EDUC 302: Directed Teaching: Field Experience

EDUC 304: Problems & Principles of Secondary Teaching

Winter 2014

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Class Meetings:  302 - MoTuWeThFri (7:30am-4:00pm)
                   
                   304 - Tues (4-6pm) room 2320

Office Hours  By appointment

Course Description

Field experience, EDUC 302, is a significant part of your professional development as prospective teachers. You will work with your mentor teacher and field instructor to function as observers and participants in the teaching process, which will allow you to example and apply concepts, theories and strategies you are learning about in your courses. Studies of teacher learning suggest that teachers who study and reflect on their work and connect it to research and theory are better able to identify areas for improvement, consider alternative strategies, and solve problems of practice.

EDUC 304 is a seminar designed to enhance your learning in the field by encouraging such studies, reflection, connections, and application. During each of the weekly seminars, you will be engaged in discussions about teaching, learning and other issues relevant to your field experience. We will make connections to your other education courses in order to help you become “reflective practitioners.”
Course Goals

· Continue to critically reflect on your own teaching practice

· Develop a greater awareness, intuition and instinct about teaching and student learning

· Identify problems of some of your students and how to seek support

· Connect educational theory to classroom practice

· Collect and assess evidence of student learning

· Develop a discourse for talking about teaching with your colleagues and mentor

· Develop a strong sense of time management and estimating student completion time

· Become member of a professional community

Course assignments

1. Journal

This is a record of your observations during your field experience, some of which you will be required to share during seminar. These notes will also serve as useful references for other assignments (i.e. portfolio projects). You will also be asked to turn in weekly “reflections” on the topics discussed during our seminar meetings.

2. Case Studies

Please select 4 interesting students to observe and journal about regarding their behavior, motivation, difficulties or successes academically, socially, and any other interesting interactions. As a classroom teacher, you will have to pay close attention to 140+ students each day, so this is meant as a practice for that requirement. We will discuss your observations of these students frequently during the semester.

3. Lesson Plans

You are expected to do 3 Three-Day teaches. Building on what you did last semester, you will plan with your mentor teacher, a 3 day sequence lesson or
portion of a chapter or unit that will include many of the practices you learned in Methods:

(a) launching an engaging lesson based on puzzling phenomena

(b) using questioning and discussion techniques to draw upon prior knowledge

(c) attending to lab safety

(d) using the evidence based claim format

(e) using technology to enhance your lesson

(f) designing labs involving collecting and making sense of data

(g) designing formative and summative assessments

(h) designing rubrics for evaluating student work

(i) developing useful and challenging student activities, worksheets, lab reports

(j) reflection on the successes and areas that you would change about your lesson

4. Unit Plan Project (UPP)

You will receive a separate copy of this assignment; which will take 2-4 weeks in your placement, and during which you will have the primary responsibility for the instruction of all your students. We will assist you and your mentor teacher during the several stages necessary to prepare for this teaching plan. This project will be the culmination of your student teaching experience.

5. Professional Portfolio

You will keep e-copies of your updated teaching philosophy, resume, transcripts, evaluations, letters of recommendation, samples of your lesson plans, artifacts such as copies of labs, tests and samples of student work plus photos or videos of your teaching. This will be helpful as you interview for a teaching position.

6. Extras – You should attend a play, a sporting event, a musical event, a professional development opportunity, parent-teacher conferences, make other parent contacts, attend faculty meetings and perhaps an IEP meeting.

Course expectations

Attendance
You are expected to attend every class session. If you will be presenting to the class, you must set-up before class begins. If you know you will miss a class session, you must contact me and connect with a classmate to get any handouts or materials.

**Participation**

This seminar is intended to be a space where you can share ideas about what you observe in classrooms and make connections to theories you learn about in your courses. As such, you are expected to participate in class discussions in a positive and thoughtful manner. As a participant in this course, you are also expected to seek feedback from your peers, mentor teachers, and us. We expect that you listen to this feedback carefully and use it to reflect on and improve your own teaching. You are also expected to provide constructive feedback to your peers that support their efforts to improve practice.

We ask that you please not use any electronic devices (i.e. computers, cell phones, etc.) that inhibit you from participating fully in class discussions and rehearsals.

**Observing in classrooms**

You are expected to be in your classroom every day with your mentor teacher. I will be visiting your classrooms at least 6 times during the semester. Please let your mentor teacher and us know when you have a particularly interesting lesson planned that you would like us to observe. You should video yourself frequently and share those with us for critique of your presentation to your students.

**Weekly meetings with mentor**

You and your mentor teacher should set aside daily & weekly meeting times for conversations about planning, teaching, classroom management, and other related matters that you help you grow as a professional.

**Communication**

Please communicate any problems or concerns with us as soon as they arise. As your field instructors, we need to be aware of any issues that will impact your student teaching experience. If you have particular needs or simply want advice or to talk through a situation, please contact us. We check email frequently and will do our best to address your concerns.

**Grading/Evaluation**

In EDUC 302 (10 credits), you will be assigned the grade of satisfactory or unsatisfactory based on several different criteria.
Your attendance and participation in the 304 (2 credits) seminar activities is important for demonstrating developmentally appropriate changes in your knowledge about and experience with the practices of teaching. The observations from your field instructor will be used to document your work in schools and how successful you are at demonstrating the knowledge and practices learned in your methods course. Finally, your mentor teacher will provide comments and feedback on your performance to help us determine if you are ready to progress to the next step in student teaching. You must receive a grade of satisfactory in order to be able to be recommended for secondary certification.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

As a science teacher, you will find a membership in a professional organization invaluable. It will give you access to a professional community, journals that provide you with strategies and resources for teaching, professional development opportunities, etc. Membership is not needed for this course as access to the journals of these professional organizations is usually available through Mirlyn. However, you may find that you want to use some of the resources from these organizations, which are only available through membership (i.e. job search agents).

The most popular science teacher organization is the National Science Teachers Association (NSTA). This organization caters to all science teachers regardless of grade or discipline. You can join as a student for $34.

- Website: www.nsta.org
- Publications:
  - Science Scope (middle school)
  - The Science Teacher (high school)

You might also be interested in joining a professional organization that focuses on the scientific discipline you will be teaching. These resources often provide more rigorous and specific supports for teaching than NSTA. See the organizations listed below:

- National Association of Biology Teachers:
  - Website: http://www.nabt.org/websites/institution/index.php?p=1
  - Publication: The American Biology Teacher

- American Association of Physics Teachers:
Week of Jan. 13  
In the Field: Get to know your mentor and students, have “getting started” meeting, go over list of things you should know about your school and your classroom. Meet administrators, secretaries, media specialists, special education instructors, other science staff members. Learn how to use copy machines.

In seminar: discuss the importance of routines and establishing the classroom atmosphere. What are the safety precautions and facilities utilized in your room? Reflection: Describe your classroom - the physical, intellectual, psychological aspects a student would experience in this environment.

Week of Jan. 20
In the Field: Assist with semester review and exams. As part of our study of assessments, go over copies of exams and rubrics (if available). Check out the end of the year exam, so that you will be sure to cover these topics during your remaining time in your placement. Get introduction letter and video forms out to parents. Start focusing on diversity and accommodations within your classroom.

In seminar: Discussion of varied assessments – beyond tests and quizzes. How can you determine what a student has learned by more creative methods? For reflection #2
Reflection#2
What’s Your Learning Style:
1. Take the test here: http://www.learning-styles-online.com/inventory and determine your learning style
2. After you have taken the test and found out your learning style, examine the overview of learning style here http://www.learning-styles-online.com/overview

3. Reflect on your own learning style and comment on how this may help you understand the various ways your students learn.

Week of Jan. 27  In the Field: Select 4 case study students. Discuss your first 3 day teach ideas with your mentor and also identify possible topic for your UPP. Observe your mentor’s class management techniques.

In seminar: Teaching Works Seminar: Communicating with students’ parents and caregivers presented by Debi Khasnabis and Carla O’Connor. Meet in Whitney Room for the first half of class.

Second part of class: Debrief and Tying in with your Exceptionalities class, we will discuss some scenarios that can occur in your classroom, such as student depression, misbehavior, suicide etc. Reflection: Discuss these topics with your mentor to get their input on behaviors they have experienced and how they dealt with these situations.

Week of Feb. 3  In the Field: You should be taking attendance and entering grades for your mentor by now. Discuss various grading schemes with your mentor. Continue to plan and prepare to do your first 3-day teach within the next week.

In Seminar: Share your lesson plans with the rest of us in. Be sure to complete Red Cross First Aid Training soon. Discussion will be about group work, lab groups, and other cooperative learning techniques. Reflection: How does your mentor utilize groups to enhance learning?

Week of Feb. 10  In the Field: Watch your mentor’s teaching “personality”. How does he/she motivate and energize students. Visit 3 or 4 other teachers within the science department to see varying teaching styles and techniques.

In Seminar: We will discuss teaching styles and strategies and how to find your own. Reflection: Write about the kind of teacher YOU want to be.

Week of Feb. 17  In the Field: First round of observations will be completed. You should have a rough draft of your UPP plan to discuss with your mentor and me. Prepare for mid-term conferences. County-wide mid-winter break.
In Seminar: Work session on the UPP – share with others, edit and confer with us.

Week of Feb. 24  In the Field: What is an effective lab? What is effective homework? Discuss these topics with your mentor and bring in several examples of each to share.

In Seminar: We will share and compare how to make labs meaningful and homework useful to student learning. Reflection: none, get your video clip ready

Week of Mar. 3 – UofM Winter Break but we will have seminar. Continue to work on your UPP.

Reflection: After watching and discussing yours and your colleague’s short teaching videos What were some of the teaching strategies you can took away from this experience?

Week of Mar. 10  In the Field: Work on constructive feedback from your mentor and us to revise/improve your UPP – and have it approved and ready. MMEs? Midterm evaluation.

In Seminar: Work on assembly of your portfolio to prepare for Job Search Workshops on Mar.13 and 15. Discussion of the most commonly asked questions and how to succeed during an interview.

Week of Mar. 17  In the Field: Assume full teaching responsibility for at least two classes and began to teach your next 3-day plan. Be sure to video yourself and get feedback from your mentor and us. Mar. 24 – mock interviews and big dinner for all.

In Seminar: Michigan MME tests – and a discussion of the purpose and value of state and national testing. Reflection: write a personal opinion essay about this topic.

Week of Mar. 24  In the Field: Complete final 3-day teach. Prepare to begin your UPP next week – discuss any last minute changes with your mentor and us. Your portfolio should be complete. Second round of observations completed.
In Seminar: Share your videos and give constructive critique. Reflection: What did you do well in your teaching and what areas would you change to make your lesson more effective?

Week of Mar. 31  In the Field: Delivery of your full UPP – being sure to annotate daily, monitoring and adjusting. You will transition to full day of teaching (but no more than 2 preps.)

In Seminar: Discussion of the legalities of teaching; unions, types of schools, the value of field trips. Reflection: What concerns do you have about education as a career?

Week of Apr. 7  In the Field: This is Spring Break for Washtenaw County.

In Seminar: Work session on Big Idea, UPP and Portfolio.

Week of Apr. 14  In the Field: Continue with the UPP and teaching full time with daily conferences about your performance with your mentor. Third round of observations will be completed as you finish your UPP.

In Seminar: We will compare and contrast education in the US with other countries. Video, Common Core, State and National Standards – are we “A Nation at Risk?” Reflection: Relate your opinions on the future of educational reform in the US.

Week of Apr. 21  In the Field: Complete your UPP, and continue to teach or team-teach with your mentor. We will discuss your year end tasks with your mentor to get portfolio contents complete and all necessary paperwork complete. Fourth round of observations completed. Enjoy your last week of teaching with interesting and engaging activities. Finish up loose ends and complete all forms by Apr. 24. Year end evaluations and conferences take place. Say good-bye to your students.

In Seminar: Complete state certification and CELEBRATE.