

EDUC 378, SOCIAL STUDIES SEMINAR
 Spring, 2015
 Dr. Robert H. Mayer, Office: PPHAC 328
 Campus Phone and E-Mail: 861-1452, merhm02@moravian.edu
 Home Phone and E-Mail: 694-8857, rmayer3@verizon.net
 Meeting Time: Tuesdays 3:45-6:00 Meeting Place: TBA



“Democracy is coming to the U.S.A.” Leonard Cohen

ESSENTIAL QUESTIONS:

- ❖How can learning the social studies help adolescents lead a rich, meaningful life, now and in the future?
- ❖How can an understanding of the disciplines (history, geography) within the social studies energize our teaching?
- ❖What is excellent teaching in the social studies? What does excellent learning in the social studies look like?
- ❖How can social studies educators promote democratic citizenship?
- ❖How can social studies educators set a high standard for their peers and elevate the practice?
- ❖How can the C3 Framework organize and energize social studies teaching?

GRADE:

1. Attendance and thoughtful participation in seminar discussions-55%
2. Journal-30%
3. Active and reflective engagement in supervisory process-15%

ATTENDANCE AND PARTICIPATION

Since the class does not meet often, attendance is crucial. You are expected to attend every class with a basic understanding of the assigned reading or with questions to be raised about the reading. You are also expected to be on time. Make arrangements to meet with your students or speak with your coop at times other than Wednesday.

Absence should be due to emergencies such as an illness. In the case of an emergency, speak to me about the situation as soon as you are able. Absences will be excused for legitimate reasons such as illness. For each unexcused absence, a zero will be calculated for three percentage points of your total grade.

SUPERVISOR VISITS:

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

- The complete lesson plan for the lesson to be taught, sent the night before an observation
- The up-to-date course folders including the unit plan map, all lesson plans going two classes beyond the lesson to be observed and other required materials
- An answer to this question on a separate piece of paper or on the lesson plan itself: What aspect(s) of the lesson (impact of group discussion, managing of classroom, questioning) should the supervisor focus on? In answering, pick a significant aspect that you feel is important for your development as a teacher. Briefly explain why you have chosen this concern.

LESSON PLAN

As early as you can each experience, provide Mayer with the lesson plan for the first lesson you plan to teach at least two days before you plan to teach it. This allows you to receive feedback on your planning early.

CELL PHONES

Cell phones need to be put away during class unless they are being used for class purposes. No texting during class.

ACADEMIC HONESTY

The Student Handbook defines plagiarism as: "A major form of academic dishonesty...the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook then states, "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on papers from your colleagues in the class. Collaboration is great. Cheating is wrong. The work you turn in, ultimately, must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Associate Dean for Academic Affairs will be informed of the violation. In addition, violations of the academic honesty policy would reflect a cynical view of learning itself, one not needed in the educational world. Acts of plagiarism or cheating would make it very difficult for me to support the violators application for student teaching.

ACCOMMODATIONS

Day students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

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.



SCHEDULE OF CLASSES

(NOTES: a) All readings available on Edmodo, unless otherwise stated. b) Topics and readings are likely to be added and deleted based on experiences in the field.)

Reading Guide: Skim article and write down a purpose for reading. Read the article and annotating, making sure to identify key and supporting points, vocabulary, and suggested practices you want to try out. Other aspects to annotate if you wish, use of language, critique of article, questions.

EXPERIENCE 1

January 20: Should we Teach about Ferguson?

Reading: "Ferguson Is About Us Too: A Call to Explore Our Communities" by Alexander Cuenca and Joseph R. Nichols, Jr., *Social Education*, October, 2014, 78(5).

February 3: The C3 Framework

Readings: 1) Implementing the C3 Framework: Monitoring the Instructional Shifts by Michelle M. Herczog, *Social Education* 78(4), September, 2014.

2) Climate Change in the Social Studies Classroom: A "Why" and "How to" Guide Using the C3 Framework by Lori M. Kumler and Bethany Vosburg-Bluem, *Social Education* 78(5), October, 2014.

February 17: Teaching Historical Thinking at the Middle School Level

Readings: 1) "Analyzing historical political cartoons: Helping students with diverse learning needs analyze primary sources," By Grant R. Miller, *Middle Level Learning* Sept., 2011, 42, pp. 13-15.

2) "Primary source of the day a warm-up activity," by Amy Trenkle, *Middle Level Learning* May/June 38, pp. 2-5.

3) *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12* by Joan Brodsky Schur, (Review, being ready to discuss key themes and the best teaching ideas-Not on Edmodo)

March 3: Teaching Geography at the Middle School Level

Reading: 1) "Maps and map learning in the social studies" by Sarah Witham Bednarz, Gillian Acheson, and Robert S. Bednarz, *Social Education*, November/December, 2006.

2) *Social Studies and the World: Teaching Global Perspectives* by Merry M. Merryfield and Angene Wilson (Review, being ready to discuss key themes and the best teaching ideas-Not on Edmodo)

EXPERIENCE 2

March 24: Teaching History and Historical Thinking (II)

Reading "Two actors in search of a story: Using primary documents to raise the dead and improve history instruction." by Robert H. Mayer, *Magazine of History*, Spring 1999, 13(3).

April 7: Teaching Civics/Teaching Economics

Reading: 1) "Discussions that drive democracy, By Diana Hess, *Educational Leadership*, 69 (1) pp. 69-73 Sep 2011.

2) "Should Teachers Help Students Develop Partisan Identities?" by Diana E. Hess and Paula McAvoy *Social Education* 78(6), November/December, 2014.

April 21: Why teach the social studies?

Reading: TBA

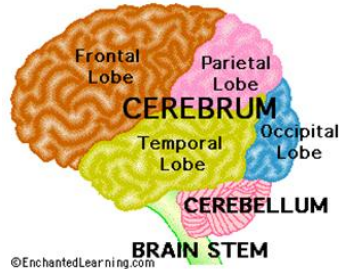
EDUC378, GENERAL STUDENT TEACHING SEMINAR
 SPRING, 2015

Dr. Robert H. Mayer, Office: PPHAC 328

Campus Phone: 610-861-1452, E-Mail: merhm02@moravian.edu

Home Phone: 610-694-8857,

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



"...Don't let your teaching life make a mockery of your teaching values. Let your teaching values guide your teaching life.... Name the reason you are becoming a teacher...Put it on a posterboard somewhere and touch it every day"

Bill Ayers

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? What are the important reasons one teaches?
- ★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?
- ★What is the nature of teaching that transforms students?
- ★In what ways must our teaching spread out into the community and into the world?

COURSE GOALS

- ★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 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) 25%
 - 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 27 (Fri.) at 4 .
3. Annotated High School Unit Plan & Course Folder 10%
 - Hard copy due to Dr. Mayer on April 24 (Fri.) at 4.
4. Portfolio Draft and Logs 5%
 - Draft to Dr. Mayer on March 4 (Wed.) at 4
5. Portfolio 25%
 - Philosophy statement turned in for assessment on (Wed.) April 1 at 4
 - Hard copy or electronic copy on CD to Dr. Mayer on May 5 (Tues.) at noon.
6. Seminar Participation 25%
 - 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, 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-five 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 request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

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

It is fine to have Cell phones out when they are used in the context of a lesson. Otherwise, cell phones need to be put away during class, meaning no texting during class.

CLASS SCHEDULE

Note: All readings can be found on the course Edmodo site in the seminar readings course folder. Please print out or have digital copies of articles and bring them to class.

Reading Guide: Skim article and write down a purpose for reading. Read the article and annotate, making sure to identify key and supporting points, vocabulary, and suggested practices you want to try out. If you wish, you might address other aspects of the reading including, use of language, critique of article, questions.

EXPERIENCE 1

January 19, Student Teaching Orientation Session (UBC Room)

9:30 a.m. – Noon: Introductions

Seminar Overview: Course Schedule & Assignments

Classroom Management

Readings: “Assuming the Best” by Rick Smith and Mary Lambert, *Educational Leadership*, September 2008.

[Follow “Reading Guide”]

“Creating Productive Learning Environments: Classroom Management” Chapter 3 in Kauchak and Eggen.

“The Key to Classroom Management” by Robert and Jana S. Marzano, *Educational Leadership*, September 2003.

Noon–1:00 p.m. Lunch (On your own)

1:00–3:30 p.m. Handbook Overview

Reading: Secondary Student Teaching Handbook

Due :

- 1) “First Journal Assignment” to Education Department supervisor (1/21, Wednesday at 4).
- 2) Teaching Schedule for Following Week to both supervisors (1/22, Thursday, 4)
- 3) Management Plan to Education Department Supervisor (1/23, Friday at 4).
- 4) Coop and building schedules to both supervisors, deliver or send electronically (1/23, Friday at 4).
- 5) Reflective Journal #1 to Education Department supervisor (1/26 at 8 A.M.):

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

January 28, Teaching Young Adolescents

Reading: "Moving up to the middle" by Rick Wormeli, *Educational Leadership*, April, 2011 68 (7). [Follow "Reading Guide"]

Due: Portfolio Log (1 entry)

February 11, Job Search-Seminar Led by Ms. Forsythe, Career Development

Due: Portfolio Log (3 entries total)

Bring: Resume and cover letter drafts

February 25, Classroom Talk

Reading: "Speaking Volumes" by Douglas Fisher and Nancy Frey, *Educational Leadership*, November, 2014 72 (3). [Follow "Reading Guide"]

Due: (Friday, 2/27 at 4:00) Middle School Course Folder (Delivered to PPHAC 328)

March 2 (Monday), Job Talk with Mrs. Kubera

Due: (Wednesday, 3/7 at 4:00) Portfolio Draft with log (6 entries total) (Delivered to PPHAC 328)

EXPERIENCE 2

March 18, Setting up a High School Classroom with the Adolescent Brain in Mind/Teaching with Inquiry

Reading: "The Biology of Risk Taking" by Lisa F. Price, *Educational Leadership*, April, 2005 62 (7). [Follow "Reading Guide"]

Due (Friday, 3/19 by 4): Revised classroom management plan to Education Department supervisor.

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 on Thursday (3/19).

Deliver or send electronically coop and building schedules to all supervisors by 4:00 on Friday (3/23).

Due (Monday, 3/24 at 8 A.M.): First weekly journal.

March 24 (Tuesday), Job Fair: You are excused from school this day, though you will have seminars. You could be interviewed by administrators from various districts. Come with a handful of resumes. Wear your interviewing clothes.

April 1, Teaching Learners with Disabilities at the Secondary Level

Reading: "Differentiation: Lessons from Master Teachers" Jennifer Carolan and Abigail Guinn, *Educational Leadership*, February, 2007 64 (5). [Follow "Reading Guide"]

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

Due: Philosophy Statement

April 15, Standing on the Mountaintop: Creating a Philosophy of Teaching

Reading: "The Futility of Trying to Teach Everything of Importance" by Grant Wiggins *Educational Leadership*, November 1, 1989 47 (3).

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

Due: (Friday, 4/20 at 4) High School Course Folder (Delivered to PPHAC 328)

April 29, 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, 5/1 at Noon, Completed Portfolio and Portfolio Log (6 entries total-experience 2) (Delivered to PPHAC 328)

Friday, May 1 (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 2015

I. 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. Coherence means 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 (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 [Placed in folder at start of unit]: 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. The word map is used to connote your broad planning prior to teaching. **The unit plan map must be in your course folder the first day you start teaching any new 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. **[Plans must be posted in your course folder two days ahead. So for instance, on a given Friday, there should be plans for that Friday and also Monday and Tuesday. This gives your coop time to comment and you 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. Provide only the course folder for the class being observed. 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.

-At least seven stickies identifying places you teach to your essential question. The stickie needs to be at least three sentences helping me understand how what you did helped students explore the essential question.

-At least seven stickies 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 stickie in a lesson. The stickie needs to be at least three sentences helping me understand how you considered the diverse needs of learners.

- Also, place stickies in places that address criteria laid out below at your discretion.

[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 27 at 4:00
One High School Course Folder Due, Friday, April 24 at 4:00

II. 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 you. 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.

Make sure that the overall effect is to show:

- an excitement about teaching,
- your vision (beliefs about learning and teaching),
- a reflective nature,
- 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, the Common Core, and content standards from national organizations,
- 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 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 statement should also answer the question, why do I teach? In answering that question, you are laying out the broad, important purpose for what you do. The answer might connect directly to your discipline. It might also reflect broad social and political goals. A teaching philosophy likely includes description of the view of learning guiding your teaching. The writing should capture your uniqueness through the use of voice. (See, "The Power of Voice" By Tom Romano, *Educational Leadership*, October 2004, 62, 2.)

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, April 1 for assessment and then turned in again with the completed portfolio. You will turn in an excellent draft on March 4.]

5. 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. **Start early to collect student work and to take photos to include. Photos bring life to portfolios.**

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. 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 essential because they demonstrate the reflection in your reflective practice. The paragraphs should be done carefully, like poetry.

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 for me to provide feedback, especially on the annotation.

Portfolio draft for experience 1 with philosophy statement draft due Wednesday, March 4 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), one or maybe two sentences explaining why you plan to include the item, and the date you used 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 by the time of seminars as noted on the syllabus schedule. I will create an assignment place where you can turn the log in on Edmodo. 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-write 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, 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.
- 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 various 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.
- Purpose behind your teaching 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 to Mayer Wednesday, March 4 at 4 and Final Portfolio Due Tuesday, May 5 at Noon (delivered to PPHAC328)

ASSIGNMENTS TO EDUCATION SUPERVISORS Bilheimer/ margarita@ptd.net, Evans/ evansth@verizon.net, Mayer/ merhm02@moravian.edu, Shosh/ jshosh@moravian.edu , VanDoren, georgevan@mac.com

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. 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 (1/23, 3/20).

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 & Van Doren, or Shosh. Please note, individual supervisors might have specific requests or requirements. First entries for each experience are turned in January 26 and March 23, 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 2 pages or longer, double-spaced, with one-inch or less margins and **one line headings**.

III. Student Teaching Management Plan

In the process of developing your plan, talk to your coop about her or his 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 below and finally consider specifics requested in #3-#10.

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 student misbehavior? (Think Kounin, Alfie Kohn, Marzano and others)
6. What classroom routines, daily, weekly, and otherwise will you establish? (What to do when students enter class, bathroom, end-of-class) (See p. 81 in K & E)
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, January 23 by 4:00 to your education supervisor (Bilheimer, Evans, Mayer, Shosh).

Experience 2 (High School Plan) Due Friday, March 20 by 4:00 to your education supervisor (Bilheimer, Evans, Mayer, Shosh)