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Ed 490 Seminar
Spring 2000
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SD '00
PMS

Course Outline

Student Teaching Seminar - Syllabus

Rationale

This seminar complements the student teaching experience. Student teaching marks the beginning of the transition from your university study of teaching and learning to your entry into the professional practice of education. This transition is as unique as are you, the individuals making it. Some find student teaching to be challenging but have the time of their lives, while for others it is the most challenging and stressful experience of their lives. For most students, the experience is somewhere in between, and they find it to be rich with both rewards and challenges. This seminar is designed to help us celebrate our successes, meet our challenges, cope with our failures, and learn as much as possible from all of these.

This seminar assumes that you are interested in becoming a truly outstanding teacher and not merely a competent one. **Outstanding teachers are aware, reflective, and critical** (in a positive way) of their actions. Outstanding teachers know that teaching is not an 8am-3pm job and invest a lot of time and energy outside the classroom as well as inside it. Unfortunately, our society does not respect, value, or support its teachers in proportion to the vital roles they play. Among the most important sources of support, resources, and ideas are your colleagues (within a school, within a district, and nationally within professional organizations). 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 our experiences will be unique, we can gain new insights 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 relationships 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 supportive manner.

Seek, offer, and accept help in solving some of the problems that arise during student teaching.

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.

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 refining their own educational philosophy.

Develop a teaching portfolio to use in your job search, and to develop related job search skills.



Texts

Required

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

Recommended

Charles, C.M. (1999). *Building Classroom Discipline*. New York: Longman. ISBN 0-8013-3004-1

Performance Assessments and Grading

The following will account for 100% of the grade. COURSE GRADING SYSTEM: Based on total of 100 points, letter grades are as follows:

90-100 = A, 80 - 89 = B, 70-79 = C, 60-69=D, 59 and below = F

You may be asked to redo assignments if they are not acceptable. Points will be deducted for assignments turned in late.

Attendance

Constructive participation in all aspects of the seminar is required. The life of a student teacher is complex and the unexpected can happen-so you are allowed one unexcused absence (this is for an unexpected crisis, not because you need a nap, and you must still notify me in advance). Excused absences are those that you clear with me at least 2 days before the beginning of seminar 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. Attendance is mandatory, so please mark these dates on your classroom lesson plan book and remind your CT in advance.

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 and creativity.

Although together we can brainstorm several possible solutions for problems you face; you alone will have to construct an effective implementation of a possible strategy.

Management Plan

Prepare a written classroom management plan. Include topics such as time management, use of authority, rule setting and consequences, lesson planning, and considerations for diversity. Focus on your current primary or upper grade level. A final draft will be included in your portfolio.

Idea Bank Preparation

For each subject matter (reading/language arts, math, science, social studies, physical education, visual/performing arts, and technology), bring in two or three idea cards. These should contain activities or teaching strategies, which you will utilize in your future teaching. Be prepared to discuss in a group how you chose these ideas.

Educational Philosophy

Turn in a written draft of your educational philosophy. Include your attitudes toward teaching and students. The final draft will be included in your portfolio.

Compilation of a Professional Teaching Portfolio

When you search for 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 your resume will help you get an interview, getting a job offer will depend on your face-to-face interaction and how you present and discuss your potential to become a successful teacher. A good portfolio can demonstrate your potential in concrete ways that a dialogue can not. A good portfolio can also help structure your interview

and prompt both the interviewer and you to discuss certain topics. Throughout your student teaching experience, you should be thinking, "Hmmm, does this belong in my portfolio?"

Among other items, your portfolio should include:

Your resume

Statement of goals, interests, 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 students' 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 students to enhance the above items

Mock Job Interviewing

We will set up mock interviews to use as practice before the real thing. At least one mock interview is required.

Teaching Journals and Reflective Essays & Dialogues

A **reflective** journal is one of the most valuable tools for helping you become more 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 of whatever you are thinking about and often reveals new features of your thinking. This journal is a confidential tool that you need not share with anyone--at best, all I can do is encourage you to begin keeping one; however, doing so will help you participate in two of aspects of the seminar.

Reflective Essays

At least three times during the term you will turn in a 2-3 page reflection based on your journal entries and your student-teaching experiences. The purpose of these reflections is to give you and me a better sense of your ability to critically examine your teaching practice. One should focus on an individual student's learning, another should focus on some aspect of your teaching, and the other should focus on class dynamics as a whole.

Syllabus This is a rough guide. We can fine-tune our syllabus as the semester develops.

Even 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 and Time	Focus & Activities
January 5 - Wednesday	Eiben Multipurpose Room 8:30 a.m. - 3:30 p.m.	Organizing a Classroom What is an effective teacher? First day/First Week Begin Discussion on Discipline/Management
January 6 - Thursday	Eiben Multipurpose Room 8:30 a.m. - 3:30 p.m.	Discipline / Management Class Cultures/ Lesson Mastery Discuss Management Plan
January 21 - Friday	Kieffer Conference Room 5:30 p.m. - 8:30 p.m.	Evaluation and Assessment Due: Draft of Management Plan
January 28 - Friday	Kieffer Conference Room 5:30 p.m. - 8:30 p.m.	Interviewing Skills Mock Interviews Due: Draft of Educational Philosophy

Session	Location and Time	Focus & Activities
February 11 - Friday	Kieffer Conference Room 5:30 p.m. - 8:30 p.m.	Mock Interviews if needed Idea Bank Sharing by All Student Teachers Due: Reflection Journal Essay
February 17 - Thursday	Eiben Multipurpose Room 8:30 a.m. - 3:30 p.m.	DOE and HTSA Presentations Discussion on what is a professional educator
March 3 - Friday	Kieffer Conference Room 5:30 p.m. - 8:30 p.m.	Issues of Diversity and the Learning Community Special Education
March 17 - Friday	Kieffer Conference Room 5:30 p.m. - 8:30 p.m.	Student Teachers share on sponge activity Due: Reflection Journal Essay
March 24 - Friday	Kieffer Conference Room 5:30 p.m. - 8:30 p.m.	Technology Integration Hands on experience
April 27 - Thursday	Eiben Multipurpose Room 8:30 a.m. - 3:30 p.m.	Catholic Schools Presentations Discussion on Positive Expectations Share portfolios and Idea Bank Due: Final Reflection Journal Essay

Group Meetings with Student Teacher Supervisors

If session is on a Wednesday or Thursday, the meeting will be from: 11:30 a.m. - 12:15 p.m.

Lunch is from: 12:15 -1:15 p.m. (Please be prompt)

If the session is on a Friday, the meeting will be from: 5:30 p.m. - 6:15 p.m.

