

STUDENT TEACHING FALL 2010

First Seminar: Tuesday, September 7th, 2010

Last Seminar: Tuesday November 9th, 2010

SEMINAR DAY/TIME/PLACE: Tuesdays 4-6 pm, bring a sack dinner with you if necessary. Arrange with your cooperating teacher to leave school early on Tuesdays if necessary to get to seminar on time.

- Michael: E 3109
- Jana: B 2109

- Geri: E 3107
- Sonja: A 3107

KEEPING ORGANIZED: LESSON PLANNING AND POSITIVE IMPACT PROJECT

You will maintain 2 binders this quarter: the Lesson Plan Binder and the Positive Impact on Student Learning Binder:

Organize your lesson plan binder with dividers for each week of your student teaching. Every week, you will place the following in the binder:

- All the lesson plans that you taught
- Critical reflections for each day in order to examine the strengths of lesson, ways in which you'd refine the lesson, and how you'd proceed in light of this lesson. Be sure to inform your reflection by (i) your learning objective; (ii) criteria from the Student Teaching Rubric; and (iii) your observations of student conceptions/skills as informed by formative assessment (i.e. what do you know about what students learned today?).

Follow the guidelines spelled out in the Positive Impact on Student Learning submission guidelines (see ELM for handout).

FIELD SEMINAR PREPARATION (Bring PISL notebook and Lesson plan and reflection binder):

1. Identify two lesson plans in your notebook from your prior week's teaching, complete with critical reflection (see above). One of the lessons should be your best, and the other should be one that needs improving.
2. Use the lesson plans and critical reflection to help you identify a question/issue that you'd find useful to discuss in seminar.

DUE EVERY FRIDAY NO LATER THAN 5PM -- Once you have reviewed lesson plans for what you will teach the following week with your mentor teacher, email lesson plans to your faculty member. (see student handbook for specifics)

DUE EACH OBSERVATION:

1. 3 ring binder with ALL lesson plans and post teaching reflections
2. Grade book, or assessment tracking records
3. Examples of student work from a lesson you recently taught.

OTHER MAJOR ASSIGNMENTS (DUE AT THE BEGINNING OF FIELD SEMINAR):

1. **Pisl Project:** See assignment deadlines below. Assignment details are on ELM.
2. **Pre-Student Teaching Neighborhood Walk-About:** (due Sept 7th) In 3 to 5 typed pages, describe the neighborhood and articulate five to ten connections you might make through your curriculum to your students' imagined neighborhood lives. Possibilities include laundromat math, ratio of banks to payday loan shops, civic issues regarding funding for parks/open space, work and wages, short stories by authors such as Gary Soto, etc. The online Rethinking Schools archive is also a great resource for more ideas.
3. **Consider Development** (due Sept 14th) Write a 1-2 page description of the patterns of cognitive, social/emotional and physical development of the age group you are working with. This description should be informed by readings (references will be posted on ELM), conversations with your mentor teacher, and school counselor. Summarize how these patterns of development might show up in students' thinking, interactions and behavior. Use APA to cite your sources. Come prepared to share what you have learned and to discuss the implications for your teaching.

4. **Video**: Submit one video of a teacher-facilitated discussion for peer critique during seminars 5, 6, 7, or 8.
 - Sign up for tape showing times
 - Bring tape to seminar cued to spot for critique – choose a puzzling moment in your teaching that you’d like input on from your colleagues.
 - Bring your self assessment of video on pertinent part of student teaching rubric
 - Tapes must be of you facilitating a discussion--NOT of students working!
5. **Cultural Encapsulation**: (Due seminar #9 - Nov 2nd) Evaluate yourself on 4e – and then write a statement to provide the evidence for giving yourself that rating.
6. **Student Teaching Portfolio**: (Due seminar #10 - Nov 9th) Select 5 of your strongest lessons and 5 of your weakest lessons. Provide a written analysis/critique explaining why you chose these lessons and how, as informed by the criteria in the Student Teaching Rubric, they illustrate your strengths and areas for growth in teaching. Your critique should also include a discussion of how these lessons demonstrate your ability to have a positive impact on student learning. Put this final critical reflection along with the 10 lessons in a section at the beginning of your lesson plan binder.

Schedule of work due	
Seminar 1 9/7	<ul style="list-style-type: none"> Field Seminar Prep Neighborhood Walk About paper
Seminar 2 9/14	<ul style="list-style-type: none"> Field Seminar Prep Consider Development paper
Seminar 3 9/21	<ul style="list-style-type: none"> Field Seminar Prep PISL: Contextual factors (plus self-assessment on corresponding rubric)
Seminar 4 9/28	<ul style="list-style-type: none"> Field Seminar Prep PISL: Learning goals (plus self-assessment on corresponding rubric)
Seminar 5 10/5	<ul style="list-style-type: none"> Field Seminar Prep Video clip – group 1 PISL: Assessment plan, design for instruction, (plus self-assessment on corresponding rubric)
Seminar 6 10/12	<ul style="list-style-type: none"> Field Seminar Prep Video clip – group 2 PISL: Draft assessment data (plus self-assessment on corresponding rubric)
Seminar 7 10/19	<ul style="list-style-type: none"> Field Seminar Prep Video clip – group 3 PISL: Draft instructional decision-making, draft analysis, (plus self-assessment on corresponding rubric)
Seminar 8 10/26	<ul style="list-style-type: none"> Field Seminar Prep Video clip – group 4 PISL: Draft instructional decision-making, draft analysis (plus self-assessment on corresponding rubric)
Seminar 9 11/2	<ul style="list-style-type: none"> Field Seminar Prep Cultural Encapsulation statement (see page 21 domain 4e of student teaching rubric)
Seminar 10 11/9	<ul style="list-style-type: none"> Field Seminar Prep (1) Student Teaching Portfolio. (2) PISL project hard copy and PDF (see submission guidelines on ELM)
EVAL WEEK 11/15-19	Final evaluation conferences Due: self evaluation & faculty evaluation & Standard V Survey
Masters Paper Proposal: See handout for details of assignment and due dates	