

EDUC378, GENERAL STUDENT TEACHING SEMINAR
 SPRING, 2013

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 Meeting Time: 3:45-6:00 Meeting Place: PPHAC 302



“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 FOR STUDENT TEACHING EXPERIENCE

- ★How do novice teachers reflect in order to develop teaching expertise?
- ★How does vision or teaching philosophy guide teaching practice?
- ★How must one be in a classroom in order to generate a rich learning environment?
- ★What practices must I master in order to become an excellent teacher? How do I master those practices?
- ★How does one become an excellent teacher?
- ★What is learning? How does a teacher know when learning is and isn't occurring?

COURSE GOALS

- ★Become a reflective practitioner
- ★Develop a model for professional discourse
- ★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 and learners with disabilities
- ★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 (Including Management Plans) 20%
 - Submitted weekly to Education Department Supervisor (Bilheimer, Evans, Mayer, Shosh)
2. Annotated Middle School Unit Plan & Course Folder 10%
 - Hard copy due to Dr. Mayer on February 22 at 4 .
3. Annotated High School Unit Plan & Course Folder 10%
 - Hard copy due to Dr. Mayer on April 19 at 4.
4. Portfolio Draft and Logs 5%
 - Draft to Dr. Mayer on February 27 at 4
5. Portfolio 25%
 - Hard copy or electronic copy on CD to Dr. Mayer on April 30 at noon.
6. Matrices and Reflective Statements 10%
 - Matrix alone to Dr. Mayer on February 6 and March 27 at 4
 - Matrix and reflective statement to Dr. Mayer on February 27 and April 24 at 4
7. Seminar Participation 20%
 - Arrive on time and participate fully in seminar activities.

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 (Kuserk, McKeown, Mayer, Reid, Sevilla & Hartshorn).

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

Twenty 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 Ms. Elaine Mara 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: Unless otherwise designated, readings below can be found through Ebscohost. Please print out or have digital copies of articles and bring them to class.

EXPERIENCE 1**January 14, Student Teaching Orientation Session**

9 a.m. – Noon: Introductions
 Seminar Overview: Course Schedule & Assignments
 The Middle Level Learner
Reading: Ch. 2 “Understanding the Young Adolescent”
 Noon–1:00 p.m. Lunch
 1:00–3:30 p.m. Handbook Overview
Reading: Handbook

Due (1/18 at 4): Management Plan to Education Department Supervisor

Also for Friday, January 18

Send an electronic copy of next week’s teaching schedule to **all** your supervisors by 1:00.

Deliver or send electronically coop and building schedules to all supervisors by 4:00.

Due (1/21 at 8 A.M.): Journal #1 to Education Department Supervisor

Wednesday seminars begin **promptly** at 3:45.

January 23, Topics: Classroom Management

Readings: 1) “The Key to Classroom Management” by Robert J. & Jan S. Marzano, *Educational Leadership*, 2002, 61(7).

2) “Assuming the Best,” by Rick Smith and Mary Lambert *Educational Leadership*, Sept. 2008, 66 (1).

3) “Strategies for Effective Classroom Management in the Secondary Setting” by Paul Pedota, *The Clearing House*, March/April, 2007.

Reading: For Marzanos, Pedota, and Smith/Lambert articles, before you read, skim each article and decide on what you want to learn from each article–your purpose for reading. **Write each purpose down.** Go ahead and read and then re-read. Next **write down at least three big discussion questions growing from the two articles** that the class might use to guide its discussion. **Write down ten important suggestions, ideas, or concepts about classroom management discussed in the articles that you want to consider for your classroom.** Be ready to explain why they are important, and why you consider them to be good ideas or why you consider them to be ideas you don’t care for.

☞Bring a copy of your management plan.

☞Due: Portfolio Log (1 entry)

February 6, Job Search-Seminar led by Ms. Forsythe, Career Development

☞Due: Portfolio Log (3 entries total)

☞Due: Teaching Practices Matrix

☞Bring: Resume and cover letter drafts

February 20, Formative Assessment/Developing a Philosophy Statement

Readings: 1) “Feedback is a Two-Way Street” by Cris Tovani, *Educational Leadership*, Sept. 2012.

2) “Classroom Assessment: Minute by Minute, Day by Day” by Siobhhan Leahy, Christine Lyon, Marnie, Thompson, Dylan William, *Educational Leadership*, Nov. 2005.

Reading: For Tovani article and Leahy, Lyon, Thomson and William article, before you read, skim each article and decide on what you want to learn from each article–your purpose for reading. Write that purpose down. As you read, complete an inner voice sheet for each article with at least 6 entries for each article.

☞Due, Friday, February 22 at 4:00: Middle School Course Folder (Delivered to PPHAC 328)

February 26 (Tues. at 4 in PPHAC 302), Job Talk with Mrs. Kubera

☞Due, February 27 at 4:00: Teaching Practices Matrix and Reflective Statement I (Delivered to PPHAC 328)

☞Due, February 27 at 4:00: Portfolio Draft with log (6 entries total) (Delivered to PPHAC 328)

EXPERIENCE 2

March 13, Topic, Setting up a high school classroom (Is a learning community possible?)/Common Core and SAS
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).

Reading: For both articles before you read, skim the articles and decide on what you want to learn from them—your purpose for reading. **Write that purpose down.** As you read, read actively by annotating the article. You might annotate in the following way: with questions and comments you have about the article, key words underlined, key ideas underlined, and more.

- ☞ Due (3/16 by 4): Revised classroom management plan to Education Department supervisor.
- ☞ Send an electronic copy of next week's teaching schedule to **all** your supervisors by one on Friday (3/16).
- ☞ Deliver or send electronically coop and building schedules to all supervisors by 4:00 on Friday (3/16).
- ☞ First weekly journal due March 18 at 8 A.M.

March 26, 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 27, Topic: Universal Design, Teaching Learners with Disabilities

Reading: "Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School Reading Comprehension Program" By Grace Meo, *Preventing School Failure*, v52 n2 p21-30 Win 2008. [Ebscohost]

Skim the Meo article and decide on what you want to learn from it—your purpose for reading. **Write that purpose down.** As you read, read actively by annotating the article. You might annotate in the following way: with questions and comments you have about the article, key words underlined, key ideas underlined, and more.

- ☞ Due: Portfolio Log (2 entries total-experience 2)
- ☞ Due: Teaching Practices Matrix
- ☞ Due: Philosophy Statement

April 10, Topic: Reflection and Your Portfolio/The Best Teaching Ideas?????

Reading: "Lessons from Teachers," by Lisa Delpit, *Journal of Teacher Education*, 57 (3), May/June 2006. (PDF Sent)

Reading: For Delpit article before you read, skim the article and decide on what you want to learn from the article—your purpose for reading. Write that purpose down. Go ahead and read and then re-read. Next write down at least three big discussion questions that the class might use to guide its discussion. Finally, write down at least five important ideas about teaching identified in the article. Be ready to explain why you think the ideas are important.

- ☞ Due: Portfolio Log (4 entries total-experience 2)
- ☞ Due Friday, April 19 at 4, High School Course Folder (Delivered to PPHAC 328)

April 24, (Wednesday) Topic: The First Year of Teaching/The Job Search, A Meeting with First Year Teachers

☞ Due: Completed Teaching Practices Matrix and Reflective Statement II
 ☞ Due Tuesday April 30 at Noon, Completed Portfolio and Portfolio Log (6 entries total-experience 2) (Delivered to PPHAC 328)

Friday, April 26 (5:30-7:30): Student Teaching Picnic at 805 West Market St. (Come up Main. Turn right at Broad St. where the BrewWorks 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 2013

ASSIGNMENTS TO GENERAL SEMINAR INSTRUCTOR (MAYER)

I. TEACHING PRACTICES MATRIX AND REFLECTIVE STATEMENT

A. MATRIX

The teaching practices matrix identifies practices considered by me and other teacher educators to be essential practices for excellent teachers to master. Look over the list weekly or more often and identify practices you can carry out with competence. Then write brief notes in the right-hand box indicating the lesson date and topic where you feel you demonstrated your competency. Write additional notes to help you remember the event. You will turn in the matrix four times over the semester, once in the middle of each experience and each time you turn in your reflective statement.

If important practices you are mastering are not on the matrix, add them. I have provided space. If you find you need more room, I would be happy to provide you with another matrix.

B. REFLECTIVE STATEMENT

There are two parts to the statement. First, reflect on the individual practices on the matrix and determine which are most central to your overall development as a teacher. Choose a minimum of 5 or 6 practices, though you could discuss more, and use those choices as the basis for answering this question: *Describe the ways you have developed as a teacher over the course of the first placement (reflection 1) and then the semester (reflection 2) and describe the experiences that led to this development, making sure to explain how the experiences led to that development. Be explicit about making clear why the practices you have chosen are important to your development as a teacher. (Include the specific practices somewhere in your answer.)*

Secondly, answer this question: *Given my view of what I want my teaching to accomplish, in other words my very broad goals (informed citizens, people who think in a scientific manner) what are the next aspects of my teaching and/or myself that I need to consciously develop to become the teacher I hope to become? (Make sure you briefly explain your broad vision so that I see why the specific aspects you discuss are important to you.)*

Each reflective statement should be around three pages.

Matrix turned in: February 6 and March 27 at 4

Reflective Statement with Matrix: February 27 and April 24 at 4

II. COURSE FOLDER(S) [MAYER AND ALL SUPERVISORS]

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.

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. The most important characteristic of a unit plan is coherence, that is the plan is driven by broad learning goals (essential questions, enduring understandings) that are reflected in lessons within the unit. Individual plans cohere because they are moving toward the broad goals.

In terms of individual plans, 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" contained in the student teaching handbook (pp.53-54), including objectives, PA standards, learning activities, methods for assessment, and accommodations to meet the needs of diverse learners.

The Folder

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

-Unit Title with Unit-Level Broad Goals: Essential questions and/or enduring understandings and/or broad themes

-Unit Plan Map: Blocks of daily objectives and proposed activities with brief, one or two sentence explanations of activities, created completely at the start of the unit [Alternative: All lesson plans for unit]

-Every lesson plan created for the course, including all curricular materials used in the lesson. If you use PowerPoint for a lesson, print out the slides. It is fine to have multiple (3-6) slides on one page. **[Must have plans at least two days ahead of day lesson is to be taught so coop can comment and you have an additional day to revise.]**

-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. Work toward authentic forms of assessment.]**

2. What do I do with the course folders?

-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 clearly marked as such. Place a protruding stickie stating "My most excellent unit" on the first page of the unit to help me find the unit.

-Stickies throughout letting us know how you have taught to and assessed your broad goals (essential questions, enduring understandings). The main criteria for evaluation of the unit are coherence and unity. Show us the coherence.

-Stickies throughout letting us know how English language learners and learners with disabilities were considered in the design of the unit. For instance, if you are employing particular literacy or small group strategies to better meet the needs of Ells, place a stickie in a lesson where you do that with a phrase or sentence explaining the significance of the activity. Also, place stickies in places that address criteria laid out below.

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

CRITERIA FOR COURSE FOLDER EVALUATION

(All items below are important. Bolded items are particularly important.)

- 1. Unit-level goals (essential questions, enduring understandings) guide the entire unit.**
- 2. Unit-level goals (essential questions, enduring understandings) are broad, important, and clear.**
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. Effective literacy instruction is reflected in the units.
6. Formative assessment is in evidence throughout the unit.
7. A variety of summative assessments are employed including authentic assessments. Summative assessments reflect broad unit goals.
- 8. Individual lessons and overall unit take into consideration the diversity of students within the class.**

Due to Mayer (PPHAC 328): One Middle School Course Folder Due, Friday, February 22 at 4:00

One High School Course Folder Due, Friday, April 19 at 4:00

III. 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. So the reader of your portfolio discovers what makes you unique as a teacher. and 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. Think of it like a scrapbook for a journey, a scrapbook plus reflections that is.

Use your teaching practices matrix and your reflective statement as a guide for what to include in your portfolio. Use the portfolio to illustrate the competencies you discuss and identify as important through your matrix and your reflective statement. Make sure that the overall effect is to show:

- an excitement about teaching,
- the nature of learning taking place in your classroom,
- teaching that consciously engages students at high cognitive levels,
- 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.) A teaching philosophy likely includes description of the view of learning guiding your teaching. It also might include specific discussions of the subject you teach and how that shapes your broad vision. Finally, the statement might include a discussion of the broad purpose for schooling.

It is important that your statement be substantive and free of platitudes. The statement is unified in that a main theme drives the writing. 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.

[Note: Your philosophy statement is due Wednesday, March 27 for assessment and then turned in again with the completed portfolio. You will turn in an excellent draft on February 27.]

5. Teaching Practices Matrix (A Copy)
6. Both reflective statements (Copies)
7. At least 12 Annotated Pieces of Evidence

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.

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. Block out names.
- 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.
- f. alternative assessment devices which you created.

Annotation

Annotation will take two forms. One form is as a brief statement (around a paragraph, perhaps two) 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, your complete log for experience 1, and an excellent 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. You might need to use paper clips to indicate the separate entries.

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 draft for experience 1 with philosophy statement due Wednesday, February 27 at 4

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 maybe two sentences explaining why you plan to include the item.

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.

The developing and completed logs will be turned in during seminars as noted on the syllabus schedule. Keep a computer file that you add to throughout the semester. Date each entry and indicate which items have been added since the last time the log was turned in.

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. The log itself serves as a sort of prewrite for the the final annotations.

CRITERIA FOR PORTFOLIO EVALUATION

COMPLETE-All required items are included.

ANNOTATION-

- Annotations for all pieces of evidence are included.
- All annotations are succinct, elegant, and meaningful.
- Each item conveys 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.
- Evidence supports competence in areas indicated on matrix.
- A variety of methods that demonstrate your breadth as a teacher and how you provide meaningful learning opportunities is included.
- Items demonstrate the nature of thinking engendered by your teaching.
- Items demonstrates how you teach to state standards.
- Creative construction and thoughtful use of curricular material is reflected.
- Effective integration of technology is illustrated.
- Thoughtful and detailed planning is demonstrated.
- Effective formative and summative assessment procedures are shown.
- **Consideration for diverse nature of students is demonstrated.**
- 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

The philosophy statement is

- rich in ideas about teaching and learning,
- reflected in the rest of the portfolio,
- coherent in that it includes well structured paragraphs unified by a clearly stated main idea,
- 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.
- The portfolio is unified.

BEAUTY

- The overall presentation of the portfolio is quite professional.
Portfolio Draft due Wednesday, February 27 at 4 and Final Portfolio Due Tuesday, April 30 at Noon

ASSIGNMENTS TO EDUCATION SUPERVISORS (Bilheimer/mibs@ptd.net, Evans/evansth@verizon.net, Mayer/merhm02@moravian.edu, Shosh/jshosh@moravian.edu)

I. PROFESSIONAL RESPONSIBILITIES

A) Weekly Anticipated Schedules

Starting with the first week of each experience, you must e-mail or drop off a schedule for the week to come to both of your College supervisors every Friday by 1. 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 it is 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 for 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 (1/18, 3/15).

C) Items for Supervisor Visits

For every supervisory visit, you must provide:

- One complete lesson plan 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, as well as the unit plan map in front of the unit.

II. INTERACTIVE JOURNAL FOR REFLECTION ON LESSONS AND TEACHING:

A) Weekly Entries

Turned in via e-mail or as hard copy by 8:00 A.M. on Monday of every week to education supervisor-Bilheimer, Evans, Mayer, or Shosh. Please note, individual supervisors might have specific requests or requirements. First entries for each experience are turned in January 21 and March 18, respectively.

Journals should be used primarily for reflections on specific lessons taught. Choose a lesson where you are not being formally observed. If you do not teach the first week, write an entry where you describe your first impressions of the experience including impressions of the students, the school, the overall experience you had, and more. Feel free to discuss your feelings.

Lesson reflection entries should have two parts:

**Description:* Using tools of formative assessment (exit slips, K-W-Ls, freewrites, answers to questions), carefully describe student learning making clear the extent to which you reached lesson objectives. Also describe in detail your teaching, both what strategies you used and the overall manner (tone, language) you employed. Try to keep track of what you did, including questions, directions, explanation, and more. Take notes after lessons so you don't forget what happened in class. You could also ask your coop to take notes on both what you did and the ways students responded.

**Analysis:* Critique your 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.

These reflections are like your microteaching analysis, though more informal.

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.

B) Management Plan Journal

On the first Friday of each experience, turn in an entry where you describe your classroom management plan. The word plan implies you need to explain how you will consciously create the learning environment in your classroom. Begin by returning to the research you studied in EDUC260 and EDUC36-. I particularly like the Marzano's definition of dominance: "the teacher's ability to provide clear purpose and strong guidance regarding both academics and student behavior." (see *Ed Leadership*, September, 2003)

The plan should be both concrete and philosophical. Here are some topics you will likely include: the physical layout of the room, classroom rules and routines, building relationships with students, building trust with students, responses to appropriate and inappropriate behavior, structure in lesson plans. There are other elements to classroom management, so feel free to add to this list. Make sure that you discuss how you will consciously implement the plan on the first day and during the first ten days you teach each group. Make clear the broad philosophy that guides your plan.

Don't just compile a list of items. Make your management plan a coherent 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.

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.

Note: Unlike past management plans, this one is for real. Create the actual plan you will be using!!!!

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

Due to Supervisor: January 18 and March 15 by 4 via e-mail or by arrangement.