# Course Description

This course provides students with an overview of the student teaching handbook and with opportunities to apply knowledge of the Danielson Framework to authentic classroom situations. In addition, students will determine how to search for and obtain a teaching position. Weekly discussions will allow students to collaborate with student teaching colleagues to further enhance the student teaching experience. This course supplements the graduate-level student teaching experience for student teachers in early education pre-K–4 certification (with or without special education certification), middle education (grades 4–8) math/science certification (with or without special education certification), and secondary education (biology, English, math, and social studies).

# Course Outcomes

* **CLO1**: Identify the requirements for becoming a certified teacher in compliance with Pennsylvania Department of Education regulations.
* **CLO2**: Apply best practices for utilizing components of the Danielson Framework to prepare lesson plans.
* **CLO3**: Evaluate lessons taught for proficiency according to the Danielson Framework levels of performance.
* **CLO4**: Review personal areas of proficiency and improvement in your teaching practice from your observation video.
* **CLO5**: Determine how to search for and obtain a teaching position.

**Program Learning Outcomes (PLO)**

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Gwynedd Mercy University’s Student Teaching Handbook

# Suggested Point Values

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| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Discussion: 3-2-1 Handbook Feedback | 5 | <insert due date> |
|  | Assignment: Student Teaching Forms | 10 |  |
| **Week 2** | |  |  |
|  | Discussion: Ethical Concerns | 5 | <insert due date> |
| **Week 3** | |  |  |
|  | Discussion: Engaging Families | 5 | <insert due date> |
| **Week 4** | |  |  |
|  | Discussion: Instructional Strategies | 5 | <insert due date> |
| **Week 5** | |  |  |
|  | Discussion: Uses of Assessments | 5 | <insert due date> |
| **Week 6** | |  |  |
|  | Discussion: Classroom Management | 5 | <insert due date> |
| **Week 7** | |  |  |
|  | Discussion: Uses of Engagement | 5 | <insert due date> |
| **Week 8** | |  |  |
|  | Discussion: Planning Lessons with Depth of Knowledge | 5 | <insert due date> |
| **Week 9** | |  |  |
|  | Discussion: Differentiation Strategies | 5 | <insert due date> |
| **Week 10** | |  |  |
|  | Discussion: Preparing for a Job Search | 5 | <insert due date> |
| **Week 11** | |  |  |
|  | Discussion: Preparing for a Job Search | 5 | <insert due date> |
| **Week 12** | |  |  |
|  | Assignment: Observation Analysis | 0 | <insert due date> |
|  | Discussion: Reflection as a Professional | 25 |  |
| **Week 13** | |  |  |
|  | Discussion: Interview Questions | 5 | <insert due date> |
| **Week 14** | |  |  |
|  | Discussion: Reflecting on Your Student Teaching Experience | 5 | <insert due date> |
|  | Supervisor or On-Site Mentor Evaluation | 900 |  |
| **Total Points** | | **1000** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |
| Eight |  |  |
| Nine |  |  |
| Ten |  |  |
| Eleven |  |  |
| Twelve |  |  |
| Thirteen |  |  |
| Fourteen |  |  |

# Weekly Learning Modules

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| Week One: Overview of Student Teaching |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Review the student teaching handbook. | CLO1 | |
| * 1. Summarize the content of the student teaching handbook. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Orientation to the Course**  You’re going to be starting your student teaching soon – you should already have your assignment and be ready to assume the reins of a classroom.  The purpose of this course is to help you translate your ideas and knowledge into practice. Throughout your studies, you’ve been exposed to ideas about how a classroom functions, and how a teacher shapes their actions to affect the way students learn.  In your student teaching, you’ll learn what works and what doesn’t, you’ll learn about your own attitudes and behaviors and refine them. It’s a cycle of constant revision, planning, learning, and reflection. It’s an exciting and busy time!  You will have a chance each week to share your observations, lessons learned, best practices, and more with your colleagues. You will have the chance both to ask questions and answer them.  It is our hope that you will make the best of this opportunity to do your best and make the conscious effort toward improvement. | n/a | n/a |
| **The Importance of Attendance**  As you read the handbook, you should pay particular attention to the rules for attendance.  It is essential that you are in class with your cooperating teacher every day.  If you are ever unable to attend class on any day, you must contact Cheryl Malfi ([malfi.c@gmercyu.edu](mailto:malfi.c@gmercyu.edu)) for permission. If you receive permission to be absent, you must then contact your cooperating teacher and your university supervisor. |  |  |
| **Resource: Student Teaching Guidelines Handbook**  The student Teaching Guidelines Handbook will define all of the expectations for your student teaching experience—from the university, your cooperating teacher, and so on. It is very important that you carefully study the handbook and familiarize yourself with the rules and guidelines described.  **Read** the *Student Teaching Guidelines Handbook*.  **Download and print** the following form:   * Verification of Understanding and Agreement to Adhere to Student Teaching Requirements as Per the Student Teaching Handbook   **Read** the form.  **Sign** the form.  *Note*: You will submit this form to your instructor in the assignments this week. | 1.1 |  |
| **Cooperating Teacher Handbook**  **Schedule** a time with your Cooperating Teacher to view the Cooperating Teacher Lecture [25:56] available on Blackboard.  **Consider** e-mailing the Cooperating Teacher Handbook to your cooperating teacher so they can review it before you view the lecture together. | 1.1, 1.2 |  |
| **Activity: Course Introductions**  **Post** an introductory paragraph about yourself to the Course Introductions discussion forum that informs the class of the following:   * Your background * Your decision-making process to enter the teaching profession * A description of your student teaching assignment * Have you been in contact with your cooperating teacher and university supervisor? If not, how will you plan to contact them by the end of the week? * Some of your hopes and dreams as you begin your student teaching experience * Some of your fears or concerns as you begin your student teaching experience   **Respond** briefly to your peers and classmates. | N/A | Discussion: **1 hour** |
| **Resource: Confidentiality**  When you are teaching in a classroom, you have to be cognizant of the fact that you will be required to keep private the names, aliases, and identifying descriptions private. Even in this course, you should ALWAYS follow these privacy steps:   * Substitute alias names for students, teachers, and family names to ensure confidentiality. * Remember that this is an online course and that it is possible for anyone to view the information that you submit.   **View** the “Confidentiality” video available via YouTube [4:22] at <https://www.youtube.com/watch?v=MXV7sd-n-Yk>  *Note*: If you have questions about any aspects of confidentiality and your responsibilities, you should contact your instructor or your cooperating teacher. | N/A | Content Review: **1 hour** |
| **Resource: Discussions in the Online Course**  Your biggest responsibility to your fellow colleagues in the course is to post to the weekly discussions on time, and to be mindful of your comments and commentary. This is a professional environment from which we can all learn. Strive to improve each time you post.  **Read** “Netiquette: Ground Rules for Online Discussions” by Peter Conner from Colorado State University located at <https://tilt.colostate.edu/teachingResources/tips/tip.cfm?tipid=128>.  **Follow** these guidelines when communicating about your school in the weekly group discussion boards:   * Be fair and objective when describing situations to ensure professionalism. * Remember that we live in a diverse world with widely accepted and differing cultural, ethnic, religious, personal, and social standards of behavior. Although your personal views may vary, be balanced and fair in your way of approaching difficult situations. | N/A | Content Review: **1 hour** |
| **Upcoming Assignment: Video Observation Preparation**  As part of completing your student teaching, you will be expected to record a lesson that you have taught. Then, you will review your video observation and reflect on your practice.  You will need to have an observation video completed by Week 11 for use in Week 12.  **Discuss** this requirement with your cooperating teacher in order to set expectations and discuss logistical issues no later than ***Week Three***.  *Note*: After discussing your video observation plans with your cooperating teacher, you will be able to coordinate a time and date to meet with the video coordinator, as described below.  *Note*. Your instructor will notify you of the contact information for the video coordinator via announcement within the first two weeks of the course. When you receive their information, contact them to schedule a time to record your observation by the end of Week 11 of this course.  *Note*: If you or your cooperating teacher have concerns about recording in the classroom environment in which you have been assigned, contact your instructor immediately. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | N/A | Live Discussion: lecture and discussion = **1 hour** |
| **Blackboard Tutorials**  **Click** the **BB Tutorials for Students** tab from the left menu of your course page.  **View** the following Blackboard tutorials:   * Submitting an Assignment * Accessing your Blackboard Course * Posting to the Discussion Board | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: 3-2-1 Handbook Feedback**  Sometimes while you are teaching, you will wonder whether students have fully grasped the purpose or the information from the lesson and supporting materials. In those instances, having a 3-2-1 Comprehension Check can help you to discern where you need to reinforce concepts, readdress lesson ideas, and get a general idea of where your students’ level of understanding is.  **Respond** to the following questions in the “3-2-1 Handbook Feedback” discussion forum by Thursday:   * What were **THREE** concepts, ideas, or requirements you learned from the student handbook? * What are **TWO** items from the student handbook that will require you to follow up? When do you have to follow up with those items? * What is the top **ONE** item that you still have a question about after reading the handbook?   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 1.2 | Discussion: **1 hour** |
| **Assignment: Student Teaching Forms**  **Download and print** the following form:   * Verification of Understanding and Agreement to Adhere to Student Teaching Requirements as Per the Student Teaching Handbook   **Read** the form.  **Sign** the form.  **Submit** the form to your instructor no later than 11:59 p.m. on Sunday. | 1.1 | Private Post: **.5 hours** |

# Faculty Notes

**Course Introduction**: As an instructor, you should record your own version of the course introduction as a model for your students. Plan ahead so you can post your version before students begin to access the course.

**Upcoming Assignment: Video Observation Preparation:** Reach out to Marianne Kaemmer for the name and contact information of the current video coordinator: [mkaemmer@gmercyu.edu](mailto:mkaemmer@gmercyu.edu)

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| Week Two: Code of Professional Practice |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Review the Code of Professional Practice. | CLO1 | |
| * 1. Analyze the Code of Professional Practice with the employee handbook from your placement site. | CLO1 | |
| * 1. Determine ethical concerns that may arise in a school setting. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Resource: Code of Professional Practice**  **Read** the Code of Professional Practice and Conduct for Educators, available from the Commonwealth of Pennsylvania.  Further information can be accessed at <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>. | 2.1 | Content Review: **1 hour** |
| **Activity: Employee Handbook Review**  **Locate** the Employee Handbook at your placement site.  **Review** the handbook for professional standards guidelines.  **Compare** the guidelines outlined in the handbook to the Code of Professional Practice. | 2.2 | Content Review: **1 hour** |
| **Resource: PDE Educator Ethics and Conduct Toolkit**  **Review** the information and resources contained in the Educator Ethics and Conduct Toolkit available from the Pennsylvania Department of Education (PDE) website located at <http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/Pages/default.aspx>. | 2.3 | Content Review: **2 hours** |
| **Resource: Effective Collaboration**  Consider the collaborations strategies outlined in the article as you work with teacher groups, teams, grade level, or subject departments in your student teaching placement.  **Read** “Making the Most Out of Teacher Collaboration” by Ben Johnson, located at <http://www.edutopia.org/blog/teacher-collaboration-strategies-ben-johnson>. | 2.2 | Content Review: **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Ethical Concerns**  **Read** the following case study, available on the Pennsylvania Professional Standards and Practices Commission website:  Angela F. was a second year family and consumer science teacher in the Greater Oaks School District. Ms. F. attended a bachelorette party with several non-teacher friends. After the party, Ms. F's friends posted pictures of the party online on a social network and identified Ms. F. in several photos. In the photos, Ms. F. appears drunk and is shown dancing with a male entertainer. After seeing the photos online, a colleague reported the incident to the building principal.  **Respond** to the following questions in the “Ethical Concerns” discussion forum by Thursday:   * Was Angela breaking the law? * What ramifications does the social network post have on Angela’s work performance? * Why might teachers be required to exercise a higher level of care when using social media? * What are the implications for your own personal social media use?   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 2.1, 2.2, 2.3 | Discussion: **1 hour** |

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| Week Three: The Danielson Framework |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze Danielson Domain 4 - Professional Responsibilities. | CLO3 | |
| * 1. Identify guidelines for professional communication. | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Resource: Professional Learning Community**  **Read** “What Is a Professional Learning Community” by Richard DuFour from the Association for Supervision and Curriculum Development’s (ASCD) website located at <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>. | 3.2 | Content Review: **.5 hours** |
| **Resource: Danielson Framework for Teaching**  The Danielson Framework for Teaching is an instrument that describes in detail what constitutes good teaching practice. While it was developed to help educators improve their practice, it has developed an excellent reputation as an evaluation tool.  **Read** the Danielson Framework and the levels of performance for each domain located at <http://danielsongroup.org/framework/>.  **Download** the 2013 Framework for Teaching Evaluation Instrument from the menu on the right.  *Note*: You will need to input your name and e-mail address before the website will allow you to download the document. | 3.1 | Content Review: **1 hour** |
| **Resources: Promoting Family Engagement**  One of the most important skills for a teacher is their ability to promote family engagement in the education of their school-aged children. Unfortunately, this is a skill and knowledge base that many educators do not possess – and yet, success in family engagement can make almost every aspect of teaching practice more successful.  **View** “Linking Family Engagement to Learning: Karen Mapp’s ‘8 for 8’,” available via YouTube [7:41]: <https://www.youtube.com/watch?v=KDPY1t8E6Cg>  **Read** “Principles of Effective Practice” from the National Association from the Education of Young Children located at <https://www.naeyc.org/familyengagement/principles>   * **Click** each of the six principles to read more information about each one.   **Review** the “Family Engagement” website, available from the Virtual Lab School: <https://www.virtuallabschool.org/preschool/family-engagement/lesson-1> | 3.2 | Content Review: **1 hour** |
| **Resources: Teacher Observations**  **View** the “Multiple Measures of Effective Teaching” video via the Teaching Channel [6:40] at <https://www.teachingchannel.org/videos/improving-teacher-performance>.  **Read** “How Classroom Observations Can Support Systematic Improvement in Teacher Effectiveness” by Megan W. Stuhlman, Bridget K. Hamre, Jason T. Downer, and Robert C. Pianta of the University of Virginia, located at <http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practioner_Part5_single.pdf>. | 3.2 | Content Review: **.5 hours** |
| **Resource: Professional Learning Communities**  **Read** “Collaboration Among Colleagues” by Meghan Riley and Katelyn Stoner from The Mentoring Leadership & Resource Network located at <http://www.mentors.net/library/collaboration_colleagues.php>. | 3.1, 3.2 | Content Review: **.5 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Additional Resource: Collaboration**  **View** the “Collaboration – Affect/Possibility: Ken Blanchard at TEDxSanDiego” via YouTube [15:59] at <https://www.youtube.com/watch?v=HKGkBRk1kSo>. | 3.2 | Content Review: **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Engaging Families**  **Review** the resources for engaging families before beginning this assignment.  **Respond** to the following questions in the “Engaging Families” discussion forum by Thursday:   * Why is it important for teachers to engage families in their children’s schooling? In your response consider back-to-school night or parent conferences in which you have participated. * What barriers might make it difficult for teachers to communicate with families? * What can teachers do to overcome these barriers? * What specific strategies can teachers share with families to help them reinforce and extend learning at home?   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 3.1, 3.2 | Discussion: **1 hour** |

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| Week Four: Lesson Planning |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine how to create proficient content in lesson plans as evidenced by the Danielson Framework competencies. | CLO2 | |
| * 1. Communicate with colleagues about proficient lesson planning. | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Preparation: Strategies for Effective Lesson Planning**  **Review** the Strategies for Effective Lesson Planning section of your *Student Teaching Handbook*. | 4.1 |  |
| **Resources: High-Yield Strategies**  Although there are many ways to teach, there are some instructional strategies that can quantifiably increase student achievement. These “high-yield” strategies are among the most efficient and effective ways to increase student retention, create an engaging learning environment, and help students extend their learning.  While all of these techniques will not be applicable in every situation, or in every classroom, they are an essential part of every educator’s tool bag, and you should develop proficiency in each of these techniques so you can recognize when they would be most useful and use them intentionally in situations where they make sense.  When you are designing lessons and creating lesson plans, you should incorporate high-yield strategies when able, because they will increase the likelihood of student retention of information.  **Review** the following resource on high-yield strategies:   * “Marzano’s (Nine) High-Yield Instructional Strategies,” available from the Robeson School District: <http://www.robeson.k12.nc.us/cms/lib6/NC01000307/Centricity/Domain/53/Marzanos%20High%20Yield%20Instructional%20Strategies.pdf>   + Note the student achievement increases claimed for each technique – these are very effective practices!   The following video series is an in-depth look at Marzano’s high-yield strategies, giving an overview of what the strategies are intended to accomplish, and then a more in-depth look at each of the strategies.  **Review** the video series on Marzano’s Nine Strategies for Effective Instruction:   * “Introduction Marzano’s Nine Strategies for Effective Instruction,” available via YouTube [6:25]: <https://www.youtube.com/watch?v=yGqfA5MaFCk> * “Marzano Strategies 1-3: Creating an Environment for Learning,” available via YouTube [16:42]: <https://www.youtube.com/watch?v=aryPsMgJjnc> * “Marzano Strategies 4-6: Helping Students Develop Understanding,” available via YouTube [13:53]: <https://www.youtube.com/watch?v=9vKbC4P6pUo> * “Marzano Strategies 7-9: Helping Students Extend and Apply Knowledge,” available via YouTube [19:17]: <https://www.youtube.com/watch?v=rsfKD6PnEa0> | 4.1, 4.2 |  |
| **Resource: Planning and Preparation**    **Review** the Danielson Framework Domain 1: Planning and Preparation located at <http://danielsongroup.org/framework/>. | 4.1 | Content Review: **.5 hours** |
| **Lecture: The Lesson Plan**  **Review** the Annotated Lesson Plan interactive presentation located on Blackboard.  **Download** the Lesson Plan Template.  *Note*: You can also access this document from the Lesson Plan sidebar. | 1.2 | Content Presentation: **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Instructional Strategies**  **Watch** [World War II 101](https://www.nbc.com/saturday-night-live/video/world-war-ii-101/n10251) (6:26)  **Respond** to the following questions in the “Instructional Strategies” discussion forum by Thursday:   * What instructional strategies did you see in this video? * Where there any high-yield strategies demonstrated in the video? * What other strategies could John have used as part of this lesson? * How might this lesson have looked with different classroom rules and procedures? * How does the use of whole-group instruction, individual work, and small-group work advance the lesson goals? * Could the lesson have been taught as effectively in other ways?   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 4.1, 4.2 | Discussion: **1 hour** |

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| Week Five: Assessing Student Learning |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain summative and formative ways of assessing student work. | CLO2 | |
| * 1. Identify formative assessment methods that match your students’ needs. | CLO2 | |
| * 1. Review formative assessment data with colleagues. | CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Presentation**  **Extension: 56 Different Examples of Formative Assessment**  **Review** “56 Different Examples of Formative Assessment,” as adapted from David Wees’ curation: <https://www.edutopia.org/groups/assessment/250941> | 5.1, 5.2, 5.3 | Content Review:1 **hours** |
| **Video**  **Watch** [Rick Wormeli: Formative and Summative Assessment](https://youtu.be/rJxFXjfB_B4) (4:48). | 5.1, 5.2, 5.3 | Content Review: **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Uses of Assessments**  **Respond** to the following questions in the “Uses of Assessments” discussion forum by Thursday:   * In what ways are summative and formative assessments being used in your current placement site? Be specific in your explanation about the assessments being used. * What three formative assessment strategies might you use as part of instruction to meet the needs of your students? * How will you use assessment data to drive instruction for individual students and for the class as a whole?   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 5.1, 5.2, 5.3 | Discussion: **1 hour** |

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| Week Six: Classroom Management |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine the essential components of creating a positive learning environment. | CLO2 | |
| * 1. Identify various strategies to manage student behavior. | CLO2, CLO3 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Classroom Management**  As you begin to explore these classroom management techniques, tips, ideas, and philosophies, it’s important for you to remember that classroom management is, at its core, about your relationship with each student. You must remember that for each student, whether you are a student teacher, a first-year teacher, or a 30-year veteran, you’re the teacher and they are the student, and your ability to make that relationship a positive one for both yourself and the student is key to running a well-organized and effective classroom. Students will test each rule and each technique, and it’s important for you to take each of these interactions with a grain of salt: students test your boundaries. It’s up to you to adapt to your students and your classroom environment and to always be the adult in the relationship. | 6.1 | n/a |
| **Resources: Classroom Management Strategies**  Classroom management is one of the most important skills for educators. A calm, civil classroom is one in which learning can occur, and a classroom that is unruly or otherwise disruptive makes learning much harder, if not impossible. Educators must anticipate student needs and practice classroom management techniques that create a safe space for learning.  **Read** the following available on Edutopia:  “19 Big and Small Classroom Management Strategies,” <https://www.edutopia.org/blog/big-and-small-classroom-management-strategies-todd-finley>  “Rules and Routines in the Classroom,” <https://www.edutopia.org/blog/rules-routines-school-year-start-classroom-management>  **Review** “Classroom Management: Teacher Modules,” available from the American Psychological Association: <http://www.apa.org/education/k12/classroom-mgmt.aspx>  **View** “How to Do Bell Work – TeachLikeThis,” available on YouTube [2:29]: <https://www.youtube.com/watch?v=vJugdfMH-80>  **Explore** a few strategies that match the grade level you will be teaching. | 6.2 | Content Review: **1 hour** |
| **Resources: Classroom Environment**  The effectiveness of classroom management strategies depends in large part on the classroom environment and classroom procedures the educator institutes. Your classroom is like your silent partner: it affects the way people feel and act during the day, and it can help or hinder your efforts to make students feel safe and to allow learning to occur.  **Read** “Seven Strategies for Building Positive Classrooms” by Carol Gerber Allred, available on ASCD’s website at <http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Seven-Strategies-for-Building-Positive-Classrooms.aspx>.  **Read** “30 Classroom Procedures to Head Off Behavior Problems,” available on Scholastic.com: <https://www.scholastic.com/teachers/articles/teaching-content/30-classroom-procedures-head-behavior-problems/> | 6.1 | Content Review: **.5 hours** |
| ***Assignment: Students must complete the weekly assignment(s).*** | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Classroom Management**  **Consider** your current classroom when responding to the following discussion questions, and respond to these questions in the “Classroom Management” discussion forum by Thursday:   * What are the classroom management strategies that are working well for you? * What are some management issues that you are having difficulty with? * What strategies might you implement or change based on the learning from this week to foster a positive learning environment?   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 6.1, 6.2 | Discussion: **1 hour** |

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| Week Seven: Student Engagement |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the essential components of Danielson Domain 3 – Instruction. | CLO2 | |
| * 1. Determine how to include student engagement strategies in lesson planning. | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Resources: Student Engagement**  Sometimes people like to leave on a movie in the background while they’re working. Sometimes, they look up and have to rewind the movie because they missed an essential plot point because they were concentrating on their work. In a live environment like a classroom, a missed opportunity like this might not be able to be corrected. Getting students to engage with your lesson is vital to the students being able to learn – if the student isn’t paying attention, they aren’t learning from you.  **Read** the following articles:   * “Ten Steps to Better Student Engagement,” available from Edutopia: <http://www.edutopia.org/project-learning-teaching-strategies>. * “How Do We Know When Students are Engaged?,” available from Edutopia: <https://www.edutopia.org/blog/student-engagement-definition-ben-johnson> * “3 Fun Strategies for Note Taking,” available from Edutopia: <https://www.edutopia.org/article/3-fun-strategies-note-taking> * “A Funny side of Literacy” available from Edutopia: <https://www.edutopia.org/article/funny-side-literacy> * “Student Engagement: 5 Ways to Get and Keep your Students’ Attention,” from the Marzano Center blog: <http://www.marzanocenter.com/blog/article/5-ways-to-get-and-keep-your-students-attention/>   **View** “Ryan Devlin: Profile in Practice,” available from the Teaching Channel [5:10]: <https://www.teachingchannel.org/videos/meet-ryan-devlin-2014-ntoy-finalist>. | 7.2 | Content Review: **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Uses of Engagement**  **Respond** to the following questions in the “Uses of Engagement” discussion forum by Thursday:   * How does student engagement become the foundation for the Danielson essential components of instruction? * How can you maximize student engagement? * Describe three student engagement strategies you have incorporated into your lesson design. Do you feel they were successful or not? Why?   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 7.1, 7.2 | Discussion: **1 hour** |

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| Week Eight: Planning for Higher-Level Thinking |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine how to incorporate higher-level thinking skills, as evidenced by Webb’s Depth of Knowledge, into a lesson plan. | CLO2 | |
| * 1. Evaluate the higher-level thinking required in a lesson with technology using the HEAT Framework. | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Resources: Higher-Level Thinking**  There are many different ways of engaging with students – techniques that an educator uses can require very simple or very complicated processing from students. Many tools have been created to measure the cognitive load that students are required to demonstrate in tasks—among them, Webb’s Depth of Knowledge.  **Review** Webb’s Depth of Knowledge levels from PDE located at <http://static.pdesas.org/content/documents/M1-Slide_19_DOK_Wheel_Slide.pdf>.  **Review** “Depth of Knowledge (DOK) Overview Chart,” available from Northern Indiana Educational Services Center (NIESC): <http://www.niesc.k12.in.us/index.cfm/staff-development/public-consulting-group-co-teaching-session/depthofknowledgechart-pdf/>  **Watch** the following videos from the Teaching Channel:   * “Deeper Learning: A Series Overview” located at <https://www.teachingchannel.org/videos/deeper-learning-a-series-overview> [12:04] * “Engaging Students in Work That Matters” located at <https://www.teachingchannel.org/videos/engage-students-meaningful-work-hth> [13:09] | 8.1 | Content Review: **1 hour** |
| **Resource: HEAT Framework**  HEAT represents four factors that support 21st-century skill development. HEAT stands for **H**igher-order thinking, **E**ngaged learning, **A**uthentic connections, and **T**echnology use.  **Read** the “H.E.A.T. Lesson Scoring Guide” from the LoTi Connection located at <http://loticonnection.cachefly.net/global_documents/HEAT_Framework_Poster.pdf>.  **View** “H.E.A.T. Framework Overview,” available on YouTube [7:43]: <https://www.youtube.com/watch?v=DHi6BD_blQs>  **Read** “H.E.A.T. Framework,” available from Mifflin County School District: <http://www.mcsdk12.org/fedprog/KTO_Grant_Forms/HEAT_Framework.pdf> | 8.2 | Content Review: **.5 hours** |
| **Video Observation Reminder**  If you have not scheduled your observation time with the video coordinator, contact them to schedule a time to record your observation by the end of Week 11 of this course. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Planning Lessons with Depth of Knowledge**  **Respond** to the following prompts and questions in the “Planning Lessons with Depth of Knowledge” discussion forum by Thursday:  *Note*: It is not necessary to post a full lesson plan in this discussion.   * Briefly describe a lesson plan in narrative fashion.   + In that lesson plan, how are you promoting higher-level thinking? * Briefly describe a lesson you have taught that incorporated higher-level thinking strategies, as detailed by Webb’s Depth of Knowledge (DOK).   + Was it a successful lesson? Why or why not? * Briefly describe a lesson you have taught that incorporated technology to achieve your stated objectives.   + What level of engagement on the H.E.A.T. scale did your student achieve? Justify your response.   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 8.1, 8.2 | Discussion: **1 hour** |

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| Week Nine: Differentiation Strategies |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine how to incorporate differentiation into a lesson plan. | CLO2 | |
| * 1. Apply Universal Design for Learning best practices in a lesson plan. | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Resources: Differentiating Instruction**  Differentiated instruction, the practice of modifying assignments for students at different levels of ability and understanding, is a critical element of a diverse classroom. Although many think of differentiation as a tool for building scaffolds into lesson plans, differentiation can take many forms, and could even involve making assignments more complicated for gifted students.  **Read** the following articles on differentiated instruction, available from Reading Rockets:   * “What Is Differentiated Instruction?”: <http://www.readingrockets.org/article/what-differentiated-instruction> * “What Makes Differentiated Instruction Successful?”: <http://www.readingrockets.org/article/what-makes-differentiated-instruction-successful> * “How to Adapt Your Teaching Strategies to Student Needs”: <http://www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs> * “How to Modify Your Teaching for Students with Low Organizational Skills”: <http://www.readingrockets.org/article/how-modify-your-teaching-students-low-organizational-skills>   **Read** the following outline on the principles and strategies of differentiation in the classroom:   * “Key Principles of a Differentiated Classroom,” available from Orting School District: <http://www.ortingschools.org/cms/lib03/WA01919463/Centricity/domain/326/purpose/resources/Key%20Principles%20of%20a%20Differentiated%20Classroom.pdf> | 9.1, 9.2 | Content Review: **2 hours** |
| **Differentiation Strategies**  **Review** the following resources:   * “Top Ten Differentiation Strategies” from SlideShare located at <http://www.slideshare.net/mrkaiser208/top-ten-differentiation-strategies> * “Teaching and Learning Strategies for Differentiated Instruction in the Language Classroom” presentation from the 2010 Chinese Language Teachers Summer Institute located at <http://steinhardt.nyu.edu/scmsAdmin/uploads/006/188/8-27,%20James%20Bao.pdf> * "On Target: Strategies that Differentiate," available from the Kentucky Department of Education: <http://education.ky.gov/educational/diff/documents/strategiesthatdifferentiateinstruction4.12.pdf> | 9.2 | Content Review: **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Extension Resources: Carol Ann Tomlinson and the Differentiated Classroom**  Carol Ann Tomlinson is one of the leading voices on differentiation in the classroom. The following presentation features her describing her beliefs on differentiation and how her views have grown though her 21-year teaching career.  **View** “Revisiting *The Differentiated Classroom*: Looking Back and Ahead” available on ASCD: <http://www.ascd.org/professional-development/webinars/revisiting-the-differentiated-classroom-webinar.aspx> |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Differentiation Strategies**  **Respond** to the following prompts and questions in the “Differentiation Strategies” discussion forum by Thursday:  *Note*: It is not necessary to post a full lesson plan in this discussion.   * Briefly describe a lesson you have recently taught. * How did your lesson incorporate differentiation strategies into your instruction? * How do you think your students responded to the differentiated instruction? * What evidence helped you draw those conclusions? * How could you update your lesson to improve the differentiation?     **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 9.1, 9.2 | Discussion: **1 hour** |

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| Week Ten: Preparing for a Job Search |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Create a personal action plan to apply for a teaching position. | CLO5 | |
| * 1. Identify the process to apply for certification. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Resources: The Certification Process**  **Review** the steps necessary to apply for certification from the PDE website:   * Pennsylvania Certification located at <http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/default.aspx#tab-1> * Frequently Asked Questions located at <http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-FAQs.aspx#tab-1>   **Explore** the following headings:   * Requirements for Certification * Certification Testing * Application for a Certificate * Teacher Information Management System (TIMS) website | 10.2 | Content Review: **1 hour** |
| **Resources: Training Information**  **Watch** one of the archived PDE Webinars for “TIMS How to Apply for a Level 1 Teaching Certificate for PA Graduates” available at <http://www.pdewebinars.org/archives.php>.  **Use** the search bar to locate the appropriate webinar.  *Note*: Consider participating in one of the live webinars for “Applying for a Level 1 Teaching Certificate” located at <http://www.pdewebinars.org/index.php>, if one is available. | 10.2 | Content Review: **1 hour** |
| **Activity: Personal Action Plan**  *Note*: You will use your personal action plan in the discussion this week.  **Prepare** your personal action plan.  **Include** the following information in your plan:   * Goal * Timeline * Action steps   + Applying for certification   + Required tests   + Clearances   + Resume   + Portfolio   + Districts or schools that will be your focus * PA Standard application * PA REAP application | 10.1 | Content Review: **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Preparing for a Job Search**  **Respond** to the following discussion questions in the “Preparing for a Job Search” discussion forum by Thursday:   * How will you proceed with the search for a teaching position? * What are the most challenging aspects of the search process for you? * What supports will you use to assist you through the process? * What steps will you take to apply for certification?   **Post** your personal action plan along with your response.  **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 10.1, 10.2 | Discussion: **1 hour** |

# Faculty Notes

**Certification Process**: For any students that are located outside of Pennsylvania, help them locate the appropriate state certification documentation.

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| Week Eleven: Building a Resume |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify two electronic tools that may be used when applying for a teaching position. | CLO5 | |
| * 1. Explain the components of a resume. | CLO5 | |
| * 1. Determine how to compile information to complete a PA standard application. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Resource: Education Web Resources**  **Review** Gywnedd Mercy’s career development Education Resources at <https://www.gmercyu.edu/student-life/campus-resources/career-development/students-alumni>.   * Scroll to “Targeted resources.” * Click on **Education**. * Review the “Web Resources” section.   **Consider** which two tools might be of the most use as you proceed through the search process. | 11.1 | Content Review: **.5 hours** |
| **Resource: Essential Parts of a Resume**  **Review** Gywnedd Mercy’s career development resume, cover letter, references, and portfolio resources at <https://www.gmercyu.edu/student-life/campus-resources/career-development/students-alumni>.   * Scroll to “Resume and Cover Letter Information.” * Click on **Resume, Cover Letter, References basics**.   **Create** a resume, and have a colleague, friend, mentor, or family member review your resume to provide feedback. | 11.2 | Content Review: **1 hour** |
| **Resource: 7 Reasons This Is an Excellent Resume for Someone Making a Career Change**  **Read** “7 Reasons This Is an Excellent Resume for Someone Making a Career Change,” available at Business Insider: <http://www.businessinsider.com/ideal-resume-for-someone-making-a-career-change-2014-9> |  |  |
| **Resource: Teaching Portfolio**  While a resume is a great starting place for you to present your accomplishments and skills during the job interview process, a teaching portfolio is increasingly becoming a necessary part of your interview as well, as it can present real-life resources you’ve used and demonstrate your teaching philosophy. It is recommended that you collect materials you’ve used throughout your student teaching and your coursework for use in your teaching portfolio.  **Read** “Teaching Portfolio,” available at the Teaching Center at Washington University in St. Louis: <https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/creating-a-teaching-portfolio/>  **Read** “Teaching Portfolios,” available at the Center for Teaching at Vanderbilt University: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/> |  |  |
| **Resource: PA Standard Application**  Many districts require submission of the PA Standard Application for Teaching as part of the application process.  **Read** the PA Standard Application Frequently Asked Questions document located at <http://www.education.state.pa.us/portal/server.pt/community/finding_a_teaching_position/8629/commonly_asked_questions_and_answers/506859>. | 11.3 | Content Review: **.5 hours** |
| **Activity: Applying for Certification**  **Review** “GPS Students Applying for Initial Teacher Certification Directions”.  You can begin PA application anytime, but you will need a student teaching grade, a final grade point average, and your test scores. The PA application can be started and then put in abeyance until you have all the information you need.  **Complete** the certification process online by following the information reviewed from PDE last week.  **Contact** Dr. William Warner ([wwarner@gmercyu.edu](mailto:wwarner@gmercyu.edu)), the Gwynedd Mercy University Certification Officer, if questions arise. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Preparing for a Job Search**  **Respond** to the following discussion questions in the “Preparing for a Job Search” discussion forum by Thursday:   * Which resources do you think will provide the most value for you as you are looking for a teaching position? Why? * Why is it important to complete a PA Standard application if you are applying for a teaching position in PA? * What feedback did you receive about your resume from your colleague, friend, mentor, or family member? * Who might you ask for a reference? (If you will be asking your cooperating teacher or field supervisor please ask them before the end of the semester.)   **Post** your resume with your response.  **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 11.1, 11.2, 11.3 | Discussion: **1 hour** |

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| Week Twelve: Observation Analysis |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze your observation video. | CLO3, CLO4 | |
| * 1. Identify your instructional strengths and needs as evidenced by the observation. | CLO4 | |
| * 1. Review the PDE teacher effectiveness questions to guide your lesson preparation and reflection. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Activity: Observation Review**  This activity is designed to help you successfully complete the Observation Analysis assignment this week. You may wish to review the requirements of the Observation Analysis assignment before beginning your review.  **Review** your observation video.  **Reflect** on your lesson. Try to spate your anxiety and the awkwardness of the situation. Most people focus on their appearance, their voice, repetitious phrases, etc.  **Watch** the video more than once and then look at the attached 430 Evaluation Form. This form is the same that your field supervisor used after each observation and it is almost the same that your PA principal will use when you are in practice. It parallels the Danielson Framework.  **Reflect** on how you would have rated and completed that form based on your lesson. Please be careful not to be overly critical of yourself. The tendency here may be to find the weaknesses instead of the strengths. Be proud of what you did well and find one or two areas for growth.  **Complete** the Observation Analysis assignment. | 12.1, 12.2 | Content Review: **2 hours** |
| **Resource: Teacher Effectiveness**  **Review** the PDE Teacher Effectiveness Guiding Questions located at <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Principals%20and%20CTC%20Directors/Guiding%20Questions%20-%20Principals%20Teachers.pdf> | 12.3 | Content Review: **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Assignment: Observation Analysis**  **Review** your observation video.  **Choose** three examples in your video when you are demonstrating a domain from the Danielson Framework document.  **Timestamp** each of these three examples.  **Rate** each of your examples using the standards provided in the [Danielson Framework document](http://danielsongroup.org/framework/).  **Share** the three timestamped examples with your student teacher supervisor and ask the supervisor to rate you using the identified domain and component of the Danielson Framework document.  **Compare** your self-rating to that of your supervisor.  **Write** a 250–500-word summary of your analysis, including your areas of strengths and areas for growth.  **Submit** this assignment to your ***FIELD SUPERVISOR VIA EMAIL***.  *Note*. Your field supervisor will analyze your work and write an evaluation of your lesson using the Lesson Observation form found in the Student Teaching Handbook. This counts as one of your six required observations.  After your field supervisor has written their evaluation, they should schedule a conference with you to discuss their thoughts. This can be in person, over the phone, or by some other means amenable to each of you. | 12.1, 12.2, 12.3 | Assignment: Analysis, review, critique:  **2 hours** |
| **Discussion: Reflection as a Professional**  **Review** the observation form from your lesson.  **Respond** to the following discussion questions in your group discussion forum by Thursday:   * Explain what did you think you did especially well during your observation lesson? * Describe the improvements you would make if you performed the lesson again? * Explain how the Danielson Framework was incorporated into your lesson? If you didn’t incorporate Danielson, explain how you could update the lesson to incorporate Danielson. * Reflect on your future professional practice: how will you use the information gathered from your observation video to improve your professional practice? How will you use it to plan for future lessons?   **Explain** how you rated your observation video along with your response.  **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday.  **Use** the PDE Teacher Effectiveness Guiding Questions for your feedback. | 12.1, 12.2, 12.3 | Discussion: **1 hour** |

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**Alternative Assignments for Students**: It is possible that due to certain issues, including distance, school regulations, and others, that students will be unable to record and review a lesson they have taught. In those cases, it is appropriate to offer students who reach out to you an alternative lesson.

Have a peer or your cooperating teacher do a focused observation for one lesson. The focus should be something you suspect you have to work on. Possible focus observations would be:

How much wait time did I use?

Did I call on each student during the period/ lesson?

Was I able to incorporate higher-level thinking skill questions into the lesson?

The focused observation should be something measurable and observable. At the end of the peer observation you should get feedback that sounds like you called on 17 students out of 25 and three students more than once. After receiving the data decide what that means to you for future lesson design.

*Or*

Take an observation completed by your field supervisor (a 430 form) and decide if there were places in the lesson that you agree were improvable points. How will you go about working on those improvable points?

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| Week Thirteen: Preparing for an Interview |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine how to respond appropriately to interview questions. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Resource: Responding to Interview Questions**  As you’ve gained experience teaching, you should be pivoting to practicing another set of skills essential for all educators: job interviewing skills. It’s one thing to be able to teach, but you have to also be able to present yourself as a professional in a job interview with, typically, the school principal and a group of other educators.  Preparing for the interview process includes creating your resume, creating a portfolio of your lesson plans and classroom deliverables, reviewing common questions and thinking about what your answers would be, and readying yourself to present as a professional.  *Note*: Remember that there are resources in Week 11 that will help you prepare your resume and portfolio.  **View** “Interview Tips for Teachers / That Teacher Life Ep 34,” available on YouTube [15:32]: <https://www.youtube.com/watch?v=TesERzyC0c4>  **View** “Teacher Interview Questions – Interview Questions and Answers for Teachers” available on YouTube [9:45]: <https://www.youtube.com/watch?v=9ernERkE_kY>.  **Read** “Teacher Interview Questions and Answers,” available on the Balance: <https://www.thebalance.com/teacher-interview-questions-and-best-answers-2061223> | 13.1 | Content Review: **.5 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **PA REAP/PA Educator Applications**  The PA REAP or PA Educator application is a free service designed to help people find employment in schools and districts and to help employers search for qualified educators, administrators, and staff.  **Consider** completing a PA REAP or PA Educator application if you are applying for a teaching position in Pennsylvania.  **Locate** the PA REAP application at <https://www.pareap.net/index.php>.  **Locate** the PA Educator Application at <https://www.paeducator.net>. | N/A | Content Review: **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Interview Questions**  **Respond** to ***ONE*** of the following questions in the “Interview Questions” discussion forum by Thursday as though you were participating in a teaching interview:   * How have you provided for differentiated instruction as part of a lesson? Explain how your differentiation strategies work. * What strategies might you use to help a student who has difficulty listening and being attentive? Justify your response. * What are the essential elements of a good classroom management plan? Justify your response.   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 13.1 | Discussion: **1 hour** |

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| Week Fourteen: Student Teaching Reflection |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze your student teaching experience. | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Activity: Exit Interviews**  As part of the cycle of improvement, we’d like to ask you to complete the following exit interview forms to rate your experience in this course, in your student teaching, and in this program. This information helps us to evaluate how effective our program is at helping you prepare to become a professional educator.  **Complete** the following exit interview forms:   * SoE Student Teaching Evaluation * SoE Student Teaching Exit Interview   **Submit** this forms to your instructor no later than Sunday. | 14.1 | Direct Feedback:  **1 hour** |
| **Activity: Student Teaching Evaluation**  **Review** your student teaching evaluation submitted by your site supervisor or mentor.  **Identify** three to four areas that you will focus on for skill development.  **Create** a personal professional growth plan to address those areas.  **Submit** your growth plan to your instructor for feedback.  *Note*: You may submit this plan to your instructor for feedback, but it is not a required assignment and it will not be graded. This task is about your self-reflection. | 14.1 | Content Review:  **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the class.  **Prepare** to ask questions concerning the content of the course, and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Reflecting on Your Student Teaching Experience**  **Respond** to the following questions in the “Reflecting on Your Student Teaching Experience” discussion forum by Thursday:   * What was a highlight of your student teaching experience? * Which areas of teaching were strong for you? * What areas of your student teaching experience presented the most challenges? * How will you address your challenge areas?   **Review** your colleagues’ responses.  **Comment** on at least three of your colleagues’ posts with substantive feedback by Sunday. | 11.1, 11.2 | Discussion: **1 hour** |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 4.5 |
| Supplemental |  | .5 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 2.5 |
| Supplemental |  |  |
|  |  |  |
| **Week5** |  |  |
| Required |  | 2.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 2.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 2 |
| Supplemental |  |  |
|  |  |  |
| **Week 8** |  |  |
| Required |  | 2.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 9** |  |  |
| Required |  | 4 |
| Supplemental |  |  |
|  |  |  |
| **Week 10** |  |  |
| Required |  | 4 |
| Supplemental |  |  |
|  |  |  |
| **Week 11** |  |  |
| Required |  | 3 |
| Supplemental |  |  |
|  |  |  |
| **Week 12** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 13** |  |  |
| Required |  | 1.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 14** |  |  |
| Required |  | 3 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 47.5 |
| **Total Supplemental Hours** |  | 3.5 |
| **Total Hours** |  | 51 |