

Masters in Teaching: Widening the Circle

Student Teaching Fall 2013

In this very experiential quarter you will synthesize and apply your learning from last year. By starting the year with your students you have the opportunity to learn ways to establish classroom systems and norms. Working closely with your mentor teacher, you will gradually take over the lesson planning and teaching. You will reflect on and refine your practice using feedback from your own observations, your students work, and from your mentor teacher and faculty. Weekly field seminars will also provide a venue for you to make sense of your experiences, troubleshoot and brainstorm next steps. You will demonstrate your work through variety of contexts, including: (i) a professional portfolio documenting your lesson planning and reflective practice; (ii) the formal edTPA; and (iii) the development of a professional growth plan.

Expectations

- Attend all weekly seminars (unless otherwise arranged with faculty).
- Complete all weekly lesson plans, overviews, reflections and other assignments.
- Use reflections, rubrics and feedback to reflect on and refine your work.
- Submit all assignments on time.
- Engage professional practices & communication of teachers.
- Fulfill the expectations laid out for teacher candidates on pages 10 & 11 of the [Student Teaching Handbook](#).

Workshop & Field Seminar (*Thursday, August 29th, 1:00-4:30; Mondays, September 9th -November 4th, 3:30-7:00*) Bring a sack dinner with you if necessary. Arrange with your cooperating teacher to leave school early on Mondays if necessary to get to seminar on time.

Due Weekly : Post on Moodle by Sunday 9pm each week!

1. **Weekly Overview**: Fill in the whole day for each day of the upcoming week. Highlight what you are teaching.
2. **Two Lesson plans** for given criteria each week: 1 best lesson and 1 that needs to be improved.
3. **Critique** for each plan. Identify what makes it best, needing improvement, identify areas for change.
4. **Weekly reflection**
5. **Emerging assignments** may also be given in seminar each week

Due Each Observation:

1. 3 ring binder with ALL lesson plans and post teaching reflections
2. Observation feedback form filled out.
3. Grade book or assessment tracking records
4. Examples of written feedback to students.

Note: If you aren't giving written feedback, you need to document in some way how you are giving feedback to students, for instance video tape.

Other Major Assignments & Dates

- 1. Written strategic plan & letter of introduction:** *(Complete this plan soon as possible, submit on Moodle no later than 9pm September 8th)* --Review year one resources on ways to get to know students, families and communities. Find out about your teacher and school's practices for learning about and connecting with students & families. Then write:
 - a plan for how you will: (i) learn about students' funds of knowledge; and (ii) to communicate & collaborate with families.
 - a letter of introduction to families.
- 2. Video:** each person will submit one video of a teacher facilitated discussion for peer critique during *weeks 5, 6, 7 or 8.*
 - The videos should focus on either engaging and deepening learning, or on classroom management issues.
 - You need to: (i) sign up for a showing time; (ii) bring video to seminar cued to spot for critique; and (iii) bring a set of written focus questions to guide our viewing and feedback.
- 3. EdTPA:**
 - due to Pearson week 8 / 9: - *Monday, October 24st* for world languages & performing arts;
- *TBA for ELL*
- *Thursday, October 31st* for everyone else
 - You may use *Friday October 4th & Monday October 7th* as writing days for the edTPA . Make sure to let your teacher know well in advance. *Plan your time accordingly -- do not skip any other lessons or school days in order to work on the edTPA submissions.*
 - Work due in field seminar:
 - wk 0 (8/29): Task 2 review
 - wk 2 (9/9): Task 3 review
 - wk 3 (9/16): Context for Learning - Task 1
 - wk 4 (9/23): Task 1 lesson plans & commentary
 - wk 5 (9/30): Video lessons -Task 2
 - wk 6 (10/7): Video commentary -Task 2
 - swk 7 (10/14): Analysis of student learning and teaching-Task 3
- 4. Final Presentation Album** that includes: (i) Weekly overviews, lesson plans, reflections; (ii) a demonstration and analysis of skills in constructivist lesson planning; (iii) examination of your cultural competency & encapsulation; (iv) Official self-evaluation. *(due Monday, November 4th -week 10)*
- 5. Standard V Survey:** To be completed on line before your final evaluation conference.
- 6. The Professional Growth Plan & Masters Project proposals & reading guide** *(due Thursday, November 21st)*

The Professional Growth Plan is part of a practice that Washington teachers are expected to engage in order to continue refining their practice as teachers. For this plan you will use your analysis of student learning and teaching on the edTPA, together with feedback on student teaching rubrics, to identify two areas in your practice that need refinement. Part of your work in the winter and spring quarters will be to demonstrate that you can investigate and refine your practice in these two areas. One of these areas will be the focus of the Masters Project that you will complete next quarter. You will have workshops, assignments and faculty conferences the two weeks after student teaching (between November 8th and 22nd) to help you begin this work. *Your winter break will begin November 23rd. You will have a set of readings and a reading guide related to the Masters Project to complete over the winter break.*