EDUC 302 Directed Teaching in the Secondary School
EDUC 304 Problems and Principles of Secondary Education
The University of Michigan, School of Education
Winter 2015 Course Syllabus

Instructors
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Meeting Time
Tuesdays 4-6pm  Location: SEB 2228

Course Description:
EDUC 302 and EDUC 304 are two distinct, yet necessarily connected courses.
EDUC 302 is the 10-credit field component associated with your Teaching Internship. This
course is graded S/U. You must receive a satisfactory grade (S) and submit all required documentation
in order to obtain certification. Your Attending Teacher (AT) and your Field Instructor (FI) will mutually
determine this grade.
EDUC 304 is the 2-credit seminar associated with your Teaching Internship. This course will
receive a letter grade. Our seminar will function as a professional workshop, providing a venue for
collaboration and reflection with a community of your peers as a continuation of your experience in the
Rounds Project over the last two semesters. We will revisit ideas to help you develop good habits of
mind and practices that support you in your work as a teacher. Teaching is a thinking practice and,
therefore, we will put thinking in the center of our work together – students’ thinking in and about
history and the social sciences and your thinking about teaching these disciplines to all of your students.

Course Goals:
• Exploring connections between your previous coursework in the Rounds Project and your day-
day experiences as a beginning educator
• Engaging in critical discussions of problems of practice related to the secondary social studies
classroom and school/community contexts
• Examining the challenges and complexities of effective planning (including course, unit, lesson
and assessment planning), enactment of plans, and the analysis of student work as a window to
learning more about your own teaching.

To reach these goals, both seminar discussions and your classroom teaching should reflect the
following elements of high-quality instruction that you have examined in previous courses and are
reflected in the competencies you have been evaluated on in previous semesters:
1. Developing Understanding of Students, their Communities, and their Literacies to Teach
Disciplinary Concepts and Practices (the STUDENT competency)
2. Teaching Students Disciplinary Concepts and Practices Using Multiple Complex Texts (the TEXTS
competency)
3. Engaging In Instructional Practices and Routines Designed to Support Teaching Disciplinary
Concepts and Practices with Texts (the INSTRUCTION competency)
4. Engaging In Professional Practices (the PROFESSIONALISM competency)
Teaching Intern Competencies (meeting these expectations earns “ready for hire” status)

Competency 1 (STUDENTS) - The intern continuously assesses his/her individual students and groups of students, both in-between and during class sessions (i.e. “in-the-moment”). The intern reliably applies a “nuanced” understanding of his/her students and is able to consistently plan and execute flexible and targeted differentiated instruction (e.g. intern regularly builds students’ interests into lessons, intern provides multiple project options where students can select a project that best meets their skills and interests). The intern always takes into consideration a student’s family resources and home support in assigning homework and can use in-the-moment judgments to alter lesson/unit demands according to students’ skills, resources, and comfort levels. The intern can provide warranted explanations for all instructional (i.e. planning and enactment) decisions based on the intern’s understanding of students, and the attending feels comfortable taking a hands-off approach and mostly serving as a resource when needed.

Competency 2 (TEXT) - Intern bases all instruction on disciplinary concepts and practices and helping all students to develop disciplinary ways of thinking and communicating. Sophisticated domain-specific texts are at the center of instruction. Intern designs and enacts a sequence of text-based lessons that support students’ literacy development and disciplinary understanding. Intern can describe meaningful, discipline-aligned purposes for the work in student-friendly ways. Intern can accurately predict students’ literacy challenges with various texts from lesson to lesson. Intern reliably provides appropriate differentiated literacy instruction to all students. The intern can provide warranted explanations for all instructional decisions based on the intern’s knowledge of concepts/big ideas, texts, and literacy research and theory, and the attending feels comfortable taking a hands-off approach and mostly serving as a resource when needed.

Competency 3 (INSTRUCTION) - Intern plans multiple units that are based on specific and sequenced learning goals, which are articulated in (and informed by) summative assessments appropriate for the learning goals. The plans gradually release responsibility to students as students build knowledge and skills. The gradual release occurs progressively at the level of the lesson, the unit, and the semester/year. Instructional routines and learning goals are aligned with disciplinary goals and practices. Intern consistently helps students understand the connections between daily, unit and semester/yearly goals, activities and routines. Intern consistently uses formative assessment data to make adjustments to instructional decisions. Intern appropriately varies participation structures based on student learning goals, knowledge of students (e.g. developmental levels, interests, skills, identity, prior knowledge) and literacy demands of text(s). Intern usually has a sound rationale for instructional decisions that is based in educational theory and practice. Intern consistently attends to prioritized literacy demands of the lesson through instructional activities and his/her complex understanding of students and their literacy skills.

Competency 4 (PROFESSIONALISM) - Intern is deeply knowledgeable about local (school), state, national learning expectations and develops flexible, meaningful applications of the expectations to classroom practice. Intern makes instructional adjustments regularly and continually seeks to provide students with equitable access to learning. Intern welcomes and uses professional feedback, and he/she approaches teaching with an internalized cycle of self-reflection and action. Intern thinks of him/herself as a teacher and a professional; he/she regularly seeks opportunities to contribute to the field of education (e.g. mentoring, professional development). Intern is a dedicated and contributing member of the school and the wider community. Intern feels connected to the wider community of educators and can envision ways of participating in it at the district, state or national level.
Learning Tasks:

In order to showcase their mastery of the four competencies, interns will submit work that showcases their growth as a teacher. These include, but are not limited to:

1) Professional File Cabinet (PFC): The Professional File Cabinet (PFC) is a collection of evidence demonstrating proficiency in the four teaching intern competencies. The PFC will be composed of artifacts, organized by unit, from your teaching practice that you accumulate over the course of the semester. Twice during the semester (Feb. 24 and Apr. 14) you will conference with your FI and present items from your PFC. The PFC must include, but is not limited to HARD COPIES of unit plans featuring: annotated lesson plans, worksheets, guided notes, assignments, assessments and student work samples. The goal of the PFC is to give you the start of your first file cabinet for teaching, so that on day one as a professional you will have folders for your first file cabinet. Complete requirements for the PFC will be explained in more detail in seminar and will have a detailed assignment description via handout.

2) Professional Growth Lessons: In addition to the PFC, interns will document their professional growth through the teaching of three types of lessons: text-focused, writing-focused, and discussion-focused lessons. Each type of lesson will be taught twice, once during the first half of the semester (prior to February 27) and also during the second half of the semester (no later than April 17). The first round of teaching is meant to establish a baseline for the intern’s capacity to teach a text, writing, and discussion lesson. The second round of teaching will help the intern see how they grew in their practice in the teaching of text, writing, and discussion lessons. Within these three types of lessons, interns will also be expected to show their ability to implement knowledge of students, use of assessment, teach with problems, manage a classroom, establish connections, and differentiate instruction. Part of this assignment will include viewing no fewer than two of your colleagues’ lessons.

3) Observation Lesson Plans with Memos: Each intern must submit a pre-observation memo and functional lesson plan for their four formal observations. The memo and lesson plan must be submitted no less than 48 hours prior to being taught. The Sunday following your observation you will submit an annotated (marked up) lesson plan highlighting strengths, weaknesses and adaptations made to your lesson as well as suggested improvement for future use.

4) Case Conferences: Every other week you will submit a case on an assigned “problem of practice.” Two students will be chosen to present their cases. We will be “diagnosing” the cases as a group of professionals, using both readings and experience, as well as examining the way in which peers’ cases support, challenge, and extend your own experiences of teaching. Cases are expected be presented in a professional manner. Case conference criteria will be posted to CTools.

Observations:

Your FI will observe you a minimum of four times over the course of the semester. The procedures will be similar to those that you will experience in your professional career. Observations are to be spaced out appropriately over the course of the semester and scheduled with both your AT and FI with significant notice. Failure to receive lesson plans may result in cancellation of the observation by your FI. Delay in or failure to complete any of these steps will result in the loss of points for the course and, potentially, threat of not passing EDUC 302. Observations are state requirements for certification and should be treated accordingly.
**Video Recording and Photos:**
You should get into the habit of regularly recording your teaching. Many of you have phones and computers that record video. You may also check out the camera used in EDUC 432 or video equipment from the Brandon Center. Video Recording can be a great resource for Case Conferences. You will receive copies of a consent forms for both professional and personal use at the professional learning seminar conducted by the Teacher Education Office.

**Seminar Workshops:**
Whenever possible, we will allow time for you to workshop and co-plan your lessons and units with your peers. You would be wise to take advantage of these opportunities. If you would like to present your lesson or unit for peer review during seminar, please contact your FI ahead of time. In addition to these requested workshop opportunities, each of you will be expected to present your course, units and lesson plans for peer review.

**Grand Rounds:**
You are required to attend all *Grand Rounds* presentations this semester.

**Professionalism:**
You are a member of a professional preparation program. This seminar is both a professional and academic course. You are expected to demonstrate the professional standards of educators regarding timeliness, personal presentation, and general conduct in meetings and in correspondence. Interns are expected to check and respond to email regularly. These standards may be different from the norms of general university student culture.

You will be assessed by your ability to demonstrate professionalism both in the field and in the academic setting. This includes: turning in work on time (both to your AT and FI); being on time to seminar and your placement; actively participating in seminar and activities at your placement; communicating honestly with your FI and your AT regarding planning, absences, and the progress of you and your students; and maintaining professional relationships with your students, colleagues, cohort members, AT, and FI. Failure to adhere to professional standards and the expectations of your host school and attending teacher will result in a failure of the teaching internship.

Your teaching internship is a full time job. It is expected that you will not take any additional courses beyond those required by the program. Likewise, if feasible, it is highly suggested you do not hold an additional job during this semester. Extra-curricular activities cannot be considered when assessing your competency as a classroom teacher.

**Absences:**
As a professional, it is expected that you will be in every seminar and at your teaching site on every school day, barring religious holiday or a documented medical excuse. In the event that you need to miss a school day due to illness, emergency, religious holiday, or any other reason, it is imperative that you first let your AT know as soon as you are aware of the absence. Second, you must notify your FI before the absence via phone, email, or text message (inquire with FI regarding preferred method). Please review the Student Teaching Handbook for further information about SOE absence policies while student teaching. If you will miss seminar, you are required to make your FI aware of this before the seminar and make-up the time and assignments you miss.
Assessment:

**ED 304**: You will be evaluated based on your active, consistent participation in our seminar meetings, demonstration of professionalism, and the quality and completion of all assignments. ED 304 is taken for a letter grade. To be recommended for secondary certification, you must earn a “C” or higher for this course. Interns can assume their grade is an A- for the course; however, should submissions fail to meet expectations, interns will be notified of a lower grade.

**ED 302**: Per SOE policy, the grade for student teaching (ED 302) will be based on your performance as evidenced by observations, face-to-face conferences, and narrative reports. A final letter grade of "S" (for satisfactory performance) or "U" (for unsatisfactory performance) will be assigned upon completion of the student teaching term. In consultation with the attending teacher, and taking into account evidence and evaluation provided by the AT, as well as your self-evaluation, the field instructor is responsible for submitting the final grade report to the Teacher Education Office. See the Student Teaching Handbook for further information about these policies.

**EDUC 302 Certification Requirements**

**Observations & Conference Timeline**:
Getting Started Meeting (w/ AT): completed no later than the second week of your placement.
Observation 1 & 2 Dates: before February 27th.
Midterm Conference (w/ AT): should be completed no later than March 6.
Observation 3 & 4 Dates: March 2 thru April 17th.
Final Conference (w/ AT): must be completed no later than April 24th.

**Baseline-Midterm-Final Evaluations**:
You will formally assess yourself three times this semester using the assessment tool for Teacher Interns. After two weeks in the field you and your AT will complete a Baseline Assessment. Upon completion you will compare your assessments to better understand how you will be assessed. Prior to the Mid-Term meeting the TI, AT and FI will each complete a Mid-Term Assessment and used as a foundation for the Mid-term meeting. Likewise, a Final Assessment will be completed prior to the Final Meeting.
*See EDUC 302 Key Documents handout for more details and requirements*

**Plagiarism**:
Collaboration between peers and the sharing of ideas and materials is common in the field of education and is encouraged by faculty here in the teacher education program. However, it is imperative that proper credit be given in your work to those with whom you have collaborated and shared materials. If acknowledgment is not given and credit is falsely taken for the work of someone else, this will be considered plagiarism, as defined in the University of Michigan Standard Practice Guide, and it will result in appropriate disciplinary action according to policy.

**Final Note**:
Student teaching is a very exciting time, but it can also be a very stressful time. Your AT and FI are here to help. Please let us know if you are starting to feel overwhelmed. You have a wealth of resources made available at the University of Michigan; we would be happy to help you find any and all assistance you may need.