

Rhode Island College
Feinstein School of Education and Human Development

ELED 469: Student Teaching Seminar in Elementary Education
Fall 2010

Instructors: Philip Abbatomarco, James Betres, Linda Capalbo, Geraldine Capotosto, Patricia Cordeiro, Helen D'Ordine, Karen Flynn, Karen Kent, MacGregor Kniseley, Patricia McCarthy, Joanne McDermott, Nancy Murphy, Lisa Owen, Alyce Peddar, Mary Frances Ryan, Beverly Skitt and David Swann

Department of Elementary Education, Dr. Patricia Cordeiro, Chair
Horace Mann 217, 401-456-8016

Course Descriptions

A. Catalog Bulletin of Rhode Island College

Student Teaching Seminar in Elementary Education:

Candidates develop behaviors appropriate to effective elementary education instruction, including classroom and time management, effective communication, and knowledge of different teaching styles. (Formerly Student Teaching Seminar). 2 credit hours. Prerequisite: concurrent enrollment in ELED 439. Offered fall and spring.

B. Extended

In this seminar, candidates examine and develop a concept of classroom community that includes understanding of cultural diversity, learning diversity, the inclusion of families as significant partners in teaching and learning, and the relationship of the classroom to the total school community. Candidates also reflect on a variety of teaching strategies and classroom management styles. The importance of planning strategies, processes, and experiences, with an appreciation and awareness of the uniqueness of each child is emphasized throughout the semester. During the seminar, candidates will examine cases that present specific challenges, with analysis of learning and accommodations.

C. Relationship to professional preparation

This course provides a seminar for the bonding and support of candidate teachers. This course provides a supervised discussion time for the candidate teacher to relate theory to daily practice in the candidate teacher's classroom assignment. The seminar serves as a review of all the methods courses, putting whole class and group teaching experiences into the broader arena of whole class daily instruction. It provides the candidate an opportunity to collate units of study and lesson plans, reflections on the lessons and cooperating teacher's and supervising professor's evaluations of the lessons into a Teacher Candidate Work Sample.

D. Relationship to the FSEHD Conceptual Framework

Relationship to the conceptual framework and the reflective practitioner model of teacher preparation with the themes of knowledge, diversity, pedagogy and professionalism are demonstrated throughout the student teaching seminar. Here in the weekly meetings the four themes are woven through the discussions and incorporated into the pieces prepared for the portfolio. In seminar, the candidates are engaged in both a sense of the diversity of the learner from a multicultural point of view and also in the diversity of learning styles and abilities. The candidates are learning the standards of the profession, the school and the classroom. They have a chance to describe the community, the school, the curriculum, the classroom, the procedures and policies of their placement. They have an opportunity to apply a variety of assessments, both formal and informal, in the evaluation of children in their classrooms. Rhode Island Professional Teaching Standards are discussed and demonstrated in lessons that are planned and acted on in the student teacher's classroom through application of a reflective practitioner model. All appropriate professional standards are infused into lesson objectives and are observable in practice and discussed in seminar. Education is discussed from a global perspective and candidates employ this perspective in their teaching.

Course Objectives

The candidate who completes this course should be able to:

- apply PAR (Planning, Action, Reflection) and the Rhode Island Professional Teaching Standards to develop attitudes for reflective action such as open-mindedness, responsibility, and wholeheartedness;
- develop inquiry skills for reflective action such as observation, problem-solving, inference, drawing conclusions, and conjecturing;
- apply the above attitudes and skills to make appropriate decisions in the following areas: teaching materials, behavior, evaluating students and self, setting goals and objectives for the elementary school curriculum; adapting and accommodating for all students
- examine educational issues or classroom problems;
- examine the paradigms which circumscribe conventional thought about classroom practice;
- understand a sense of history of a particular classroom & school, and examine the rationales underlying classroom and school regularities;
- examine personal assumptions and biases and how these affect classroom practice;
- examine the process of socialization as a teacher;
- become fully prepared to become a beginning teacher.

Course Requirements and Assignments

1. Seminar participation: Attendance, preparation for, and vigorous participation during all seminar meetings are expected. Candidates are required to attend all meetings and to arrive on time.
2. Specific seminar requirements: Candidates are required to complete additional specific seminar requirements as determined by the instructor(s) as appropriate to each particular seminar.

Attendance: Attend and participate in seminar. Attendance at each session is necessary so that continuity can be maintained. Much of the material in this class happens during class sessions. Your full participation and positive contribution for all seminar activities is essential. It is an indicator of your knowledge and interest. Active participation of various types is required in seminar. You need to attend class to get the most benefits. The class, your groups and your partners will depend upon your input, sharing and responses to develop as a community of learners and our own knowledge. Therefore, you must come to seminar, be on time, and be prepared with all your necessary writing and reading materials. If absent, designate a classmate to inform you of new assignments or changes in schedules and to collect handouts for you. If you will be absent, for an emergency, on the day that you are scheduled for seminar, call the instructor ahead of time. Arriving late and leaving early count as absences.

Professional Dispositions: You are expected to behave in a developmentally appropriate professional manner as shown in the FSEHD Dispositions and as outlined in the Professional section of the Student Teaching Handbook. This means that you must attend all seminars, be on time, and actively engage in all the activities of the seminar.

Special Considerations: If you have a registered/documented handicap or disability, please inform me in writing during the first week of seminar so that special provisions will be made to accommodate learning or physical disability.

Grade definitions

- A. Carefully completes all assignments. Attends all seminar sessions. Demonstrates a high level of active participation in seminar discussions. Regularly and clearly describes observations of activities, events, and significant incidents related to young students, faculty, staff, parents, school administrators, college supervisors, and visitors. Constructively reflects upon the teaching/learning process. Offers opinions, ideas and suggestions in written assignments and in class discussions. Respects opinions and beliefs of classmates and does not intimidate or dominate discussions. Plans and conducts thoughtful class discussions related to seminar topics. Demonstrates command of the theory and research supporting effective teaching; a creative flair and a strong commitment to education.
- B. C. or D. Completes all assignments at a degree of satisfactory level. Attends all seminar sessions. Participates in class discussions. Demonstrates competence in reflecting upon the teaching/learning process. Demonstrates a degree of understanding of the theory and research supporting effective teaching; a commitment to education.
- F. Fails to complete all assignments at a degree of satisfactory level. Does not attend seminar sessions. Does not fully participate in class discussions. Does not demonstrate competence in reflecting upon the teaching/learning process. Does not provide evidence of understanding the theory and research supporting effective teaching, does not demonstrate a commitment to education.

Any of the above can result in a Failure, especially early in the term, and will signal a grade of F. The candidate will be counseled to drop the class.

Schedule of seminar meetings for Fall 2010	Discussion topics for any seminar meetings may include
September 1: Seminar September 8: Seminar September 15: Seminar September 22: Online Seminar September 29: Seminar October 6: Seminar October 13: Seminar October 20: Seminar October 27: Online Seminar November 3: Seminar November 10 No Seminar – Thursday classes are held today November 17: Online Seminar November 24: Thanksgiving Holiday December 1: Seminar December 8: Seminar	Cultural diversity English Language Learners in general education Classroom management Students with special needs in the general education classroom Itinerant teachers of general education students Cultures of schools and districts Roles of personnel in the school and district Curriculum in many disciplines State and district standards and expectations Rubrics Many roles of the classroom teacher Connecting with parents The job search Union membership Multiple intelligences and differentiated instruction Teacher Candidate Work Sample Lesson plans Strengthening one’s content background Confidentiality and the law Teaming and collegiality