

Fall 2009

Curriculum & Instruction 463 / 464 / 465 / 498: Student Teaching Practicum & Seminar**Meeting Day/Time/Location**

Wednesdays, 1-3pm
Teacher Education Building, Room 267

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NOTE: The Elementary Education Student Teaching Handbook can be accessed at <http://www.education.wisc.edu/eas/more/>.

Course Description

C&I 463 is a two-credit, weekly seminar taken concurrently with C&I 464/465/498, the student teaching semester. The seminar provides an opportunity for pre-service teachers to reflect on their teaching, learn from the teaching experiences of others, and discuss issues related to education that transcend the individual school setting.

Purposes of the Seminar & Program Mission

Although the seminar is related to our classroom experiences, it is not intended to provide specific methods or techniques for direct application to particular classrooms. Rather, because student teachers are being inducted to the profession as a whole, the seminar is designed to broaden our perspectives on teaching at the same time that we are becoming familiar with particular classroom methods and procedures. Consequently, the issues examined in seminar are designed to:

- Establish a community that promotes collaboration, collegiality, and reflection.
- Understand the vital relationship between pedagogical and curricular theory and classroom practice.
- Enhance our understanding and practice of culturally relevant teaching practices.
- Heighten our reflective processes in order to improve our daily teaching practice.
- Finalize our teaching & learning portfolios.
- Ensure we feel ready to take responsibility for a classroom of our own, *wherever* that classroom may be.

We will revisit some fundamental teacher practices. From management tools to lesson planning, we will systematically think about how we implement practices and how they are shaped by the social context of schools. By the end of the semester, I hope we are on our way to embodying the Elementary Education Program's Mission:

"The Elementary Education program has a multicultural focus designed to educate teachers who: are effective at encouraging high academic achievement in students from diverse racial, cultural, linguistic, socio-economic, gender, and ability groups; recognize that their own race, culture, language, socio-economic group, gender, and abilities shape their thinking and actions; reflect on their practices and change them to better meet students' needs; are aware that institutions like schools reflect both the strengths and inequalities of society; are committed to social justice and equity through their classroom practice and interactions with communities; welcome parents, caregivers, and community members to their classroom as partners in the educational process; work within communities of educators who are professionals; and implement research-based practices in their teaching."

Organization of Seminar

We will have specific topics of discussion for each week of seminar. These topics are generated from the UW Teacher Education Standards (UWTES), from the Elementary Education program mission, and from your personal goals; they are also informed by assignment requirements and what I observe in your classrooms. Most weeks, there will be reading to guide our discussions. You are expected to complete all readings by seminar and to bring them to class. In addition, for each week, you are asked to bring an artifact/set of artifacts from your practice related to those topics of discussion. How do you understand your own teaching in relation to this topic/standard?

My Role

I am here to work with you and your cooperating teacher to provide the support you need to be a successful student teacher. I am not here to "snoopervise" but to ensure that you are prepared to begin teaching in a

classroom of your own. To that end, our weekly seminars and regular classroom observations will be the platforms through which I hope to provide each of you with the differentiated instructional support you need. While seminar will address some individualized concerns, it will, more importantly, give you the space to think through the macro issues of teaching and learning. In terms of observations, my feedback will both affirm your successes and suggest areas for growth. As you are beginning teachers—and as is true for *all* teachers, regardless of how experienced we are—*there is always room for growth*. I am a rigorous teacher and supervisor, and I will always identify areas for growth. Finally, I represent just one of many perspectives you have had in your teacher training. At times, you and/or your cooperating teacher will disagree with my feedback, suggestions, or perspectives. That is perfectly normal and welcome! We can all improve by giving voice to one another's comments, questions, and concerns.

Working Assumptions

There are three fundamental assumptions about teaching and learning from which we (meaning both you, as K-8 classroom teachers, and I, as a post-secondary educator) will operate. These assumptions are:

1. We must reach and teach *all* students in our classrooms.
2. We *all* must continually be looking to improve our practice and become better teachers.
3. When we face challenges in our classroom, our first line of inquiry will be *our own practice*. We will refrain from blaming parents, students, communities, and school policies (as much as they may come to bear on our work); rather, we will constantly look at the ways in which we are empowered and have agency as teachers, and we will act on that empowerment.

Attendance

You are expected to attend all seminars, except for your two lead teaching weeks. Please note that you are ALWAYS responsible for all assignments on the syllabus (journals, lesson plans, weekly homework, reading), regardless of whether or not you attend seminar. *Should personal or familial emergencies arise, please contact me immediately.* Absences will be negotiated on a case-by-case basis. You are encouraged to schedule your lead teaching weeks during the weeks marked by an asterisk on the course schedule. Every student MUST be in attendance on November 4 and December 9; please DO NOT schedule lead teaching during these weeks.

In addition, if you are absent from student teaching, you must notify me of your absence immediately.

Grading

Your student teaching course (C&I 464/465/498) is graded Pass/Fail. Students fail when there is a serious concern about readiness to take responsibility for a classroom. If there are any concerns, we will have most likely discussed these by mid-semester; at that point, we will make an improvement plan. You only fail if you fail to show effort or improvement by the end of the semester. No one expects you to be a master teacher by the end of your first semester, but we *do* expect to see you making every effort to improve. The seminar (C&I 463) is a letter-graded course, based on the following percent breakdowns as well as credit/no credit for all other assignments (attendance, portfolio presentation, statement of expectations, timelines, and peer feedback).

ASSIGNMENT	%	GRADES
Learning From Other Teachers	10	A = 93 to 100
Community Involvement	5	AB = 89 to 92
Child Study	5	B = 80 to 89
Instructional Planning	10	C = 70 to 79
Observation Cycle	20	D = 60 to 69
Journals	15	F = 59 and below
E-Portfolio	15	
Attendance & Participation	20	
TOTAL	100	

A note on my grading philosophy: Your written assignments reflect your thoughts and observations; I will *not* be grading you on whether I agree with you. Rather, I will be looking for evidence that this is professional work, that you have taken the assignment seriously, and that you have put thought into it. Whenever possible and

appropriate, I will provide grading “checklists.” You must abide by the conventions of standard written English, and your writing must show evidence of reflection (as defined in our second seminar); this is true of all written assignments, including weekly journals. If an assignment seems inadequate, you always have the opportunity to re-do it. Please respect deadlines. If you cannot meet a deadline, please talk to me *as soon as possible*.

Special Accommodations

I wish to fully include persons with disabilities in this course. Please let me know if you need any accommodations in the curriculum, instruction, or assessments of this course to enable your full participation. I will try to maintain the confidentiality of the information you share with me. Students with special needs are encouraged to contact the McBurney Disability Resource Center, 905 University Avenue (263-2741), for further information.

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Seminar & Student Teaching Requirements/Assignments

Learning From Other Teachers

Final product due November 18; see course schedule for intermediary deadlines

One of the primary ways that we learn and grow as teachers is by observing and working with other teachers. Built into our work together this semester are multiple opportunities for us to learn not only from one another but from other experienced teachers, as well. Specifically, you will:

- Conduct peer video observations of your classmates.
- Participate in a book group focused on an experienced teacher’s narrative.
- Explore the teacher pages at the Carnegie Foundation for the Advancement of Teaching.
- Visit the classrooms of at least two other teachers at your school site.
- Observe your cooperating teacher on a regular basis.

Based on these experiences, you will hand in a final product that documents both what you learned from other teachers and how these experiences have impacted your own classroom practice. The format for this product is up to you: You can submit it as a completed e-portfolio page that meets at least one of the UW teacher education standards (#5 & #13 are good places to start), as a traditional academic paper, or in some other format of your choosing. A grading checklist will be provided for this assignment later in the semester.

Community Involvement

Final product due December 2; see course schedule for intermediary deadlines

During your student teaching semester, you are expected to involve yourself with the broader school community, beyond the confines of your classroom. This is often easier to say than it is to do! Early on in the semester, you will make a community involvement action plan: What will you do *beyond* the normal connections made as a classroom teacher (in other words, *beyond* calling home, parent conferences, planned school events) to engage with students, their families, and their communities? You will then follow through on this plan, documenting (via writing, photography, and artifact collection) your community participation. Based on this experience, you will hand in a final product that documents not only what you did but also how this community engagement has impacted your teaching. The format for this final product is up to you: You can submit it as a completed e-portfolio page that meets at least one of the UW teacher education standards (#6 & #14 are good places to start), you can submit a more traditional academic paper, or you can submit it in some other format of your choosing. A grading checklist will be provided for this assignment later in the semester.

The Child Study

Final product due December 9; you will sign up individually for presentation dates

Each student teacher is responsible for conducting, presenting, and writing up a child study, which is a detailed observation of a single student about whom you have concerns or questions. As part of this process, you will observe your selected child, collect artifacts on this child, present this child to your peers and lead a reflective conversation about him and her, and write a summative evaluation/reflection on both the process of the child

study as well as how this process impacted your teaching. The format for this final product is up to you: You can submit it as a completed e-portfolio page that meets at least one of the UW teacher education standards (#1, 7, & 12 are good places to start), you can submit a more traditional academic paper, or you can submit it in some other format of your choosing. A grading checklist will be provided for this assignment later in the semester.

Instructional Planning

Final deadline for unit of study November 25 (but two weeks before you begin teaching); lesson plans are due two calendar days before a scheduled observation

You will have many opportunities in your day-to-day work of student teaching to engage in instructional planning and to collaborate with your cooperating teacher on your instructional plans. In addition, there will be several opportunities for you to receive feedback from your supervisor and peers on your instructional plans; this feedback will consciously attend to your personal goals, our program mission, and the UW standards. In addition, it will be an opportunity for us to collaboratively reflect on and connect theory and practice while working to improve instruction. Two calendar days before a scheduled observation, you will hand in a detailed lesson plan via email, on which I will provide feedback. You will submit FOUR of these during the semester. In addition, you will submit the lesson plans for an ORIGINAL unit of study that you will teach during the semester. This unit plan should be handed in at least two weeks before you will begin teaching and no later than November 25. You will receive feedback on your unit of study from your peers and your supervisor; you will similarly provide feedback on your peers' units of study. The formatting for lesson plans is negotiable; however, they MUST include:

- Lesson objectives
- Classroom context (what came before? What came next?)
- Description of instructional activities
- Assessment

Your unit plan will need to include lesson plans for the duration of the unit.

Observation Cycle

Final deadline for summative self-assessment December 16; see calendar schedule for intermediary deadlines

Aside from seminar, the heart of our work together is the observation cycle. Once a month, I will visit your classroom to observe you teaching and to facilitate a reflective conversation. This is your opportunity to receive differentiated feedback, to focus on personal goals, and to assess your growth as a teacher. Our observations and conferences will focus on assessing your teaching in relation to the UW teacher education standards, our program's multicultural mission, and your own personal goals. While I provide feedback on your teaching, much about this observation cycle is actually quite self-reflective. There are several components to this cycle:

- ***Self-Assessment:*** Your first task will be to take stock of where you are as a teacher, and to share this assessment with both your supervisor and cooperating teacher. In your self-assessment (which can be written in bullet-point form), you will list and describe three of your strengths as a teacher and three areas for growth in your practice; you will link these areas specifically to the UW teacher education standards.
- ***Goal Setting:*** Given your self-assessment and your philosophy of education, you will set three to five professional goals for yourself to focus on during the semester. These goals will also serve as one of the primary criteria I will use when observing you (along with the UW standards and the program mission). What are **the three things** that you see as essential to your teaching practice and to becoming the kind of teacher you want to be? If you are embodying your philosophy of education and your ideal of good teaching, what will I see when I come observe you? These can be written in bullet-point form.
- ***Statement of Expectations:*** You will write out your expectations of yourself, your cooperating teacher, and your supervisor (in bullet-point form). I have already given you my statement of expectations, and usually the cooperating teacher will also prepare his/her own. *Yours, however, is the most important.*
- ***Timeline:*** At our first triad meeting, we will give feedback on one another's expectations and your self-assessment. You and your cooperating teacher will then consider these expectations and self-assessment when constructing a timeline for the semester. The timeline should have a week-by-week breakdown of the subjects/periods you will be teaching and other classroom responsibilities. Your timeline will also label your unit of study deadline. The final document must be signed by you and your cooperating teacher.
- ***Observation Write-Ups:*** After each observation, you will provide a written reflection of the observation and our post-observation conference. For the first and third observations, I will provide feedback, which

you will then respond to. The second observation write-up will be initiated by you and will consider the observation, our conference, the post-conference, and your video screening. The fourth observation will also be initiated by you and—if completed by December 16—can also be your summative self-assessment.

- **Summative Self-Assessment:** At the end of the semester, you will re-assess your progress in relation to your professional goals, the UW standards, and our program mission. This is a reflective exercise: Where are you now? How does that compare to where you started? Where are you going? What do you still need to work on? The summative self-assessment can be submitted as your fourth observation write-up (if the fourth observation write-up is completed by December 16), as a traditional reflective paper, or as a portfolio page that meets one of the UW standards (#13 jumps to mind).

Journals

Due each Tuesday by 5pm

You will be keeping a weekly journal on teaching and learning, handing in 14 weekly journals over the course of the semester. These journals are a wonderful account of your progress as a teacher and can serve as a reminder of things you would like to address in seminar. The journal is also a place to ask questions of me or raise individual issues; I will always provide individual commentary on your journals. In addition to documenting your own thoughts, feelings, reactions, reflections, and/or questions, your weekly journal is also expected to address any readings or tasks due on the syllabus (tasks to be reflected on are marked with an asterisk). Journals will be submitted every Tuesday via email as a Word document. After you submit your journal each week, I will read it and write comments throughout the text. In your journal for the following week (which will be in the *same* Word document, added to the bottom), not only will you include a new entry for the week, but you can also respond to my comments. This way, the journal becomes an on-going conversation about your student teaching experience.

E-Portfolio

Final deadline January 19; see course schedule for intermediary deadlines.

Completing and passing the portfolio is a requirement for Wisconsin licensure, and if it is not completed by the end of the student teaching semester, your licensure will not be granted. During the fifth semester, we work exclusively on documenting your movement toward mastery of the 15 UW-Madison teacher education standards; we will NOT be revising prior semesters' work (although you are certainly welcome to do so on your own!). In order to ensure timely completion of your portfolio, we will spend one or two seminar sessions working in EPCS (see course schedule), we will engage in on-going work on the standards, and we will have two mini-deadlines during the semester. These deadlines will ensure that you are making significant progress towards completing your portfolio. On these days, you are expected to complete:

- **Mini-Deadline #1:** One completed portfolio page, which includes artifacts and entry slips; a revised philosophy of education.
- **Mini-Deadline #2:** Two additional portfolio pages, including artifacts and entry slips; a revised resume; revisions to pages submitted at mini-deadline #1 to ensure that at least one page is graded E and any Is have been upgraded to Ss.

After each mini-deadline, you will provide feedback on a peer's portfolio pages. In addition, throughout the semester as we address different UW teacher education standards, you will submit summaries of each standard (this is a part of each portfolio page). These can be submitted along with your journal each week. Finally, at our last seminar, you will each have fifteen minutes to present some aspect of your classroom practice as documented in your portfolio. We will discuss expectations for these presentations as well as the portfolio in general at various points throughout the semester. A grading checklist and more detailed information will be provided.

Fall 2009 // C&I 463 Course Schedule

- This is a tentative schedule of our semester; it is open to change!
- All journals are due by 5pm the Tuesday before seminar!
- All readings are available on e-reserves, unless otherwise noted.
- Weeks marked with an asterisk (*) are good weeks to schedule your lead teaching, in addition to January. All students must be at seminar on November 4 and December 9.

Date	Topic / Activities	Readings due	Assignments due
September 2	<ul style="list-style-type: none"> • Elementary Education large-group meeting • Small group: Review syllabus & introductions 	<ul style="list-style-type: none"> • McCourt, F. (2005). <i>Teacher Man</i>. Chapter 1 (pp. 11-24). 	<ul style="list-style-type: none"> • Self-assessment • Intro survey
September 9	Taking a reflective stance (UWTES #13)	<ul style="list-style-type: none"> • Zeichner, K., and Liston, D. (1996). <i>Reflective teaching: An introduction</i>. Chapters 1 & 4 (pp. 1-7 & 34-50). 	<ul style="list-style-type: none"> • Journal #1 • Goal setting ***Bring philosophy of ed.
September 16	The fifth-semester portfolio project	<ul style="list-style-type: none"> • Look at sample portfolios on-line in cohorts 1062, 1064, 1072, & 1074 [accessed via EPCS website]. 	<ul style="list-style-type: none"> • Journal #2 • Standard #13
September 23	Community and parental involvement (UWTES #6 & 14)	<ul style="list-style-type: none"> • Ladson-Billings, G. (1994). <i>The Dreamkeepers</i>. Chapter 2 (pp. 15-29). • Graue, M., and Oen, D. (2008). "You Just Feed Them With a Long-Handled Spoon" (EXCERPT: pp. 1-4 and pp. 12-27). • Compton-Lilly, C. (in press). "Lessons Learned Through Teacher Research." 	<ul style="list-style-type: none"> • Journal #3 • Community Involvement Action Plan • Child Study #1
September 30	Focus on instruction (UWTES #1, 3, 4, 8, & 10)	<ul style="list-style-type: none"> • Weinbaum, L. (2009). "21 Seconds to Teach Humanity." <i>Teaching Tolerance</i>, 35. • TFA chapters 4/5 on lesson planning. [class hand-out] <u>And pick one of the following articles from <i>Rethinking Schools</i> (in grade order):</u> • K/1: McLaughlin, G. (2009). "Six, Going on Sixteen." • 1: Walters, S. (2004). "Fairness First." • 2: Pepper, M. (2008). "TV Selfishness & Violence Explode During War on Terror." • 2/3: Hansen, M. (2005). "Exploring Our Urban Wilderness." • 2/3: Lyman, K. (2004). "From Snarling Dogs to Bloody Sunday." • 3: Lyman, K. (2003). "Lessons From a Garden Spider." • 4: Cloues, R. (2007/2008). "Polar Bears on Mission Street." • 5: Cooley, M. (2004/2005). "New Kids on the Block." • 5: Peterson, B. (2006). "Crossing Borders, Building Empathy." • MS Math: Dean, J. (2008/2009). "The Square Root of a Fair Share." • MS Science: Dean, J. (2005). "Teaching About Global Warming in Truck Country." • MS Writing: Christensen, L. (2008/2009). "Move Over, Sisyphus." 	<ul style="list-style-type: none"> • Journal #4 • Standards #6 & 14 • Child Study #2 • Timeline
October 7	Classroom Management (UWTES #9)	<ul style="list-style-type: none"> • Dawson, K. (2000/2001). "Michael's Story." <i>Rethinking Schools</i>, 15(2). • Franklin, D. (2008). "More Than a Statistic." <i>Rethinking Schools</i>, 23(1). • Wong, H. (2004). <i>The First Days of School</i>. EXCERPTS: pp. 82-89 and 167-193. 	<ul style="list-style-type: none"> • Journal #5 • Standards #1, 3, 4, 8, & 10 • Child Study #3 • Observation Write-Up #1

October 14	The social context (UWTES #2)	<ul style="list-style-type: none"> Hoffman, S. (2005). "Framing the Family Tree." <i>Rethinking Schools</i>, 19(3). Lyman, K. (2000). "Girls, Worms, & Body Image." <i>Rethinking Schools</i>, 14(3) Mednick, L. (2008). "Peers, Power, and Privilege." <i>Rethinking Schools</i>, 23(1) Sapp, J. (2009). "How School Taught Me I Was Poor." <i>Teaching Tolerance</i>, 35. 	<ul style="list-style-type: none"> Journal #6 Standard #9 Child Study #4
October 21* <i>Meet in EPCS</i>	EPCS Work Session & Steve Head job talk	N/A	<ul style="list-style-type: none"> Journal #7 Standard #2
October 28* <i>Arrange meeting location w/ group</i>	Video observations (UWTES #5)	N/A	<ul style="list-style-type: none"> Journal #8 Exploration of Carnegie Website
November 4	Learning from culturally relevant / multicultural teachers (UWTES #6, 7, 10, 12, & 14)	<ul style="list-style-type: none"> Book group selection [ordered or checked out ahead of time] 	<ul style="list-style-type: none"> Journal #9 Child Studies #5 & 6 Observation Write-Up #2 Portfolio mini-deadline #1 Observations of two teachers at your school site
November 11*	TBD	TBD	<ul style="list-style-type: none"> Journal #10 Standard #7 summary Peer portfolio comments Child Study #7
November 18*	TBD	TBD	<ul style="list-style-type: none"> Journal #11 Learning From Other Teachers final product Child Study #8
November 25	No class: Thanksgiving break.		<ul style="list-style-type: none"> Journal #12 Standards #11 & 15 Final deadline for unit plans
December 2	Who are our students? How do we teach them? (UWTES #1, 7, 8, 10, & 12)	<ul style="list-style-type: none"> Johnson, D., and Johnson, B. (2006). <i>High Stakes</i>. Chapter 2 (pp. 21-46). McCourt, F. (2005). <i>Teacher Man</i>. Chapter 6 (pp. 83-90). Michie, G. (1999). <i>Holler If You Hear Me</i>. Chapter 4 (pp. 55-70). 	<ul style="list-style-type: none"> Journal #13 Child Study final product Observation Write-Up #3
December 9	Portfolio Presentations	N/A	<ul style="list-style-type: none"> Journal #14 Community Involvement final product Portfolio mini-deadline #2
December 16	No class: First semester classes have ended, but there are still due dates to be aware of ...		<ul style="list-style-type: none"> Peer portfolio comments Summative Self-Assessment
December 21			<ul style="list-style-type: none"> Observation Write-Up #4
January 19			<ul style="list-style-type: none"> Final portfolio