

## STUDENT TEACHING SPRING 2011

**First Seminar:** Tuesday, March 22, 2011    **Last Seminar:** Tuesday May 31, 2011

**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: D2109
- Jana/Chris: D3109
- Geri: D2107
- Sonja: D3107

### **KEEPING ORGANIZED: LESSON PLANNING AND POSITIVE IMPACT PROJECT**

You will maintain 2 binders this quarter: (i) the Lesson Plan and Critical Reflection Binder and (ii) 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 which you 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 your Lesson plan and reflection binder and your up-to-date work on your PISL.*)

- Use the lesson plans and critical reflection to help you identify a question/issue that you'd find useful to discuss in seminar.
- Your seminar faculty may ask you to consider questions and/or issues that arise from the previous week's seminar.
- PISL project preparation. (See assignment deadlines below)

**DUE EVERY THURSDAY NO LATER THAN 5PM** – Write 2-3 specific actions you need to take in your lesson plans next week that are informed by your daily critical reflections from last Friday- Thursday this week. Email both implications for teaching, and the daily critical reflections in a single document titled as follows: "your name-week#-Reflections"

**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 the following document to your faculty member. Title the document titled: "your name-week#-lesson plan"

- (i) Fully scripted lesson plan(s) for Monday (See student handbook p16 for specifics that need to be included)
- (ii) Lesson plan outline for Tuesday –Friday that includes the following information for every lesson:
  - Clearly stated learning objective (i.e. What will students learn? How will they learn it? How will you assess that learning?). The student teaching handbook calls this the learning target.
  - Description of lesson activity/learning opportunity
  - Description of assessment strategy and prompt

Note: → You will still need to write fully scripted lesson plans before every class you teach.  
→ Even if you are not the author/creator of a lesson plan, you still need to write out fully scripted lesson plan

**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. **Family Involvement Plan Revision:** (due March 22) Describe the measures you will take to establish effective interactions with families in order to support student learning and wellbeing. Use the state assessment “met” criteria for component 3, “The teacher candidate plans and establishes effective interactions with families to support student learning and well-being” & the “developing” criteria for the elements in MIT component 4c component.
3. **Video:** Submit one video of a teacher-facilitated discussion for peer critique during seminars 5, 6, 8, or 9.
  - Sign up for video showing times
  - Preview tape and choose a puzzling moment in your teaching that you’d like input on from your colleagues.
  - Download video clip to computer before coming to seminar
  - Bring a written self assessment of video on pertinent part of student teaching rubric.
  - Clip must be of you facilitating a discussion--NOT of students working!
4. **Cultural Encapsulation:** (Due seminar #9 – May 24<sup>th</sup>) Evaluate yourself on 4e – and then write a statement to provide the evidence for giving yourself that rating.
7. **Presentation Album:** (Due seminar #10 – May 31<sup>st</sup>).
  1. Letter of Introduction
  2. Revised Resume
  3. Revised 2 page Philosophy of teaching that also addresses classroom management
  4. Evidence of short-term planning (3-5 lessons, include examples from each endorsement if you have more than one)
  5. Evidence of long-term planning
  6. Sample Assessments: Pre, Formative, and Summative with explicit learning goal
  7. Samples of Student Work (with identities removed)
  8. 10 minute mini-lesson
  9. State Professional Growth Plan (Revised for future development as informed by your PISL project)

Schedule of work due	
<b>Seminar 1</b> □ 3/22	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• Family Involvement Plan Revision</li> </ul>
<b>Seminar 2</b> <b>3/29</b> North Thurston, Tumwater, Olympia, Shelton Pioneer	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• PISL: Contextual factors (plus self-assessment on corresponding rubric) □</li> </ul>
<b>Seminar 2</b> <b>4/5</b> Tacoma □ Clover Park	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• PISL: Contextual factors (plus self-assessment on corresponding rubric)</li> </ul>
<b>Seminar 3</b> □ 4/12	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• PISL: (i) Learning goals (plus self-assessment on corresponding rubric) (ii) Pre-assessment instrument (draft)</li> </ul>
<b>Seminar 4</b> □ 4/19	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• PISL: (i) Assessment plan, design for instruction, (plus self-assessment on corresponding rubric) (ii) Revised pre-assessment instrument. Examine how well it matches post-assessment.</li> </ul>

<b>Seminar 5</b> □4/26	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• Video clip – group 1</li> <li>• PISL Examine pre-assessment, and if available, formative assessment data. Identify how it informs your planning.</li> </ul>
<b>Seminar 6</b> □5/3	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• Video clip – group 2</li> <li>• PISL Examine pre-assessment, and if available, formative assessment data. Identify how it informs your planning.</li> </ul>
<b>Seminar 7</b> □5/10	Workshop with Gery Gerst on Grading. Sem2D-1107□
<b>Seminar 8</b> □5/17	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• Video clip – group 3</li> <li>• PISL: Draft instructional decision-making, draft analysis (plus self-assessment on corresponding rubric)</li> </ul>
<b>Seminar 9</b> □5/24	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• Video clip – group 4</li> <li>• Cultural Encapsulation statement (see page 21 domain 4e of student teaching rubric)</li> <li>• PISL: Draft instructional decision-making, draft analysis (plus self-assessment on corresponding rubric)</li> </ul>
<b>Seminar 10</b> □5/31	<ul style="list-style-type: none"> <li>• Field Seminar Prep</li> <li>• (1) Presentation Album. (2) PISL project hard copy and PDF (see submission guidelines on ELM)□</li> </ul>
<b>EVAL WEEK</b> □6/6 – 6/9	<p>Final evaluation conferences Due: self evaluation &amp; faculty evaluation &amp; Standard V Survey</p> <p><b>June 9<sup>th</sup>, 9-11am, Sem2A-1107</b> Tying up loose ends workshop for everyone (Loren &amp; Maggie) (placement files, certification, paperwork to graduate, etc).</p>
<b>Graduation Day June 10<sup>th</sup>!!!!</b>	