ED 304: Problems and Principles of Secondary Education
The University of Michigan School of Education
Winter 2013, Tuesdays 4-6 p.m.
(SEB 2346)

Lead Faculty: Dr. Vilma Mesa, Room 4041 SEB, vmesa@umich.edu

Instructors:

<table>
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<tr>
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<th>Annick Rougee</th>
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<tbody>
<tr>
<td>734-241-4173</td>
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Course Overview:

Student teaching is a demanding, intense, and very public learning experience. The student teaching experience will certainly stretch you, taking you out of your comfort zone. But the work will also be exciting: it will enable you to experience the satisfactions and challenges of teaching more fully than ever before. This seminar is designed to help you complement the experiential learning you will do while student teaching by helping you process that experience, learn from others’ experiences, and learn other skills beyond what you’ve learned in your Methods course and in the field.

In addition to the field observations that are part of your EDUC 302 and 304 work, the coursework for EDUC 304 will consist of: seminar participation, practical assignments, problem of practice write-ups and presentation, the Unit Plan Project (UPP), and a professional portfolio. Details for these components are described below and additional information will be provided over the course of the semester as needed.

Field Observations:

Over the course of the semester, you will have 3 conferences with your Field Instructor (FI) and Mentor Teacher (MT) and 4 formal observations. The first conference will be a “getting started meeting” (GSM) in which we will touch base about the expectations for the semester. You will then have 2 formal observations (Observations 1 and 2). In the middle of the term, after you have been formally observed twice, you will schedule a mid-term conference between you, your MT, and your primary FI. You will then have 2 more formal observations (Observations 3 and 4) and then an end-of-term conference. Below are the details for the conferences and formal observations.
(1) Conference Details: There will be 3 conferences throughout the semester between you, your MT, and your primary FI.

- Getting Started Meeting (BY Friday, January 17th): The getting started meeting (GSM) is intended to provide information to you and your MT about the format of the student teaching semester and to discuss expectations for all parties involved. Please bring your completed, baseline self-evaluation to the meeting. At the meeting you will discuss this self-assessment and your identified areas of concern. This will also give us a chance to discuss the new format for the evaluation forms. NOTE: Your MT will be asked to fill this form out after he/she has seen you teach at least twice. We will also discuss the requirements for EDUC 304 (particularly the UPP), as well as the work for the EDUC 490 courses. Most importantly, we will outline a beginning schedule for your teaching responsibilities and other possible opportunities you might have over the semester.

- Mid-term Conference (BY Friday, March 7th): After you have been formally observed twice (Observations 1 and 2), you will schedule a second meeting between you, your MT, and your primary FI. All three parties will come with a completed Mid-term evaluation form and be ready to discuss areas of progress, as well as areas of focus for the remainder of the student teaching semester. The intent of this meeting is to make sure that the last half of your time teaching is focused on areas of concern.

- Final Conference (BY Friday, April 25th): This final conference is meant to assess the progress you have made since the beginning of the semester. After you have been formally observed two more times (Observations 3 and 4) since your Mid-term conference, you will schedule a final meeting between you, your MT, and your primary FI. All three parties will come with a completed Final evaluation form and be ready to discuss the progress that you have made.

(2) Observation Details: Throughout the semester, you will need to complete 4 formal observations (details below). When you schedule your formal observations, you must schedule time to meet with your FI immediately afterwards to debrief the observation. You may choose to schedule a co-observation with your primary FI at the beginning of the semester (for example, right before the GSM). This is highly recommended if you are in a new placement for your student teaching since it gives you and your FI an opportunity to get a sense of your MT’s class and discuss in what ways you might be able to get involved. **In addition, either of the two FIs may periodically stop by to visit your class outside of the formally scheduled times.**

Dates: Be sure to schedule the observations in the recommended 3 ~ 4 week windows such that they are appropriately spaced throughout the semester.

Observation 1: January 20th- February 14th
Observation 2: February 17th - March 7th (*no later than March 7th)
Observation 3: March 10th – April 4th
Observation 4: April 7th – April 25th (*no later than April 25th)

Videos: We will be using a similar system to last semester for video sharing of your observations. Be sure to reserve a camera early from the Brandon Center (BC) and make sure that it works before leaving the BC. Several of your classmates have found that when uploading videos it is helpful to: use a computer that is hard-wired to the Internet, use Safari, and do a “Bulk Upload” of your file. If you have questions about this process, you can talk to either FI or send a polite email to Nick Grundler (grundler@umich.edu) or Ron Miller (ronalan@umich.edu) of Tech Services.

• Create an M+Box folder using the naming format
  LastName_FirstInitial_ED304W14_Observations
  and add the following two collaborators:
  nowitzke@umich.edu   arougee@umich.edu
  as Viewers. You’ll upload your videos into this mBox.

• Make sure your video file is a format readable by Quicktime.
  See http://support.apple.com/kb/HT3775, but preferably use mp4 or mov.

• Naming your files:
  LastName_FirstInitial_ED304W14_Observation#
  For example:
  Smith_J_ED304W14_Observation1.mov

(3) Artifacts: As per last semester, we will ask that you upload materials to CTools. In your Dropbox folder create 4 folders, one for each observation, and name them accordingly (i.e. “Observation 1”).

• At least 24 hours prior to your observation: Upload the pre-observation memo, lesson plan, and all supporting artifacts into the folder

• Within 48 hours of your observation, the FI will upload the post-observation memo to your Dropbox folder and send you an email notification. It will be named:
  LastName_FirstInitial_Ob#_Post_FIinitials.doc
  For example:
  Smith_J_Ob1_Post_RM.doc

• No more than 48 hours after you have received this, you must submit your response (details about how to respond are in the Observation Grading Rubric, which can be found in the resources folder in CTools). Add your initials to the document name: It will be named:
(4) Scheduling: We will be using the Google Doc to which you and your MT have access. After you have discussed the dates with your MT, schedule them in the Google calendar and email your FI. Dates and times will then be confirmed over email.

- Conferences: These should be scheduled according to the date windows above. The conferences must be scheduled with your primary FI, so be sure to check his/her availability, as well as your own and your MT’s, before finalizing the dates and times. If necessary, the Mid-term conference can be scheduled on the same day as Observation 2 and the Final Conference on the same day as Observation 4. If this is the case, be sure to schedule enough time for BOTH the observation debrief AND the conference.

- Observations: These should be scheduled according to the date windows above. Be sure to schedule all 4 formal observations such that you have time afterwards to meet with AT LEAST the FI, and ideally with both the FI and your MT. For example, schedule the observation before the prep hour or lunch, during the last period of the day, or before a period you are not teaching.

Coursework:

Seminar Participation: You must attend all of the seminar meetings and come prepared to collaborate with your colleagues and instructors. Additionally, we expect you to assume the responsibilities of a professional: to bring all designated materials to be reviewed during each seminar; to listen carefully to other seminar participants; and to offer feedback and ideas respectfully and thoughtfully. You should bring your laptop and materials or records from your fieldwork. Your active, consistent participation is vital to the success of this seminar. As such please note that though we recognize that laptops are a fact of life, using them inappropriately in seminar can be disruptive for others and for your learning. This is particularly true during discussions in which you should be engaging with other people’s ideas. It can seem—rightly or wrongly—that the screen is more important than what people are saying. Hence, we are asking you to limit the use of laptops in seminar to use during group-work, when necessary. There may be times in class when we ask you to put away your machine so you can more fully participate, and we trust that you will accept this request. It should go without saying that other on-line activities during EDUC 304—emailing, texting or IM-ing, web browsing—are not appropriate. Finally, please be sure your cell-phone is off or silenced and put away during seminar. If you have questions or concerns, please let us know.
Practical assignments: The topics in the seminar class will have some practical assignments associated to them. You will produce reports of that work to be turned in via CTools. The type of report depends on the nature of the assignment. They are described below alongside the description of class content. Further details, when necessary, will be provided in seminar or in the CTools assignment description.

Problems of Practice- Write-ups and Presentation: There will be three short reflective essays that you will write about a problem of practice in your teaching practice. Each of these will be accompanied by a video segment highlighting the problem of practice. Guidelines for the format of these memos will be provided at a later date. All artifacts must be scanned and submitted along with the reflection. Due Dates are as follows:

Problem of Practice 1 is Due Friday, January 31th by 11:55pm.
Problem of Practice 2 is Due Tuesday, February 25th by 11:55pm.
Problem of Practice 3 is Due Tuesday, March 25th by 11:55pm.

Presentations will start during seminar 5 (2/4/2014) through seminar 12 (3/25/2014) with one student presenting a problem of practice each week. More details will be provided at a later date though the content and format will be similar, but slightly more rigorous, than what you did in last semester’s seminar.

Unit Plan Project (UPP) - Due on April 8th: This project requires you to document a multi-day unit of instruction done in one of the classes in which you are doing all of the teaching. The period covered can be a week or two. You are not expected to create curriculum for this unit, and you are welcome to use the textbook and any materials from your MT. The documentation required includes a calendar of goals and objectives, annotated lesson plans, artifacts, student work, resources used, and a written reflection. A more detailed description of the UPP will be provided at a later date.

Professional Portfolio - Due on April 11th: Building a professional portfolio will help you to compile materials to be used when applying for jobs. Your portfolio should include a philosophy of teaching, lesson plans, and a résumé. In addition, the following are optional materials: evaluations from your MT, students, and FI; letters of recommendation; and student work (with or without grades). We will focus on ways to create and/or reshape the portfolio so that it effectively documents and represents your unique strengths and interests as a teacher – and serves you well on the job market.

Grading:

You will be evaluated based on your active, consistent participation in our seminar meetings, as well as on the quality and completion of course assignments. Education 304 is taken for a letter grade. To be recommended for secondary certification, you must earn a “C” or higher in this course. The point breakdown for the assignments is:
Unit Plan Project – 40 points
Seminar Participation and Practical Assignments - 20 points
4 Lesson Plans, Videos, and Post-Observation Memos – 20 points (5 points each)
3 Problems of Practice Write-Ups and Presentation: 15 points
Professional Portfolio – 5 points

Absences: As a professional, it is expected that you will attend every seminar and be at your teaching site on every school day, barring religious holiday or emergencies. 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 let your MT and primary FI know as soon as you are aware of the absence. You are required to first notify your MT in whatever manner you have agreed upon for this type of communication. You must then notify your FI before the absence via phone or email. Please note that regardless of your MT’s attitude toward absences, we (your FIs) require you to attend your placement everyday, and we do not excuse absences for sporting events, vacations, or family functions. Any absence to the field placement, for whatever reason, justifiable or not, may require you to make those days up by staying in the field placement past the end of the semester: Your primary FI will make that decision upon consultation with the faculty. Please review the Program and Policy Handbook1 (p.14-15) for further information about the SOE absence policies while student teaching. Make sure to plan your life accordingly so that you do not miss field placement time. Likewise, seminar attendance is required. If you will miss seminar, you are required to make your FI aware of this before the seminar. You must have an excusable reason (religious holiday, illness, emergency), and you must make-up the time and assignments that you miss. Unexcused absences for the seminar will result in the loss of points for the course.

In accordance with the handbook you are permitted one personal day for a non-specified reason for absence from the field (p. 20). However, this absence must be arranged well in advance with your FI and MT.

1 Program and Policy Handbook for University of Michigan – Ann Arbor Teacher Education Programs 2013-2014
## Tentative Course Schedule:

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<thead>
<tr>
<th>Class</th>
<th>Overview</th>
<th>Assignment(s)</th>
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| **Class 1**<br>1/7/2014 | Introduction: Review behavior policies, review lesson plan format, write letter of introduction to parents. | • Due January 10 on CTools: Draft of Parent Letter  
• Due January 13 on CTools: Talk with your MT about her/his classroom management plan and classroom norms. In particular, you should focus on the problems and tasks of teaching that require management—organization of materials, when and how to grade, routines for students, etc. Think about how you might set up and manage your own class. Create a detailed list of customs, policies, and procedures culled from any artifacts your MT can provide and any other management routines you observed in your class. The write-up you create should describe how things work in your MT’s class, and it should be uploaded to CTools no later than January 13 by 11:55 PM. The document should be at least one full page long. Please bring it to class on January 14. |
| **Class 2**<br>1/14/2014 | Classroom management: At this point you should be able to describe how your MT manages the class and have thought about what you would do when you teach in your MT’s class. The class discussion will focus on management procedures and policies in your MT’s class. | • Due January 21 on CTools: Talk with your MT about discipline issues they have faced in the classroom. Collect a list of discipline problems you have observed in your placement. Post a list of at least five discipline problems on CTools.  
• Due February 11 on CTools *before class*: Observe two parent-teacher contacts. These can be teacher conferences or emails or calls your MT makes. Talk to your MT about how she or he communicated with parents. By February 12 you must have uploaded to CTools a 1-2 page word document |
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<th>Class 3</th>
<th>1/21/2014</th>
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<td><strong>More classroom management:</strong> Role-play discipline scenarios, discuss ethical teacher traits, including consistency.</td>
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- **Due January 27 on CTools:** Upload a list of topics (from your MT) that your students will be covering during the weeks of February 3rd through February 14th. You will use one of these topics to design a formative assessment. Please bring this list to class on January 28.

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<tr>
<th>Class 4</th>
<th>1/28/2014</th>
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<td><strong>Formative assessment:</strong> Designing a formative assessment for a lesson that your mentor teacher will teach. We will be using the concepts and procedures rubrics to think about what knowledge to evaluate and how to quickly use a formative assessment to gain information about students’ learning. We will also identify types of information that might best support the mentor teacher and be conducive to conversations about student learning. You will design a plan in class and work with your MT to implement it.</td>
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- **Due January 31 on CTools:** Problem of Practice #1
- **Due February 21 on CTools:** Implement the assessment designed in class and provide immediate feedback to your MT. Upload a 1-2 page report describing the formative assessment you implemented, how the feedback was delivered to your MT, and how he or she used it. A reflection paragraph should focus on what you learned from the experience and how you could use formative assessment in the future. Include artifacts such as examples of student work and summaries of student work that you produced for your MT.

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<tr>
<th>Class 5</th>
<th>2/4/2014</th>
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<td><strong>Feedback:</strong> Providing feedback to students Managing the workload of giving feedback, delivering an educative and sympathetic message.</td>
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- **Due March 1 on CTools:** Provide written feedback to students on a set of homework assignments. Submit to CTools scanned samples of student work with your feedback and a 1-2 page commentary on this work—what was it like to provide this feedback, what you struggled with, etc.
en/372E071AFDF14AC48CA4518D95B706B3/ti-nspirecas_pc_trial
and download the free, 30-day TI-nspire CAS software

- REMINDER: Parent-teacher contact assignment from Class 2 due before class next week 2/11/2014.
- REMINDER: bring your laptops to seminar on 2/11/2014

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<tr>
<th>Class 6</th>
<th>2/11/2014</th>
<th>Technology: Technology workshop with Eric Prowse. Eric will show us how to use TI-nspire and Navigator. You will also debrief on the formative assessment activity.</th>
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<td>Class 7</td>
<td>2/18/2014</td>
<td>Education and Policy: Special guest, Dr. Amanda Milewski will be discussion education laws (NCLB, CCSSM, etc.) and their instructional implications.</td>
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<td>Class 8</td>
<td>2/25/2014</td>
<td>Interacting with parents: Practice writing an email and giving a call to a parent, both to deliver good and not so good news. The class will give feedback on each other’s written and</td>
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|         |           | Due February 25 on CTools: Problem of Practice #2 
|         |           | Due March 28 on CTools: Communicate with four parents from your placement. By March 28 you must have made two phone calls and written two emails to four different parents (please check with your FI on the final text of the email and complete the emails before the phone calls). Upload to CTools a document indicating who you called and when, what you said, and how the call was received. Also include a copy of the email you sent and the response you received. One final paragraph should reflect on the experience and distill pointers for future phone calls and emails. |
|         |           | Due March 11 in class: Bring a list of ideas that you have for implementing alternative summative assessments in your class. |
## Class 9
**3/4/2014**
- Oral performances.
- Reviewing decomposed practices from methods: How can they promote more student participation and make your lessons more student-centered while still maintaining focus on the goals of a lesson?
- Debrief on the calling parents activity.

## Class 10
**3/11/2014**
- Special Education: visit from Ann Lamkin-Ferranti
- Collaboration & Resources: We will work on gathering information from reputable Internet resources (NCTM, MCTM, journals) and planning together. We will also iron out the use of the lesson plan format from what you’ve learned so far in your lesson planning experiences. Debrief on the giving students feedback activity.
- To Be Determined

## Class 11
**3/18/2014**
- Summative assessment: Review of grading rubrics (especially holistic and general), grading and handling grade disputes with students. Also review formative, diagnostic, and summative assessments. Debrief of practice interviews: What did you learn? What kinds of questions were asked? How might you change your answers in hindsight?
- To Be Determined
- **REMINDER:** Job Search Workshops March 13th and 15th

## Class 12
**3/25/2014**
- Literacy in mathematics: Reading the textbook or other mathematical sources. Writing, reading graphs, tables, charts, and diagrams in addition to reading text.
- Due March 25 on CTools: Problem of Practice #3
- **REMINDER:** Practice Interview and dinner March 24th

- Topic to be determined via class discussion
- Due March 28 on CTools: Review your philosophy of teaching, résumé, and other portfolio materials.
Upload these documents to CTools by March 28th at 11:55 PM. Bring three hard copies of each with you to class on April 1.

<table>
<thead>
<tr>
<th>Class 13</th>
<th>4/1/2014</th>
<th>Portfolio work: Bring your philosophy of teaching, résumé, and other portfolio materials to peer-review in class. Updates on finalizing UPP work to submit.</th>
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<td><strong>Due April 5 on CTools:</strong> Submit your revised philosophy of teaching and résumé to CTools for comments from your FIs.</td>
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<td><strong>REMINDER:</strong> Pre-Job Fair Prep Workshop – April 3, Job Fair April 8th</td>
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### 4/8/2014: NO CLASS – SPRING BREAK

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<tr>
<th>Class 14</th>
<th>4/15/2014</th>
<th>Interview and portfolio work: Debrief of job–fair prep workshop and review of practice interview materials and issues.</th>
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<td><strong>To Be Determined</strong></td>
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<tr>
<th>Class 15</th>
<th>4/22/2014</th>
<th>Debriefing on the course: Discussing job applications, interviews, and course evaluations</th>
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|          |           | **To Be Determined**  
|          |           | **REMINDER:** last day of student teaching is Friday, April 25**th** |

### ***IMPORTANT NOTES***

- Unless otherwise noted, all assignments on CTools are **due by 11:55 PM** on the listed due date.
- All written assignments are to be word-processed using **12-Point Times New Roman font and double-spaced with 1-inch margin.**