

FD'OV
for

Chaminade University
Instructor: Jo-Anne W. Lewis
Phone: 735-4719

Ed 490 Student Teaching Seminar
Fall 2000
E-mail - ilewi a chamin e.edu

Syllabus & Course Outline

Rationale:

This seminar **complements** the student teaching experience. Student **teaching** marks the beginning of the transition **from** university **study** of **teaching** and learning to entry into the professional practice of **education**. This transition for **you** will be an **expression** of your unique **needs, strengths, talents, skills** and manner of **communication**. For some, **student** teaching, although **challenging**, unfolds as an exciting adventure; **for others, it becomes** the **most** stressful **situation** in their lives to date. For **most** students **it** holds **mixed characteristics** of both: rich and **rewarding, challenging and stretching**. This seminar **designed** to help you as student teacher meet and **brave** challenges, include **and learn** **learn and** celebrate growth **and success**.

This **seminar** assumes that your goal, as student teacher, is to **become** an educator who **makes** a difference in the **lives** of children, rather than simply a teacher who is competent in presenting curriculum. **Teachers** who make a difference are **aware**, reflective, and constructively critical of their choice of action and **manner** of **communication**. Too, **outstanding** educators are those who choose to invest time and energy outside of the **classroom** as well as in it. **Although** our society does not respect, value or **support** its teachers in proportion to the vital roles **they** play, those of you who enter **the** field, able to take on the role of professional in word and deed, will assist in changing the status quo; **will** contribute to a new paradigm of what is **education** and what it is to be an educator.

During your student teaching experience, your **primary** colleagues will be your cooperating teacher, your university **supervisor, your seminar** facilitator, **other** teachers at your school and the other members of this seminar. Although each of your experiences will be unique, you can gain new insights and **from sharing** our experiences and identifying common issues, challenges and **successful** (and unsuccessful) **strategies**. One of the most **important** reasons for this course is that the sooner you **learn** to cultivate useful relations hops with professional colleagues, the more easily and fully you will be able to join **the** profession.

Objectives:

- Learn to **successfully** interact with education colleagues in a **responsible** and **supportive** manner.
 - D Seek, offer and accept help in solving challenges and problems that **arise** during student teaching.
 - D **Become** able to **attend** to, **describe**, reflect on **and** critically examine your teaching practices-
 - > **Gain** a more **all-encompassing** professional **perspective** on **teaching, learning**, schools and people.
 - **Demonstrate** an **understanding** of positive **classroom** techniques by **applying** effective decision- **making** strategies during the **student** teaching experience.
 - Demonstrate a variety of **instructional** techniques helpful in **teaching** a diverse student **population**.
 - A Demonstrate effective **strategies**, which assist in creating a positive and **safe** environment for all **students**.
- Demonstrate reflective thinking about the teaching **process** through the writing of 'dialectic journals and refine **their** own educational philosophy.
- D Develop a teaching portfolio to use in your job **search** to **accompany** related job search skills.

Texts:

Required:

Charles, C.M. (1999) *Building Classroom Discipline*. 6th Edition. NY: Longman.
ISBN: 0-8013-3004-1
Campbell, D.M.,; Cignetti, P.B.; Melenzyer, B.J. *Nettles*; Wyman, R.M. (2001, 1997). *How to Develop a Professional portfolio*. Needham Heights, MA: Allyn & Bacon. ISBN: 0-205-31979-3

Recommended: (one copy is held in the Reserve Library)

Wong, H.K & Wong, R T. (1998). *The First Days of School: How To Be An Effective Teacher*. CA: Harry K. Wong Publications. ISBN: 0-9629360-2-2

Attendance:

Constructive participation in all aspects of the seminar is required. The life of a student teacher is complex and the unexpected can be expected - so you are allowed on unexcused absence (this is for an unexpected crisis, not a nap, though it may be well deserved), and I am to be notified in advance. Excused absences are those that you clear with me at least 2 days before the beginning of the semester and which involve a professional obligation (teacher conference or in-service day), personal emergency or illness. After the first class absence you may receive a deficiency notice and there may be an automatic lowering of your course grade by one letter grade. Timely attendance is mandatory, so please mark these dates on your classroom lesson plan book and in your personal day-timer. Remind your CT in advance so as to preclude conflicts.

Sharing, Discussion and Reflection on your student teaching experiences:

Part of each seminar meeting will be devoted to discussion of your classroom experiences. Our goal is to learn from each other and help each other with challenges we face. There are no magic tricks that work for all teachers on all topics and with all students. Your success as a teacher will rest on your resourcefulness, creativity and congruity as a person. Although together we can brainstorm several possible solutions for problems that you encounter, you alone will have to construct and implement an effective strategy.

Idea Bank Cards:

Working in dyads, prepare two (2) index cards, which describe activities or teaching strategies you plan to utilize in future teaching, for each of the following areas: reading/language arts, math, science, social studies, physical education, visual/performing arts, and technology. Use these cards as props to share the ideas with the group; to discuss what you see as the value of the activities or strategies; how you see/plan to use them in your classroom setting.

Student Profiles:

It is of utmost importance to know the characteristic needs, strengths, talents and learning styles, etc. of the individual students in your classroom so that you can appreciate and support each child as a unique being. Toward this end, you will closely observe, with discernment rather than judgment, three (3) different students to whom you are drawn, or who grab your attention. Each profile, approximately 2 pages in length, will provide an objective section, Part I: describing the student's characteristic behaviors and communications, etc; subjective K1", Part II: reflecting on your feelings, attitudes, and changes thereof, regarding the student

Teaching & Reflective Journal:

A reflective journal is one of the most valuable tools for helping you become aware of your teaching practices. Thinking and talking about your experiences are two ways of coming to understand them; however, the process of writing clearly about your thinking deepens your understanding and often reveals new features, insights and/or perspectives that proffer new answers to old problems; that provide a vehicle for your growth and development as a professional. Journals entries should be made in a consistent manner, and for a minimum of 15 to 20 minutes to allow for reflection and time to let the writing flow. The journal is a confidential tool that you need not share with anyone. However, you will be required to write two (2) reflective essays based on your journal entries.

Reflection I & Reflection II:

Acknowledging, reflecting upon and **confronting initial** fears **and** concerns; pleasures and successes regarding your role as classroom teacher is of **importance** in forwarding your growth and development as a professional educator. , Each **Reflection** is to be **approximately** two (2) pages in **length**.

Reflection I: will focus on one or more fears / concerns and attendant feelings, describing it (them) including aspects or **ramifications**, sharing your movement **through** the fear or area of **concern**, including decisions and outcomes.

Reflection II: will **focus** on one or more pleasures / **successes** and **attendant** feelings, **describing** it (them) including aspects or ramifications, sharing what it was that **"worked"** or **provided** positive **results**, giving

Paper 1: **Personal Classroom** Management Pisa:

This paper of **approximately 3 pages in length** (the MW **draft** to be included in your **Professional Portfolio**) **will include** the following: **rationale** for **classroom layout/environment**; daily **schedule** / time management; use of authority, including **rule setting** and **consequences**; style of lesson planning with **considerations** for **learner diversity**.

Paper II: Personal **Statement** of Educational Philosophy:

This paper (the final draft to be included **in** your **Professional Portfolio**) should be a **succinct**, one (1) page statement of your educational philosophy, conveying to the reader your clearly determined perspective, including **attendant** attitudes and **practices**, that provide a **foundation** as regards your role as teacher.

Professional Portfolio:

When you search and apply for your **first** job, it is vital **that** you have concrete documentation of your student teaching experience. Although good letters of recommendation, your transcript and a well developed resume may gain you an interview, obtaining a job **offer** will depend upon your face-to-face interaction; your presentation and explanation of your **potential** to become a **successful** teacher. A good portfolio **can** demonstrate your potential in concrete ways that a dialogue cannot. A good portfolio can help you **structure** your interview and prompt both you and the interviewer to discuss certain topics. Throughout your student teaching experience, you **should** be thinking, **"Hmmm, does this belong in my portfolio?"** Among the items to be included in your portfolio are:

- Your resume
- Statement of goals interest, and qualifications
- Your educational philosophy
- Sample of professional **productivity** (paper or project) from **university coursework**)
- Complete unit and lesson **plans** including ones used during **student** teaching
- Samples of your **student'** work and assessment results
- Management Plan**
- Notes or letters **from** students and/ or parents
- Evidence of extra-curricular activities, school or community service, etc.
- Photographs of you and your student s to enhance the above items

Mock Job Interviewing:

Observing others engaged in an activity, as well as practicing the activity **itself**, make for greater ease during an actual performance. For this reasons **mock** interviews **will** be set up and held. Each **student** teacher will perform at least once as interviewer and as **interviewee** so as to "wear the **moccasins**" of both roles; lending **greater** understanding and appreciation to each.

Performance Assessments and Grading: Based on total of 100 points, letter **grades** are as follows:

Attendance & Participation: Reflection, Sharing & Discussion	25
Student Profiles (3)	(5 pts. each) IS
Paper I - Personal Classroom Management Philosophy / Plan	10
Idea Bank Cards (work as dyads)	10
Reflective Essays (2)	(5 pts. each) 10
Paper II - Personal Educational Philosophy	10
Mock Interviews	5
Professional Portfolio	15
100-90=A	89-80=B
79-70=C	69-60=D
Below =F	

Syllabus

The following is a rough guide. We will fine-tune our syllabus as the semester develops. When not explicitly mentioned, a portion of almost every class can be devoted to **discussion** of issues you choose to raise. This is a seminar, not a pre-packaged self-contained course. Its success depends **on** what you choose to make of it.

Session	Location & Time	Focus & Activity
Aug. 11 Friday	Kieffer Conference Room 5:30 - 8:00 PM	Addressing initial challenges
Aug. 14 Monday	Ching Conference Center 8:30 AM - 3:30 PM	
Aug. 15 Tuesday	Ching Conference Center 8:30 AM - 3:30 PM	
Aug. 25 Friday	Kieffer Conference Room 5:30 - 8:00 PM	
Sept. 8 Friday	Kieffer Conference Room 5:30 - 8:00 PM	
Sept. 22 Friday	Kieffer Conference Room 5:30 - 8:00 PM	
*Oct. 6 Friday	Kieffer Conference Room 5:50 - 8:00 PM	
Oct. 12 Thursday	Ching Conference Center 8:30 AM - 3:30 PM	Nancy Oide - Career Services / Professional Files Arlene Lee - HSTA/ Standards Board Bruce Shimamoto - DOE / Applications
Oct. 20 Friday	Kieffer Conference Room 5:30 - 8:00 PM	
Nov. 3 Friday	Kieffer Conference Room 5:30 - 8:00 PM	
Nov. 17 Friday	Kieffer Conference Room 5:30 - 8:00 PM	