ED378, GENERAL STUDENT TEACHING SEMINAR
Spring, 2005
Dr. Robert H. Mayer
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Meeting Time: 3:45-5:45
Meeting Place: Hurd 302

Goals
• Critique research in relation to practice
• Become more reflective in our practice through interaction with colleagues
• Make student learning a focus for planning and reflection on teaching.
• Develop a model for professional discourse
• Solve problems experienced in the field
• Master the job search process in education
• Develop a plan for the first year of teaching

Attendance
Since 25% of the seminar grade is for attendance at and participation in class, your presence is important. For each unexcused absence, 3% of the overall grade will be reduced to 0. If you have a legitimate reason for missing seminar (i.e. illness), contact me ahead of time. It is also important to come to class on time.

You need to leave school on seminar days promptly. If you need to, you might have to leave a few minutes before you normally do. You shouldn’t have to miss any classtime. If you need to meet with students, plan it for other times.

Experience 1
January 10 (9-12 and 1-3) Topics: Introductions/Middle School Aged Students/Handbook Discussion

January 19, Topic for the Day: Classroom Management or Preparing for the First Day of Teaching and Other Matters

Journal Topic: Consciously Honing an Approach to Classroom Management: Plan and Reality (2-3 page entry)
Reading: Wong & Wong, pp. 82-193.
Note: As of January 31 Place week-long plans in course folder

February 2, Topic for the Day: Planning and Student Learning

Journal Topic: The Nature of Student Learning in my Classroom, Ideals and Reality (Be concrete: Describe the specific learning taking place in your classroom so that you can answer the question, How do I know that students are learning in my classroom?)
February 16, Topic for the Day: Teaching Students with Special Needs, A Talk with Mrs. Modjadjidi
Journal Topic: Including Students with Special Needs (Discuss your students with special needs, how you work with the special education teacher and aides, how you adapt instruction for students)

February 28 (Monday), In HUB, Snyder Room
Topic for the Day: The Job Search, A Talk with Christine Rander
Journal Topic: In the spirit of peer microteaching, pick one lesson you taught and write an analysis of the lesson making sure to discuss student learning in relation to your goals, as well as what you did to promote or hamper student learning. (Can be turned in Wednesday, March 2).

Due March 4: Portfolio (To Mayer) and Supervision Folder (To Mayer, Shosh, or Missmer)

Experience 2
March 14, Pre-Experience 2 Seminar (9-12:30) HUB, UBC Room,
Topic: Becoming a Constructivist Teacher or Whatever Else You Choose
Due March 14: Journal Analysis
Due March 18: Classroom Management Plan

March 23, Topic: Looking at the Research I: Questioning, A Prerequisite Skill for a Constructivist Classroom
Journal Topic: Analysis of lesson based in questioning
• Ask your coop, a fellow student teacher, or a friendly soul to observe your class when you plan to employ a lot of questions. Have them record all questions and other relevant data related to questioning such as wait time, who you call on, probes, prompts and more.
• Write an analysis of your questioning making sure that you draw clear conclusions about how to question. Look at your questioning in relation to your goals and observed student learning.

Reading: K & E (Fourth Edition), Chapter 5 (pp.152-188), “Increasing Learning through Student Involvement”

Note: As of April 4, Place week-long plans in course folder

April 6, Looking at Research II: Lecture-Discussion, Direct Instruction, Cooperative Learning
Journal Topic: Choose lecture-discussion, direct instruction, or cooperative learning.
Grounding your discussion in an actual lesson or lessons, lay out what you have learned about this strategy as a result of your student teaching experience. How and why do you carry out this strategy?
Reading: Review, K & E (Fourth Edition), Chapter 11 (pp.358-389), “Increasing Learning through Student Involvement”
Wong and Wong, pp.245-267

April 7, Job Fair: You are excused from school on this day. You will have opportunities to be interviewed by administrators from various districts. Come with a handful of resumes. Wear your interviewing clothes.
April 20, Topic: The First Year of Teaching/The Job Search, A Meeting with First Year Teachers
   Journal Topic: Open
   Reading: Wong and Wong, 270-310

Due May 3 (By Noon): Journal Analysis and Self-Assessment
   Portfolio
   Supervision Folder

May 5, Topic: Final Conversations, Final Reflections