

Chaminade University
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Ed 490 Student Teaching Seminars (1 CR)
Spring Day 2003
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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.
- 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.
- 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 refine their own educational philosophy.
- 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*. 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 or in-service day), personal emergency or illness. **Timely attendance is mandatory**, so please mark seminar dates on your classroom lesson plan book and in your personal day-timer

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.

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. Mock interviewing is considered part of the class participation grade.

Teaching & Reflective Journal Keeping: (marble composition book)

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, for a **minimum of 15 to 20 minutes twice a week**, which allow for reflection and time and time to let the writing flow. The journal is a confidential tool that you need not share with anyone, **but you are asked to bring to class each time** in order to cull information to create synthesizing sentences to particular questions. Too, you are 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 one (1) page 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

Student Profiles (2):

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, **two (2) different students** to whom you are drawn. Each profile, a synopsis of notes taken, should be **no more than 2 pages in length**. Each profile 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. **Include notes taken with your Student Profiles.**

Peer Observation & Writeups (2):

Scheduling will consider the host room's needs and requirements. **Use Observation Criteria for write-ups.** Write ups, of **one (1) page**, should include statements regarding those particular criteria observed

Personal Statement of Educational Philosophy Paper:

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 - Classroom Management Plan
- Sample of professional productivity (paper or project) from university coursework)
- Complete unit and lesson plans including ones used during student teaching (connect to standards)
- Samples of your student' work and assessment results
- 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

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

Attendance & Participation: Sharing & Discussion, inc. Mock Interviews	30
Teaching & Reflective Journal & Class Synopses	10
Reflection I & II	(5 pts. Each) 10
Student Profiles (2)	(5 pts. each) 10
Peer Observation & Writeups (2)	(5 pts. each) 10
Personal Educational Philosophy Paper	10
Professional Portfolio	20
	<hr/> 100

100 - 90 = A 89 - 80 = B 79 - 70 = C 69 - 60 = D Below = F

Syllabus

<u>Date /Session</u>	<u>Focus & Activity</u>	<u>Due</u>
January 23	Process Hand out syllabus / discuss Review Text	
February 6		Reflection Paper I
February 20	Mock Interviews	Student Profile # 1
MARCH 4TH – Ching Conference Center – PROFESSIONAL DAY 9: 00 TO 3:30		
March 13	Go over facets of Ed. Philo Paper	Student Profile # 2
April 10	1 st Review of Professional Portfolios 25% - 50% complete	1 st draft of Ed. Philosophy
May 1	2 nd Review of Professional Portfolios 75% complete	Peer Obsev. Writeups (2) Reflection Paper II
Week of May 5 – 9	Make an appointment to see me to turn in : Final Education Philosophy Paper & Final Professional Portfolio Return all Student Teaching Handbooks Include: Weekly Meeting Sheets Final Evaluation Evaluation of the Chaminade Education Program	