

Chaminade University
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Ed 490 Student Teaching Seminars
 Fall Day 2001
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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 is designed to help you as student teacher meet and brave challenges, include and learn from failures 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.
- Become able to attend to, describe, reflect on and critically examine your teaching practices.
- D Gain a more **all-encompassing** professional perspective on teaching, learning, schools and people.
- D 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**.
- D 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-t

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. You are allowed, therefore, one unexcused absence (this is for an unexpected crisis). I ask **that** I be notified in advance. Excused absences are those that you clear with me and that 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 each student will **prepare** two (2) **activity** sheets. These sheets will describe activities or teaching strategies you plan to utilize in future teaching, consider any of the following areas: **reading/language** arts, **math**, **science**, social studies, physical education, visual/performing arts, and technology. Photocopy **these** sheets as handouts for the other student teachers. Plan to present these ideas to the group. Share: what you see to be 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**. Each **profile**, **approximately** 2 pages in length, will provide an objective **section**, Part I: describing the student's characteristic behaviors and communications, etc; subjective section, 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**. **Journal** entries should be made in a consistent manner, and for a minimum of 15 to 20 minutes **which 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: "Where I Am as I Begin": 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**: "Where I Am as I Complete my Student Teaching": 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 I: Personal Classroom Management Plan:

This paper of approximately 2 pages in length (**the** final 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) 15			
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**. 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 & 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	