

EDUC 3457

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Fall Semester 2003
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Student Teaching Seminar

EDUC 3457
Wednesdays 4:00 pm
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Course Description

This course seminar taken concurrently with the Student Teaching Practicum, is designed to help students become reflective teachers by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom situations, the teaching-learning process, classroom management, legal and ethical obligations, current issues in education, and professional goals and development.

The course meets the Commonwealth of Massachusetts Department of Education 603 CMR 7.00 Regulations for Educator Licensure which requires the students complete a field-based experience in the role and at the level of the license sought, supervised jointly by the Emmanuel College supervisor and supervising practitioner and evaluated in a performance assessment for initial license.

Required Text:

Pelletier, Carol Marra, Strategies for Successful Student Teaching: A Comprehensive Guide, Second Edition. 2003 ISBN 0-205-30163-0 www.abacon.com Allyn and Bacon. Boston.

Required Materials:

The Commonwealth of Massachusetts, Department of Education, Curriculum Framework: Content Curriculum Area

Student Teaching Practicum Handbook 2003-2004, Education Department, Emmanuel College, Boston, MA

Textbooks used for EDUC 2205, EDUC 2207, EDUC 3301, EDUC 2302, and EDUC 2305 will be used for reference material.

Suggested Reading:

Constantiono, P.M., & DeLorenzo, M.N. (2002). Developing a professional teaching portfolio: A guide for success. Allyn and Bacon: Boston, MA.

Wong, H.K. & Wong, R.T. (1998) The first days of school: How to be an effective teacher.

Required Supplies:

1.5 inch D Ring Loose-leaf binder
Avery Sheet protectors
Poster Board
VHS Video Tape 60 minutes

Attendance:

Due to the collaborate nature of this course and the content presentations, it is essential for students to be present at each seminar. A seminar schedule with topics will be distributed at the first class meeting.

If a student is unable to attend a class, she/he should arrange to get copies of the handouts from another student attending class. This is the absent student's responsibility.

Grading policy:

Attendance and Participation	20%
Daily Journal Assignment and Bi-Weekly Journal synthesis	20%
Lesson Plans	30%
Video Self-Assessment	20%
Portfolio/Poster Display	10%

Daily Journal:

Current research indicates that reflective thinking is critical to successful teaching. As the practicum teaching experience is your primary focus for this semester, it is imperative that you take time to reflect on your time spent in the classroom in your practicum journal. You are to write about the significant happenings of the day: reflections, problems, possible solutions, evaluations, and your personal responses should be included. Keep a running account of tasks undertaken, problems encouraged, and effectiveness of attempted solutions.

Bi-Weekly Journal Synthesis

Prior to each seminar each student will email a synthesis of his/her daily journal citing "best practices" and will be prepared to share these at the seminar.

Lesson Plans:

Each student is to prepare a written lesson plan for each lesson for which is his/her primary responsibility. The format for the lesson plan is to be in accordance with the requirements of Emmanuel College. For all Unit plans you are to include all objectives and content based on the Massachusetts Curriculum Framework as well as all handouts and evaluations tools used.

Videotape:

Each student provides a videotape of one 45-minute lesson. The purpose of this assignment is to give the student an opportunity to do a self-evaluation while watching yourself teach. Please arrange with the Library Media Specialist at your site the specific date and equipment needs for your videotape.

Portfolio:

Each student will complete a professional portfolio for your student teaching. The purpose of the student teaching portfolio is to provide structure for documenting, reflecting on and discussing his/her teaching experience. This portfolio will be used for your teaching interviews. The following outline is a guide to your portfolio.

Personal Documentation

- Resume
- Educational Philosophy
- Student Teaching Goals
- Evidence that you understand the state standards and requirements

Student Teaching Documentation

- Teaching Schedule
- Record of attendance
- Summary descriptions of your classes
- School policies and department regulations
- Information about your school, community, and students

Evaluation:

- Letters of recommendation
- Formal evaluations from College Supervisor
- Self-Evaluation
- Synthesis of your journal
- Professional Development Plan

Poster Board:

The final class seminar includes a poster board display of the student teaching experience along with student teacher portfolio. The poster board will contain your picture, resume, sample lessons and pictures of your student teaching experience.

Seminar Schedule

The seminar will be meet Wednesdays at 4:00 pm. The seminar will include opportunity for sharing on best practices, case studies, lesson plan demonstrations and student collaboration. Formal presentations from experts in the field will include the following topics:

- School Law
- Public Speaking/Interview Techniques
- Accreditation Agencies (Department of Education, NEASC)
- Standardized Testing MCAS / MTEL
- Portfolios for the Educator's Job Search/Effective Resumes
- Classroom Management
- School Culture
- Teacher Contracts / Union membership
- Drug and Substance Abuse
- School Administrators panel
- Discipline

Inclusion
Parent Meetings

Intended Learning Outcomes for Students

At the end of the practicum seminar, the student must demonstrate that he/she has satisfactorily addressed the “Professional Standards for Teachers.” The following learning outcomes will be assessed based on the Massachusetts Department of Education’s Professional Standards for Teachers Amendment 603 CMR 7.00 (June, 2003:}

1. The student will engage in reflective thinking, writing, and conversations about his/her teaching practice.
2. The student will assess his/her role, behavior and performance in the classroom and school environment.
3. The student will develop strategies for managing the classroom climate and operation that are conducive to learning and appropriate to a range of learning activities.
4. The student will construct knowledge of pedagogy and develop skills that will enhance his/her professional development.
5. The student will participate in building a professional community by collaborating with colleagues to continuously improve instruction, assessment, and student achievement.
6. The student will develop the ability to articulate how and why he/she practices certain pedagogical techniques.
7. The student will demonstrate knowledge of basic theories of cognitive, social, physical, language, and emotional development in children and adolescents and how the theories apply to effective planning, instruction, and interaction in the school and classroom
8. The student teacher will understand his or her legal and moral responsibilities.
9. The student will maintain interest in current research and developments in the field of education.
10. The student will develop a professional portfolio that reflects his/her teaching skills and philosophy.

Massachusetts Department of Education’s Professional Standards for Teachers Amendment 603 CMR 7.00 (Effective date: June 6, 2003)

(a) Plans Curriculum and Instruction

1. Draws on content of the relevant curriculum frameworks to plan activities plans sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students’ level of content knowledge.

2. Draws on results of formal and informal assessment as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Program (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

(b) Delivers Effective Instruction

1. Communicates high standards and expectations when beginning the lesson:
 - a. Makes learning objectives clear to students.
 - b. Communicates clearly in writing and speaking
 - c. Finds engaging ways to begin a new unit of study or lesson.
 - d. Builds on students' prior knowledge and experiences.
2. Communicates high standards and expectations when carrying out the lesson:
 - a. Uses a balanced approach to teaching skills and concepts of reading and writing.
 - b. Employs a variety of teaching techniques.
 - c. Employs a variety of reading and writing strategies for addressing learning objectives.
 - d. Uses questioning to stimulate thinking and encourages all students to respond.
 - e. Uses instructional technology appropriately.
3. Communicates high standards and expectations when extending and completing the lesson:
 - a. Assigns homework or practice that furthers student learning and checks it.
 - b. Provides regular and frequent feedback to students on their progress
 - c. Provides many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning:
 - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
 - b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

(c) Manages Classroom Climate and Operation

1. Creates an environment that is conducive to learning.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

(d) Promotes Equity

1. Encourages all students to believe that effort is the key to achievement.
2. Works to promote achievement by all students without exception.
3. Assess the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
4. Helps all students to understand American civic culture and to see themselves as members of a local, state, national, and international civic community.

(e) Meets Professional Responsibilities

1. Understands his or her legal and moral responsibilities.
2. Conveys knowledge of and enthusiasm for his or her academic discipline to students.
3. Maintains interest in current research or developments in his or her academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.