

EDUC 378 Seminar Secondary Teaching Syllabus
Fall, 2014

Mr. Thomas H. Evans, Office: PPHAC 319

Home Phone: 610-253-4607, Cell – 610 597-2068

E-Mail: evansth@verizon.net

Meeting time: Mondays 4:00 – 6:00 pm Meeting Place: PPHAC 235

“People need to know that you care, before they
care what you know.”

-Anon.

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 conduct oneself in the 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 these practices?
- How does one become an excellent teacher?
- What is learning? How does a teacher know when learning is or isn't occurring?

COURSE GOALS

You will:

- become a reflective practitioner.
- develop a model for professional discourse.
- 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 learner.
- create a plan for the first year of teaching and a personal philosophy to guide practice.
- develop skills ion long term and short term planning.

ASSIGNMENTS AND GRADING

1. Student Teaching Reflective Journal (Including Management plans) 20%
 - Submitted weekly to Mr. Evans
2. Annotated Middle School Unit & Course Folder 10%
 - Hard copy due to Mr. Evans on October 3 at 4:00
3. Annotated High School Unit Plan & Course Folder 10%
 - Hard copy due to Mr. Evans on November 21 at 4:00
4. Portfolio Draft and Logs 5%
 - Draft to Mr. Evans on October 8 at 4:00
5. Portfolio 25%
 - Hard copy or electronic copy on CD to Mr. Evans on December 9 at noon
6. Reflective Statements 10%
 - Hard copy due to Mr. Evans on October 10 and December 5
7. Seminar Participation 20%
 - Arrive on time and participate fully in seminar activities

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 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 percent of the overall grade will be reduced to 0. If you have a legitimate reason for missing seminar, e.g. illness, contact me ahead of time.

When an absence is unavoidable, a written critique 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 the 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

Students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course MUST contact Ms. Elaine Mara, Assistant Director of Academic Support Services for Academic and Disability Support, at the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

CELL PHONES

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

CLASS SCHEDULE

EXPERIENCE 1

August 25, Student teaching Orientation Session (USB Snyder Room initially, then USB Rhinehart Room 9:00 – 1:00)

Introductions

Seminar Overview: Course Schedule & Assignments

Classroom Management

Handbook Overview

DUE:

- 1) "First Journal Assignment" to Mr. Evans (Wednesday, 8/27, 4:00)
- 2) Teaching schedule for the following week to both supervisors (Thursday, 8/28, 4:00)
- 3) Management Plan to Mr. Evans (Friday, 8/29, 4:00)
- 4) Coop and building schedules to both supervisors, deliver or send electronically (Friday, 8/29, 4:00)
- 5) Reflective Journal #1 to Mr. Evans (Monday, 9/1, 8:00 A.M.)

WEEKLY SEMINARS BEGIN PROMPTLY AT 4:00.

September 1, Open topic discussion

September 8, Mrs. Modjadidi: Special Needs and Accommodations

September 15, Cooperating Teachers' Meeting

Due: Portfolio Log (1 entry)

September 22, Resume Writing & Cover Letter with Ashley Forsythe

September 29, Certification and Placement Procedures, Mrs. Kubera

Due: Resume and cover letter drafts

Due: Portfolio Log (3 entries total)

Due: Friday, October 3, Middle School Unit Plan and Course Folder delivered by 4:00

October 6, Open topic discussion

Due: Wednesday, October 8 at 4:00: Portfolio Draft and Logs (6 entries total)

Due: Friday, October 10 at 4:00: Reflective Statement

EXPERIENCE 2

OCTOBER 20, Open discussion

DUE: Friday 10/24 by 4:00: Revised classroom management plan to Mr. Evans. This management plan needs to reflect the shift in locale, a high school classroom.

Send an electronic copy of next week's teaching schedule to all supervisors by 4:00, Thursday (10/23).

Deliver or send electronically coop and building schedules to all supervisors by 4:00, Friday, (10/24).

First weekly journal due Monday, October 27 at 8:00 A.M.

October 27, Open Discussion

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

Due: Philosophy statement

NOVEMBER 3, Interview Strategies: Discussions with Principals & Superintendents

NOVEMBER 10, Open Discussion

NOVEMBER 17, Discussion with First Year Teachers

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

Due: Friday, November 21 at 4:00, High School Unit Plan and Course Folder

NOVEMBER 24, Open Discussion

DECEMBER 1 , Final thoughts

Due: Friday, December 5, 4:00, Reflective Statements

Due: Tuesday, December 9, noon, Completed Portfolio and Portfolio Log (6 entries total for experience 2)

ASSIGNMENTS FOR SECONDARY STUDENT TEACHING, FALL 2014

I. REFLECTIVE STATEMENT

There are two parts to the statement. First, reflect on individual practices 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 a basis for answering this question: *Describe the ways you have developed as a teacher over the course of the first placement (reflection 1) and the semester (reflection 2), and describe the experiences that led to this development, making sure to explain how the experience 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.*

Second, 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 two pages. The reflective statement should form the basis for your philosophy statement.

Reflective statement turned in October 10 and December 5

II. COURSE FOLDERS

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 understanding) that are reflected within 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 (Section 4, pp. 25-26), 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 the 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 being 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 marked as such. Place a protruding sticker stating “My most excellent unit” on the first page of the unit to help me find the unit.
 - At least seven (7) stickers identifying places you teach to your essential question. The sticker needs to include at least three sentences helping me understand how what you did helped students explore the essential question.
 - At least seven (7) stickers demonstrating 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 sticker in the lesson. The sticker needs to be at least three sentences helping me understand how you considered the diverse needs of learners.
 - Also, place stickers 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 with the class.**

Due to Mr. Evans PPHAC 319: One Middle School Course Folder, Friday, October 3 at 4:00
One High School Course Folder, Friday, November 21 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, plus reflections.

Use your reflective statement as a guide for what to include in your portfolio. Use the portfolio to illustrate the competencies you identify and discuss as important through 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
- how your teaching takes into consideration the needs of learners with disabilities and English language learners

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 grades you have 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 a description of the view of learning guiding your teaching. It likely will flow from the reflective statement. It 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 of 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 Monday, November 24, for assessment, and then turned in again with the completed portfolio.]

5. Both reflective statements (Copies)
6. At least 12 Annotated Pieces of Evidence

Evidence

The pieces of evidence attest to your attainment of significant outcomes related to teaching, and capture 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 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 (check school policy regarding parent permission slips for using pictures of students).
- f) Parts of your journal. You might want to include entries that demonstrate your ability to critique or analyze.
- g) Alternative assessment devices which you created.

Annotation

Annotation will take two forms. One form is a brief statement (around a paragraph or 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

food 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, you 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 in 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 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, October 8 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 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. Item 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 initially anticipated.

The developing and completed logs will be turned in by the time of seminars as noted on the syllabus schedule. I will create an assignment place where you can turn the log in. 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 pre-wrote for 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 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.
- 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 demonstrate 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 the 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 children 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 the 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 professional.

Portfolio Draft due Wednesday, October 8 at 4:00, and Final Portfolio Due Tuesday, December 9 at noon

ASSIGNMENTS TO EDUCATION SUPERVISORS (Bilheimer/ mibs@ptd.net, Evans/ evansth@verizon.net)

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 Thursday by 4:00. The schedule conveys what, when and where you are teaching. Here is what you need to include:

- The period you are teaching (Period3)
- The start and end time of the period (8:55-9:40)
- The room you in which you will be teaching (Room 115)
- 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 – Calculation of Areas of Various Parallelograms)

Your supervisors need the information above to schedule visits. If you are testing or showing a video for an entire period, indicate that the class might be a bad one 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 schedule 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 (8/29, 10/24).

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 the education supervisor (Bilheimer or Evans). Please note, individual supervisors might have specific requests or requirements. First entries for each experience are turned in 9/1 and 10/27, 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-L's, 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, explanations 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.

III. STUDENT TEACHING MANAGEMENT PLAN

In the process of developing your plan, talk to your coop about his/her plan. Observe how they operate in the classroom. Find out about school discipline policies. Then go on to consider broad ideas in your classroom as suggested in #1 and #2, and finally consider specifics laid out in #3-9.

Your plan can be structured in any way you desire. It should combine some discussion of theory with a thorough discussion of practice. Deal with all items you feel are necessary in order for you to have a smooth running classroom with a rich environment for learning. Use items below as a guide, though you might not address all items and you might add to the list.

1. What is your philosophical approach to teaching and learning? (Provide a brief synopsis.)
2. What type of climate do you want to establish in your classroom?
3. How will you structure lessons to maximize student engagement? Consider the following and more: goal-driven lessons, stating of goals, gaining student attention at the start of lessons, clear structure for activities, including activities, breaking class into interrelated chunks, transitions, encouraging high order thinking.
4. What are the basic rules that you anticipate putting in place (Even if you take student input, what do you think will be the focus?)? Remember that rules should be few (around five) and specific in laying out positive behaviors ("Bring text, pen or pencil and notebook to class every day" as opposed to "Come to class prepared".). The rules should be so important that by having students follow them, the class runs smoothly.
5. How will you handle misbehavior?? (Think Kounin, Alfie Kohn, Marzano and others)
6. What procedures will you set up so that your students will know classroom routines, daily, weekly and otherwise?

7. How will the room be arranged to maximize student engagement?
8. When and how will you communicate with parents?
9. How will you consciously build a relationship with your students?
10. What will you do on the first day you teach and in subsequent days to introduce your management plan?

You need to create a separate management plan for each distinct experience.

Experience 1 (Middle School Plan) Due Friday, August 29th by 4:00 to education supervisor (Bilheimer, Evans)

Experience 2 (High School Plan) Due Friday October 24th by 4:00 to Mr. Evans