

Rhode Island College
Feinstein School of Education and Human Development
Educational Studies Department
Student Teaching Seminar in Secondary Education (English)
SED 422

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Course Information

Catalog Description

The student teaching seminar provides the opportunity to reflect upon and use the foundation acquired during students' educational sequence. The seminar will highlight the application of a critical aspect of the knowledge base, the Reflective Practitioner model. This emphasizes planning, acting, and reflecting in relation to the four themes—Knowledge, Pedagogy, Diversity, and Professionalism—that constitute the shared knowledge base of reflective practice.

Extended Course Description

In this course, we will take an inquiry stance toward student teaching. The course will be grounded in your experiences, and we will co-construct its curriculum in order to bridge the gap between the worlds of the college classroom and the public school classroom. You will use the blog and discussion forum on Blackboard to name and analyze questions and issues that evolve from your teaching and observations. These questions might be about teaching, forming relationships with students and colleagues; coping with the workplace and workload demands; and negotiating power structures. **Our goal is to “raise penetrating and thought-provoking questions rather than perpetuate acceptance of the norms of the schools and classrooms in which [you] find [yourself]”** (Griffin, 1999, p. 12).

The following questions will frame our work together this semester:

- How do I negotiate the demands of the curriculum; the expectations of my cooperating teacher; and my own priorities and commitments with my students' academic, social, and personal needs?
- What identity performances do I need to consider as I work with students, my cooperating teacher, other teachers, parents, and administrators? How do I maintain healthy relationships based on mutual respect in the face of competing priorities?
- How do I balance the demands of my personal life with the professional life of a teacher?

Course Texts and Materials

Required Texts:

Readings will be handed out in class or available on e-reserve on the library website.

Course Notebook

Instead of using Google Groups, we will use Blackboard, which replaces WebCT, this semester.

I will post course materials to Blackboard and welcome you to post assignments, web links, and other resources you find.

Course Objectives

Upon completion of this course, teacher candidates will be able to:

Course Objective	Standards	Assessment
Describe the planning, action, and reflection (PAR) approach as it applies to instruction	RIPTS 1-6, 8-10; Knowledge, Diversity, Pedagogy, Professionalism	TCWS (all)
Fully integrate the Rhode Island Professional Teacher Standards into the teacher candidate's practice as exemplified by classroom discussion and work, practice in the field, and the TCWS	RIPTS 1-11, PAR, Knowledge, Diversity, Pedagogy, Professionalism	TCWS (all)
Describe, critique, and improve the goals, objectives, and plans that beginning teachers develop within English studies for a public school	RIPTS 1-6, 8-10; PAR, Knowledge, Diversity, Pedagogy	Weekly Check-In; TCWS: Learning Goals & Objectives
Develop plans and strategies based on analysis and assessment of individual students	RIPTS 2-6, 9-11; PAR; Knowledge, Diversity, Pedagogy	Weekly Check-In; TCWS: Instructional Decision-making & Analysis of Student Learning
Explore factors that influence effective English instruction including feedback, grouping and task decisions, and classroom management	RIPTS 2-6, 8; PAR; Diversity, Pedagogy	TCWS: Contextual factors; Design for Instruction
Identify and examine their own attitudes and beliefs about English teaching and learning	RIPTS 10, 11; R; Professionalism	Blackboard blog; TCWS: Reflection
Reflect on self-performance in actual teaching situations in order to gain a deeper awareness of the process and principles used in decision-making in the classroom	RIPTS 10, 11; R; Professionalism	Blackboard blog; TCWS: Reflection
Gain an awareness of the interactions that go on in English classrooms and consider alternate approaches for planning lessons	RIPTS 1, 3-6, 10); PAR; Pedagogy	Weekly Check-In; Blackboard blog; TCWS: Instructional Decision-Making

Present, critique, and improve diagnostic plans of individualizing instruction in response to the social, cultural, behavioral, or economic diversity of the student population	RIPTS 3-5, 7; PAR; Diversity, Pedagogy	TCWS: Contextual Factors; Instructional Decision-making; Reflection
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Professional Development

I suggest that you attend conferences, workshops, lectures, and symposia that occur at your school, on campus, and in the area this semester. You are expected to participate in the professional development activities required of your cooperating teacher.

Accommodations

If you are seeking reasonable classroom accommodations, you are required to register with Disability Services in the Student Life Office (Craig-Lee 127; 456-8061). To receive accommodations for this course, please obtain the *Request for Reasonable Accommodations* forms and meet with me at the beginning of the semester.

Course Requirements and Criteria for Evaluation

Because this seminar is an integral part of your entry into the professional world of teaching, consider this course as you would a job. Therefore, no absences are permitted unless an emergency arises. Should such a situation occur, please contact me by phone or e-mail as soon as possible, preferably before the seminar. Unnecessary absences can result in course failure. Extenuating circumstances aside, please note that leaving early or coming late can contribute to the total sum of your absences.

***For every absence (or its equivalent in time), your final grade will be lowered by one third (an A- would become a B+). No Incompletes will be given.**

Expectations for your work in Seminar

Consistent with the professional nature of this seminar, I am not assigning weight to individual components of the course but rather will assess your performance holistically. Those components will be measured in terms of quality of participation, attendance, and completion of all assigned work, which will consist of the following:

Class Preparation: You are responsible for completing the required assignments and contributing professionally and positively to the class. (RIPTS 1-11; PAR; Professionalism)

Blackboard Blogs: One of the key components to becoming a better teacher is to take time to contemplate your practice, experiences, encounters with others, and specific situations/contexts; and read about the experiences of others going through something similar! Each week, post an entry about your new life as a teacher, and write at least one response to a classmate BEFORE MONDAY. Each entry should:

- Include an appropriate title that tells the reader what to expect;

- Be thoughtful and professional: This is a place to question, demonstrate concern, share positive and negative experiences, and, most of all, be honest with yourself and us. Refrain from judgment and taking things personally. Attempt to take others' perspectives.
- Possible topics:
 - what you're worried about
 - what made you smile and feel successful today
 - what keeps you awake at night
 - the student you can't get through to
 - the student you are afraid of
 - the poem that a student wrote that made you cry
 - how teachers and students position one another in positive and negative ways
 - who resists school norms and why
 - what makes someone an insider or outsider at your school.

These discussions will serve as the springboard for class discussion and writing. (RIPTS 10; PAR; Knowledge, Pedagogy, Professionalism)

Weekly Check-in: By Friday evening, send your college supervisor an email attachment that outlines your goals, plans, and outcomes for each class. The form is attached to the syllabus and posted on the Blackboard website. (RIPTS 10; PAR; Pedagogy, Professionalism)

Health Education Seminars: You are required to attend two 2-hour seminars during the spring semester. (RIPTS 10; Professionalism)

Teacher Candidate Work Sample: This summative assessment consists of artifacts that correspond directly to your teaching of a comprehensive unit in student teaching. There are seven artifacts representing the beginning, middle, and end of the unit. You will need to complete artifacts that address how you (1) prepared to teach the unit, (2) taught discrete lessons within the unit, (3) reflected on data collected from the unit and assessments.

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction (Unit Plan—includes Wow, critical lens, and critical analysis of media LPs)
5. Instructional Decision Making
6. Analysis of Student Learning
7. Reflection on Student Teaching Experience

The primary focus of the Teacher Candidate Work Sample is the students you are teaching. What are you aiming to teach them? How are you planning your instruction? How are you assessing your students? What are they learning? The requirements for #2, #3, and #4 are exactly the same that you did for the TCMWS in Practicum.

*The TCWS is a program requirement: You will not have completed your student-teaching experience in FSEHD without your successful completion of the TCWS. The TCWS is also a course requirement: The artifacts in the TCWS are a way of documenting and reflecting on your teaching for this course.

(RIPTS 1-11; PAR: Knowledge, Pedagogy, Diversity, Professionalism)

Note: I have put due dates in the syllabus for each artifact, which may or may not coincide with the unit you are teaching (especially for those teaching in split placements). Given these circumstances, please note that these are **DRAFTS** and you are still responsible for bringing them to class. We will be workshopping them in small groups.

Expectations for Observations

Your college supervisor will observe you three times during the semester (or, if you are in a split placement, twice during each assignment). Please be sure to:

- Negotiate the time and day with your supervisor and make sure your teacher knows as well. In the event of a school cancellation, email and call your supervisor.
- Email your lesson plan and handouts the day before. Provide a hard copy as well in case we did not receive your email.
- Introduce your supervisor to the class.
- In addition to the LP, make sure we have any text or other materials that your students will be using in class.
- When teaching, focus on your students, not your supervisor.
- We will want to conference with you as soon as possible after the lesson; ideally immediately following it. Try to plan for that and have a private space ready for us to talk if the classroom is not available. If the teacher observes too, it would be good to have her/him there for the conference.

Assessment

Performance	Percentage of Course Grade
Class Participation, including TCWS drafts, Blackboard Blogs, Health Seminars & Weekly Check-Ins	40%
Teacher Candidate Work Sample	60%

Course Schedule

This schedule is subject to change.

Date/Day	Theme/Topic	Assignments Due	Snacks
Tuesday, 1/26	Welcome Back! Syllabus Creating		Dr. J

	community Dispositions review		
2/2	Community, school & classroom context, culture, climate: How does this affect your teaching choices? Student learning? Pre-assessment: What do your students already know? What do they need to learn?	Post blog entry Weekly Check-in Read TCWS packet and bring to class (posted to Blackboard)	
2/9	Learning Goals and Unit Objectives: What are you going to teach and why?	Post blog entry Weekly Check-in Artifact #1 (Contextual Factors) Due	
2/16	Design for Instruction (Unit plan): Scope and Sequence: Wow, Critical Lens, Critical Analysis of Media	Post blog entry Weekly Check-in Artifact #2 (Learning Goals) Due	
2/23	Designing Assessments: How will you know if students have met your objectives?	Post blog entry Weekly Check-in Artifact #4 (Design for Instruction) Due	
3/2	Share Best Practices	Post blog entry Weekly Check-in Bring a favorite lesson, strategy, teaching idea to share.	
3/9	Instructional Decision-Making or Holy crap! This isn't working and I have to change my original plan.	Post blog entry Weekly Check-in Artifact #3 Due (Assessment Plan)	
3/16	RIC SPRING BREAK-NO CLASS		

3/23	Analysis of Student Learning: Looking at individual students' learning	Post blog entry Weekly Check-in Artifact #5 Due (Instructional Decision-Making)	
3/30	The Job Search: Guest speaker from the placement office	Post blog entry Weekly Check-in	
4/6	Share Best Practices	Post blog entry Weekly Check-in Bring a favorite lesson, strategy, teaching idea to share.	
4/13	Mining the TCWS and blog entries: Reflection on Student Teaching	Post blog entry Weekly Check-in Artifact #6 Due (Analysis of Student Learning)	
4/20	PUBLIC SCHOOL SPRING BREAK- NO CLASS	Work on TCWS	
4/27		Teacher Candidate Work Sample due: All artifacts on a CD and hard copy	
5/4	Course Evaluation and Celebration	Professional Checklist due	
5/11	NO FINAL EXAM		

APPENDIX

Relationship of Course to Professional Program

This is the last course in the professional sequence of studies for secondary education. In this seminar, students are expected to share their academic content skills with other pre-service students. Their knowledge of teaching strategies, content area, and pedagogical distinctions will provide the foundation for this seminar. In this course student teachers synthesize, examine, and adjust their summative knowledge acquired from the professional sequence of English studies for a public school.

Resources

American Federation of Teachers: www.aft.org

Burke, J. *The English Teacher's Companion*.

National Council for Teachers of English: www.ncte.org

National Education Association: www.nea.org

Read, Write, Think: www.readwritethink.org

Rhode Island Department of Education: www.ridoe.net

Rhode Island Writing Project: www.ric.edu/riwp

Teachers of English to Speakers of Other Languages: www.tesol.org

United States Department of Education: www.ed.gov

<http://www.webenglishteacher.com/>

