

EDUC371 & EDUC378, GENERAL STUDENT TEACHING SEMINAR  
SPRING, 2016

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Meeting Time: Alternate Wednesdays 3:45-6:00

Meeting Place: PPHAC 103



*"Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning."* ~ Paulo Freire

#### ESSENTIAL QUESTIONS FOR STUDENT TEACHING EXPERIENCE

- ★What is the nature of teaching that engages and transforms students?
- ★What are teachers doing when they reflect deeply on their teaching and how does such deep reflection impact what happens in the classroom?

#### 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 (Mondays at 8:00 am) to Education Department Supervisor (Bilheimer,, Mayer, Shosh, Smith)
2. Annotated Middle School/Elementary Unit Plan & Course Folder 10%
  - Course folder & plan folder identified for Dr. Mayer by February 26 (Fri.) at 4.
3. Annotated High School (Middle School for Megan) Unit Plan & Course Folder 10%
  - Course folder & plan folder identified for Dr. Mayer by April 22 (Fri.) at 4.
4. Midterm Portfolio 5%
  - Posted on GoogleDocs community by March 2 (Wed.) at 4
5. Portfolio 25%
  - Philosophy statement turned in via e-mail for assessment on (Wed.) March 30 at 4
  - Digital copy posted and hard copy delivered to PPHAC328 on May 3 (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 (Bilheimer, Mayer, Smith, Reid,).

## 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, five per cent of the overall grade will be reduced to 0 points. 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

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

## CELL PHONES AND OTHER DEVICES

In support of building a classroom community, cell phones and other electronic devices need to be put away during class unless used for class purposes. There are times we will use electronic devices in class including laptops, tablets, and occasionally phones. All should be used only for the defined class purpose **and put away when not in use for class.**

## GOOGLEDOCS

Readings and other materials will be distributed through GoogleDocs folders. This will also be your main mechanism for turning in assignments.



## CLASS SCHEDULE

**Note:** All readings can be found in folders for spring student teaching located on the GoogleDocs site.

**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 18, Student Teaching Orientation Session (UBC Room)

9:00 a.m. – Noon: Introductions

Seminar Overview: Course Schedule & Assignments

Creating a Rich Learning Environment for Middle School Kids

#### Readings: :

1) "Moving up to the Middle" by Rick Wormeli, *Educational Leadership*, April 2011, 68 (7).

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

[Follow "Reading Guide"]

3) Middle Grades Social Studies: Teaching and Learning for Active and Responsible Citizenship" by Michael G. Allen and Robert L. Stevens

Review

"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, 61 (1).

"Solving problems together" by Alfie Kohn

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 (1/20, Wednesday at 4).

2) Teaching Schedule for Following Week to both supervisors (1/21, Thursday, 4)

3) Management Plan to Education Department Supervisor (1/22, Friday at 4).

4) Coop and building schedules to both supervisors, deliver or send electronically (1/22, Friday at 4).

5) Reflective Journal #1 to Education Department supervisor (1/25 at 8 A.M.):

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

#### January 27, Teaching Young Adolescents and Why Essential Questions?

**Reading:** "How to make your questions essential" by Grant Wiggins and Denise Wilbur, *Educational Leadership*, October, 2015 73 (2) [Follow "Reading Guide"]

Due: Portfolio item with brief description in portfolio folder by Friday, 1/29 at 4:00 then add at least one item with description per week by Fridays at 4:00.

Due: Page one of your electronic portfolio and a shell by Friday, February 5.

#### aFebruary 10, Job Search-Seminar Led by Career Development

Bring: Resume and cover letter drafts

#### February 24, Classroom Talk

**Reading:** 1) "Speaking Volumes" by Douglas Fisher and Nancy Frey, *Educational Leadership*, November, 2014 72 (3).

2) "What is the Value of Life and Other Socratic Questions," by Casey Cuny *Educational Leadership*, November, 2014, 72 (3).

[Follow "Reading Guide"]

Due: (Friday, 2/26 at 4:00) Middle/Elementary School Course Folder with Identified Unit Plan

#### February 29 (Monday), Job Talk with Mrs. Kubera

Due: (Wednesday, 3/2 at 4:00) Portfolio Draft (6 entries, 2 with annotations) in your GoogleDocs Folder.

## EXPERIENCE 2

### March 16, Setting up a High School Classroom with the Adolescent Brain in Mind/Teaching with Inquiry

**Reading:** 1) "The Biology of Risk Taking" by Lisa F. Price, *Educational Leadership*, April, 2005 62 (7).

2) "Secrets of the Teenage Brain: A Conversation with Frances E. Jensen" by Deborah Perkins Gough, *Educational Leadership*, October, 2015, 73(2). [Follow "Reading Guide"]

Due (Friday, 3/18 by 4): Revised classroom management plan to Education Department supervisor.

This management plan needs to reflect the shift in locale to a high school classroom.

Send an electronic copy of next week's teaching schedule to **all** supervisors by 4:00 on Thursday (3/17).

Deliver or send electronically coop and building schedules to all supervisors by 4:00 on Friday (3/19).

Due (Monday, 3/22 at 8 A.M.): First weekly journal for new experience

Due: Portfolio item with brief description in portfolio folder by Friday, 3/25 at 4:00 then add at least one item with description per week by Fridays at 4:00.

### March 21 (Monday), Principal's Session: The Job Interview and Other Job Search Matters

**March 22 (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.

### March 30, Teaching Learners with Disabilities at the Secondary Level, A Visit from Mrs. Modjadidi

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

Due: Philosophy Statement, Final Draft

### April 13, Questioning, An Essential Strategy

**Reading:** 1) "Who's Asking?" By Alfie Kohn, *Educational Leadership*, Sept., 2015, 73 (1)

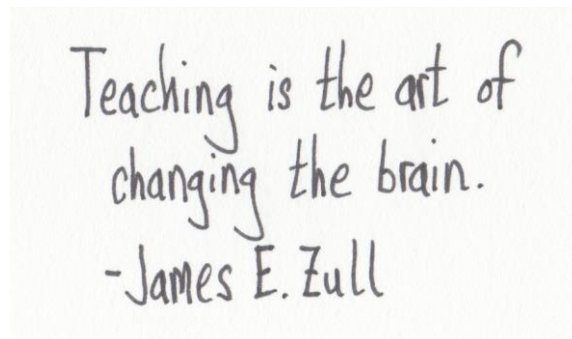
2) "5 Strategies for Questioning with Intention" by Arthur L. Costa, & Bena Kallick, *Educational Leadership*, Sept., 2015, 73 (1). [Follow "Reading Guide"]

Due: (Friday, 2/□6 at 4:00) High School/Middle School (For Megan) Course Folder with Identified Unit Plan

### April 27, The First Year of Teaching/The Job Search, A Meeting with First Year Teachers

Due: Tuesday, 5/3 at Noon, Completed Portfolio posted on community site, Hard copy delivered to PPHAC 328).

**Friday, April 29 (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 2016

Set up a GoogleDocs folder that has your name (last name first) and ST, Spring 2016. Inside have the following folders marked: Unit Plans, Experience 1, Unit Plans, Experience 2, Journal, Portfolio Material, Homework.

### I. DIGITAL COURSE FOLDER(S) [MAYER AND ALL SUPERVISORS]

#### Unit Plans

Have a folder marked "Unit Plans, Experience 1" and "Unit Plans, Experience 2" in your GoogleDocs folder. Send both to both of your supervisors, to your cooperating teacher, and to Mayer. Your supervisors will be regularly examining your unit plan folders to make sure your planning is up to date and to make sure your plans are complete.

#### Course Folders

Within the "unit plans" folder for each experience, 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. Mark each course folder with name of the course and your last name

#### Individual Unit Plan Folders

Within each course folder, you are to have a folder for every unit you teach. Mark the folder with the unit name. and your last name.

Each unit plan folder contains:

- Essential questions that drive the unit.
  - A Unit Plan Map: For each lesson day, the map contains daily objectives and proposed activities with brief, one or two sentence explanations of activities. **The unit plan map must be in your unit plan folder the first day you start teaching any new unit.** [Alternative to Unit Plan Map: All lesson plans for unit] The map demonstrates you have thought ahead of time where you plan to go in your unit. Don't worry if plans change.
  - Every lesson plan created for the course, including all curricular materials used in the lesson, including PowerPoint.
- Make sure the anticipated teaching date is on each plan.

**Important:** You must show drafts of all plans for the upcoming week to your cooperating teacher by the Thursday prior to that week. Finished plans for the upcoming week must be in appropriate folders by Sunday night, available for viewing by supervisors and cooperating teachers Monday at 6:00am. Lesson plans must follow the format handed out.

**-Assessment Tools:** 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**

#### Assessed Unit Plan

At the end of each experience, you will be presenting one unit plan for assessment. In your unit plan folder, place the unit plan for assessment marked with "My Favorite Unit Plan Experience 1" for the first experience and "My Favorite Unit Plan Experience 2" for the second experience. Also indicate the course folder the unit comes from.

The unit plan you turn in needs to demonstrate two elements, coherence and concern for the diverse nature of the students you taught. Demonstrate these characteristics by marking (EQ for coherence; D for diversity) and numbering seven comments for each element, at least seven with EQ and seven with D. Your comments will:

-identify places you teach to your essential question and broad unit goals The comment needs to be at least three sentences helping the reader understand how what you did helped students explore the essential question and reach the broad goals.

-demonstrate 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 comment in a lesson. The comment needs to be at least three sentences helping me understand how you considered the diverse needs of learners.

Feel free to include other comments that identify aspects of the unit you take particular pride in. Though I will focus on the chosen unit, I will scan course folders for completeness.

CRITERIA FOR COURSE FOLDER EVALUATION(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. 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 (In Folder): One Middle School Course Folder Due, Friday, February 26 at 4:00

One High School Course Folder Due, Friday, April 22 at 4:00

## II. PORTFOLIO-ELECTRONIC AND HARD COPY

### A. WHAT IS A TEACHING PORTFOLIO?

Your portfolios

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 how you reflect as a teacher. A strong portfolio shows the reader how you consciously shape your teaching and the vision of teaching, learning, and schooling that lies behind that conscious shaping.

You are making the portfolio for three audiences: future employers, your current supervisors, and yourself. Keep all three in mind as you put your portfolios 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:

- the rich learning environment in your classroom, including how you actively engage students and encourage them to think deeply,
- your ability to plan,
- how you build continuous reflection into your teaching,
- an excitement about teaching,
- your vision (beliefs about learning and teaching),
- knowledge of students you taught and a clear sense that all you do for the classroom grows from that knowledge,
- how your teaching takes into consideration the needs of learners with disabilities and English language learners,
- how you teach to state standards, the Common Core, and content standards from national organizations.

### B. TWO PORTFOLIOS (Digital & Hard Copy)

You will create two portfolios, one that is digital and the other that is hard copy. In terms of the job search process, the digital format provides an excellent opportunity for you to easily show your work through a couple of clicks on your laptop and to also share your entire portfolio. Word on the street: some principals still want hard copy. It is likely that hard copy portfolios will soon go the way of eight tracks and VCRs. For the moment, you will need them.

It is probably best to use the e-portfolio as your foundation and later print artifacts for the hard-copy binder.

We suggest you use the WIX-site to create your portfolio. It is easy to use and you can create a document that is both easy to navigate and attractive. (Here is where I began constructing my portfolio: <http://mayer7.wix.com/my-portfolio> usin WIX. Note: The picture is not professional enough and I have not quite figured out an attractive design, one that satisfies me.). Though we recommend Wix, you may use any platform you choose.

### C. WHAT ITEMS GO IN MY PORTFOLIO?

1. Identifying information (presented as a cover sheet for hard copy version and on page one of your electronic version) including:

- who you are,
- where you have had your student teaching experiences,
- the subjects and grade levels you taught,
- your specific area or areas of certification.

2. An about you section

3. A clear path of navigation through the portfolio laid out on page one (a table of content for hard copy version)

4. A Completed Resume

5. 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.)

The philosophy statement needs to be a new statement written specifically for the portfolio. Though it might draw on ideas from earlier statements, it needs to reflect the depth of your experience as a student teacher

Your statement needs to 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, all flowing from and supporting 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.

You might want to pull out key idea statements from your philosophy statement and place them in appropriate places throughout your electronic portfolio.

[Note: Your philosophy statement is due Wednesday, March 30 for final assessment and then turned in again with the completed portfolio. You will turn in an excellent draft on March 2.]

#### 6. Photos and Video

Starting with page one, share photos that are relevant to your teaching experience. Make sure the ones of you are professional. You should be dressed professionally and likely shown in classrooms. Images make a digital portfolio come alive. Try to include some in your hard copy version as well. Include any appropriate video. During week one of each experience, find out the policy for photographing students.

#### 7. At least 12 **Annotated** Pieces of Evidence

##### **What Evidence?**

Six items come from your middle school experience and six from your high school experience. You are free to have more, but not too much more. 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. Most importantly, you need to show how you create a learning environment that engages students deeply and thoughtfully. Secondly, show how you use technology to create that environment. Also, show how you consciously plan for all learners including learners with disabilities and English language learners.

The best evidence is:

- 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.

- student work. Include student work from both experiences to illustrate the learning in your classroom. Block out names.

- short video clips of your teaching that show important aspects of your teaching. (This one is just for your digital portfolio.)

- highlighted lesson plans. Colorize or bold sections that show important aspects of your teaching, your questioning, your directions, how you organize activities. Don't just put in plans without some highlighting.

- 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.

- formative assessment devices you use.

- authentic and alternative assessment devices you use. Don't put in traditional multiplechoice tests.

##### **What is Annotation?**

Annotation takes the form of a brief statement (around a paragraph, perhaps two) for each piece of evidence 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 how 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. For the digital portfolio, you can have buttons of some sort that include the annotation. For the hard copy, annotations can be the page that precedes the item.

#### 8. Other Items if You Choose

Some people put in letters of recommendation, clearances, and more. You are certainly free to add these things.

#### D. HOW SHOULD MY PORTFOLIO LOOK?

Mahvelous. Your portfolio is a tool you will be able to use when you go for job interviews. In that spirit, pay attention to how each looks. Make the digital portfolio attractive and easy to navigate. Put hard copy 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. CREATE YOUR PORTFOLIO THROUGHOUT THE SEMESTER

1. Create page one and a shell for your portfolio by Friday, February 5. The front page should have a photo, identifying information about you and your experiences. You might want to have a statement about you and your teaching or a thoughtful quote. The page will be posted on the student teaching GoogleDocs community page.

2. Keep a folder on GoogleDrive marked "Portfolio-Your Last Name." Every week add an item with a brief statement (2-3 sentences) explaining what the item is and why you are including it. This statement can later be expanded into your annotation. Number and date each item. This item needs to be in the folder by Friday at 4:00. (Experience 1: First item in folder Friday, January 29 at 4:00. Experience 2: First item in folder by Friday, March 25 at 4:00. )

3. By the end of experience 1, you need to have your e-portfolio up. You need six pieces of evidence posted and at least two of them must have annotation marked with the word annotation. You also need an excellent draft of your philosophy statement. The portfolio must be posted in our GoogleDos community by Wednesday, March 2 at 4:00.

E. Model Portfolio, Megan Troutman: <https://sites.google.com/site/misstroutmanseportfolio/>



## 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 demonstrates 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.
- The electronic portfolio is easy to navigate.
- The electronic portfolio has an attractive layout.

Midterm Portfolio due to Mayer Wednesday, March 4 at 4 and Final Portfolio Due Tuesday, May 5 at Noon (delivered to PPHAC328)



[illegible]

### A) Weekly Anticipated Schedules

- 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).

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.

C) Lesson Plan for Supervisory Visits: For every visit, you must e-mail your lesson plan with all curricular materials and links to Internet video to be shown 48 hours prior to the visit.

### A) Weekly Entries

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.

*\*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 with name and date.**

### 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 distinct management plan for each experience. The high school students require a different type of plan.

Experience 1 (Middle School Plan) Due Friday, January 22 by 4:00 to your education supervisor (Bilheimer, Mayer, Shosh, Smith).

Experience 2 (High School Plan) Due Friday, March 18 by 4:00 to your education supervisor (Bilheimer, Mayer, Shosh, Smith).

