“Education is not the filling of a pail, but the lighting of a fire.”
- William Butler Yeats

Objectives

1. To develop teaching approaches and teacher behaviors which promote student engagement and achievement for diverse learners in the middle school and high school classroom.

2. To compose a personal philosophy of education statement grounded in research on teaching and learning and experience as teacher of secondary school students.

3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement.

4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

Required Texts


Suggested Resources


**Key Web Links**

- Association for Supervision and Curriculum Development (ASCD)
  

- Moravian College Reeves Library Web Sites for Education
  
  [http://home.moravian.edu/public/reeves/books/web/edu.htm](http://home.moravian.edu/public/reeves/books/web/edu.htm)

- National Council for the Social Studies
  

- National Council of Teachers of English
  

- National Council of Teachers of Mathematics
  

- National Science Teachers Association
  

- Pennsylvania Department of Education
  
  [http://www.pde.state.pa.us/pde_internet/site/default.asp](http://www.pde.state.pa.us/pde_internet/site/default.asp)

- Pennsylvania Power Library
  

- United Streaming from Discovery Education
  
  [http://www5.unitedstreaming.com/index.cfm](http://www5.unitedstreaming.com/index.cfm)

**Assignments and Grading**

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a “0.” It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

1. **Student Teaching Reflective Journal**  
   - E-mail one entry prior to each seminar meeting.  
   - Reflective self-evaluation due 12/6  
   20%

2. **Middle School Annotated Unit Plan**  
   - Due 10/11.  
   20%

3. **High School Annotated Unit Plan**  
   - Due 12/13.  
   20%

4. **Annotated Showcase Portfolio**  
   - Due 12/18.  
   30%

5. **Seminar Professionalism & Participation**  
   10%
Attendance
Due to the nature and structure of the seminar, attendance at each meeting is crucial. If you must miss a session, please call the instructor to explain. When an absence is unavoidable, a written précis of the assigned readings must be submitted on or before the next regularly scheduled session. A missing or incomplete written response to readings following an absence will reduce the final grade by five percentage points. More than two class absences or a pattern of late arrivals to class may, at the discretion of the instructor, result in a failing grade for the seminar. See Education Department Field Experience Handbook for field experience attendance guidelines.

Academic Honesty
You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the Moravian College Student Handbook defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult Writers Inc., The MLA Handbook for Writers of Research Papers, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Course Schedule
Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

**August 28:** Student Teaching Orientation Session
- Introductions
- First Day of School Checklist
- Student Teaching Handbook
- Secondary Lesson Plan Format
- Seminar Overview

**Student Teaching Middle School Placement: August 29 – October 13, 2006**

**August 30:** Managing the Middle-Level Learning Environment
Due:
- Weinstein, Chapter 1: “Characteristics and Contradictions of the Middle and High School Classroom”
- Wormelli, Chapter 1: “Stoking the Fires Within”
- Wormelli, Chapter 2: “Motivating Young Adolescents”
- Student Teaching Reflective Journal #1 (E-mail prior to seminar.)

**September 6:** Building a Sense of Community for the Adolescent Learner
Due:
- Weinstein, Chapter 3: “Setting the Tone: Creating Safer, More Caring Classrooms”
- Wormelli, Chapter 4: “Active Learning”
- Wortmelli, Chapter 11: “Teaming”
- Student Teaching Reflective Journal #2 (E-mail prior to seminar.)

**September 13:** Establishing Rules and Routines for an Engaging Classroom
Due:
- Weinstein, Chapter 4: “Establishing Norms for Behavior”
- Wormelli, Chapter 5: “Games in the Classroom”
- Student Teaching Reflective Journal #3 (E-mail prior to seminar.)
- Middle Level Management Plan

**September 20:** Using Instructional Time Wisely in a Standards-Based Setting
Due:
- Weinstein, Chapter 6: “Making the Most of Classroom Time”
- Wormelli, Chapter 6: “Accountability for High Standards”
- Student Teaching Reflective Journal #4 (E-mail prior to seminar.)
- Middle Level Sample Lesson Plan

**September 27:** Meeting the Needs of the Individual Learner
Due:
- Weinstein, Chapter 8: “Managing Independent Work”
- Wormelli, Chapter 7: “Differentiated Instruction—Fitting the Lesson to the Learner”
- Student Teaching Reflective Journal #5 (E-mail prior to seminar.)
Middle Level Unit Plan Overview

October 4: Promoting Collaborative Inquiry and Effective Assessment
Due: Weinstein, Chapter 9: “Managing Groupwork”
Wormelli, Chapter 8: “Effective Assessment”
Student Teaching Reflective Journal #6 (E-mail prior to seminar.)

October 11: Writing the Résumé and Searching for the Perfect Teaching Position
Due: Lorenz, Kate. “Seven Signs It’s Time to Toss Your Résumé”
Middle Level Annotated Unit Plan

Student Teaching Break: October 14 – October 22, 2006

Student Teaching High School Placement: October 23 – December 15, 2006

October 25: Leading Effective Lesson/Discussion Cycles
Due: Weinstein, Chapter 10: “Managing Recitations & Discussions”
Wormelli, Chapter 9: “Planning for Block Scheduling”
Student Teaching Reflective Journal #7 (E-mail prior to seminar.)
High School Management Plan

November 1: Motivating Learners and Providing Literacy Support
Due: Weinstein, Chapter 7: “Enhancing Students’ Motivation”
Wormelli, Chapter 10: “Writing in the Content Areas”
Student Teaching Reflective Journal #8 (E-mail prior to seminar.)
High School Sample Lesson Plan

November 8: Dealing Effectively with Problematic Classroom Management Situations
Due: Weinstein, Chapter 11: “Protecting and Restoring Order”
Student Teaching Reflective Journal #9 (E-mail prior to seminar.)
High School Unit Plan Overview

November 15: NO CLASS: THANKSGIVING RECESS

November 22: Supporting Learners with Special Needs
Due: Weinstein, Chapter 12: “Helping Students with Special Needs”
Student Teaching Reflective Journal #10 (E-mail prior to seminar.)

November 29: Inviting Families to Participate in Learning
Due: Weinstein, Chapter 5: “Working with Families”
Student Teaching Reflective Journal #11 (E-mail prior to seminar.)

December 6: Asking the Experts: A Question and Answer Session with Moravian First-Year Teachers
Due: Student Teaching Reflective Journal #12 (Journal Reflective Self-Evaluation)

December 13: Celebrating the Start of a Professional Career in Teaching
Due: High School Annotated Unit Plan
Annotated Showcase Portfolio (due December 18)