

Chaminade University
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Ed 490 Student Teaching Seminars
Spring Day 2002
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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 with professional colleagues, the more easily and fully you will be able to join the profession.

Objectives:

- D Learn to successfully interact with education colleagues in a responsible and supportive manner.
- 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.
- 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
- A Demonstrate effective strategies, which assist in creating a positive and safe environment for all students.
- D Demonstrate reflective thinking about the teaching process through the writing of dialectic journals and refine their own educational philosophy.
- A Develop a teaching portfolio to use in your job search to accompany related job search skills.

Teats:

Required:

Charles, C.M. (1999). Building Classroom Discipline. 7th Edition. NY: Longman.
ISBN: 0-8013-3004-1

Constantino, P.M. & Lorenzo, M.N. (2002) *Developing a Professional Teaching Portfolio*.
Boston, MA: Allyn & Bacon. ISBN: 0-205-32955-1

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 of **in-service** (lay), **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 **seminar** dates on you 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 Sheets:

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.

Observation of two (2) Peers:

Scheduling will consider the host room's needs and requirements. Use Observation Criteria for write-ups.

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 11- Personal Educational Philosophy		10
Mock Interviews		5
Professional Portfolio		15
100 – 90 = A	89-80=B	79-70=C
	69-60=D	Below =F