN COLLEGE

ED. 378: Secondary Student Teaching Seminar Fall, 2011 PPHAC #235

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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 developing 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. and Novodvorsky, I. (2011). *Middle and Secondary Classroom Management*. 4th ed. New York: 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.

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. Each entry is due on the Friday evening prior to the next seminar.

Journal Topics and Seminar Dates

9/6: Getting off to a Good Start (Align with Chapters 1 & 2)

- 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. Discuss the effectiveness of the physical arrangement technological resources in facilitating student learning.
- Discuss how the five classroom contradictions and Doyle's six classroom features (both in Chapter 1) relate to your classroom.
- 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.

9/13: Symposium: No Seminar, No Journal Entry

9/20: Special Needs and Accommodations (Align with Chapter 5)

- 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 504 plans or Individual Educational Plans (I.E.P.'s) have been developed for those students and, if so, describing the accommodations implemented in accordance with the plans.
- Do you have English language learners (ELL's) in your classroom? If so,
- 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.

9/27: Planning and Conducting Instruction (Align with Chapter 7)

- 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.
- Estimate the "productive learning time" that you see in the various sections you'll be teaching in relationship to the length of a class period. Discuss how productive learning time might be increased through attention to activity flow, transition time, and student accountability.

- Reflect on your and your cooperating teacher’s teaching styles – teacher centered? Student centered?

10/4: Looking Back I

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?

10/11: No Journal Entry

10/25: Maintaining Appropriate Student Behavior (Align with Chapters 12 & 13)

- 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 Weinstein and Novodvorsky. Have you tried some of these strategies? If so, were they successful? If you haven’t tried them, does it seem likely that they would work with your students? Why or why not?

11/1: Enhancing Student Motivation (Align with Chapters 3 & 8)

- Reflect on the relationship you had developed with your students in your first experience. How had that relationship affected student learning and student motivation, either positively or negatively?
- How do you feel that your relationships with high school students will be the same as those with middle school students? How will they be different? Why?
- What strategies have you used or might you use to increase expectation and opportunity for success?
- What strategies have you used or might you use to increase the perceived value of your classroom activities?

11/8: Working With Families (Align with Chapter 6)

- Discuss with your cooperating teacher how (s)he involves families in their students’ educations. Consider such issues as parent conferences, solicitation of parental assistance with respect to behavioral issues, effective forms of communication, etc.

11/15: No Journal Entry

11/22: Revisiting Instructional Strategies (Align with Chapters 9, 10, & 11)

- Reflect on the various instructional strategies described in chapters 9-11 in the text. Which have you tried? In what context? With what success?
- Does there seem to be a “context by strategy” interaction? That is, is small-group work, for example, more effective with one type of student (gender, age, motivational level, ability level, etc.) than another? Is independent work more appropriate for one subject area than for another?

11/29: Looking Back II

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 and your weaknesses. Discuss the differences between your first and second experiences in terms of student development, instructional design, motivation, and your personal preferences as a teacher.

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. **Submit your student teaching folders to me at the individual Form 430 conferences on 10/4 and 11/29.** 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.
- all evaluation forms completed by your cooperating teacher and college supervisors.

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 12/14 at 4:00 PM

ACCOMMODATIONS

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

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 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.**