

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**SECONDARY EDUCATION PROGRAM**

EDCI 791 (Section 2) – Seminar in Secondary Teaching  
Spring Semester, 2015

Instructor: Molianne Logerwell, PhD  
Date and Time: Wednesday, 5:00 - 7:00  
Office hours: By appointment only

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Class Location: Robinson A205

**Course Catalog Description:** Provides opportunities for interns to develop and apply the skills and knowledge they have accumulated during their preceding education courses and fieldwork experiences.

**Number of Credits:** 2 semester hours

**Course Prerequisites:** Admission to professional semester

**Co-requisites:** EDCI 790

**Course Description**

The primary aim of this seminar is to address INTASC Standard #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Goals:**

Students will demonstrate the following:

- An understanding of content knowledge and content pedagogy,
- Knowledge of learners,
- An ability to plan and assess student learning,
- An ability to effectively and meaningfully incorporate student-centered technology into instruction,
- An ability to reflect and communicate effectively,
- Effective involvement in professional and school communities, and
- An ability to measure student learning gains and modify instruction based on data.

**Relationship to Program Goals and Professional Organizations**

The course focuses on learning how to establish classroom environments that meet the needs of all learners as called for by the Standards of Learning for Virginia Public Schools and National Science Education Standards and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the content SPAs, and the Interstate New Teacher Assessment and Support Consortium (INTASC).

**Course Overview**

Student teaching is a structured field experience stressing the planning, implementation and

evaluation of instructional experiences. Interns spend five full days a week during the fall or spring semester in a middle and/or high school observing and teaching under the direction of a mentor teacher/mentor teacher and a university supervisor. Interns will take on the full responsibilities of the mentor teacher/mentor teacher for five weeks of this semester. The student teaching experience is viewed as a critical professional step as individuals mature into the role of independent classroom teacher. The experience is designed to be consequential, formidable, demanding, and satisfying.

The student teaching internship seminar is one way that interns are able to benefit from the expertise and experiences of others involved in the internship experience at the same time. The weekly seminar is like the regular meeting of a response or lab group. Some weeks we may discuss learning theory and best practice, while during other weeks we will discuss the nuts and bolts of the internship experience and requirements, and still others we'll troubleshoot issues that come up during your student teaching. The internship seminar is designed to support and further the internship experience. Interns will accomplish the following general goals:

- develop a deeper understanding of teaching and become more proficient practitioners by reflecting on and discussing aspects of the internship experience with others,
- have a more rewarding experience through interaction with a community of interns in diverse disciplines, and
- participate in ongoing teaching and learning professional development activities which will complement the student teaching internship experience.

This seminar is an on-going interaction in which interns are both participants and developers, in which they are expected to share their own experiences as we discuss what it means to be involved in an on-going process of personal professional development around teaching and learning. While there are scheduled discussion topics on the syllabus, this is a fluid document and as such will be subject to change based on interns' interests, needs, and the requirements of the seminar as we work through the semester. Interns are not only encouraged but are expected to provide feedback that makes the seminar more useful for their own and each others' development as teachers and as professionals.

## **Objectives**

The student teaching internship provides opportunities for interns to develop and apply the skills and knowledge they have accumulated during their preceding education courses and fieldwork experiences. Each intern enrolled in the student teaching internship will focus on the following behavioral objectives:

1. Create lessons, activities, and assessments which align with learning objectives
2. Demonstrate evidence of student learning
3. Demonstrate an ability to critically reflect upon teaching episodes and a willingness to propose and/or accept alternative approaches
4. Elicit student background (e.g., interests, needs, culture) and make sensitive use of this information as part of instructional planning
5. Implement a variety of instructional approaches including cooperative learning to accomplish instructional goals
6. Investigate innovative curriculum resources and teaching strategies by judiciously

- implementing select materials within lessons
- 7. Maintain a journal as a means for reflecting upon particular aspects of the student teaching experience, (e.g., teaching strategies, management techniques, individual students)
- 8. Select, modify, and adapt commercially available information to make subject matter more meaningful and relevant to students
- 9. Implement effective behavior management skills

Teachers must be resilient individuals who are willing to take risks to let school literacies (e.g., knowledge of your course content and pedagogy) matter to themselves, their students, and the broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I intend that this course will be one you remember, and that you'll care passionately about the work we do here. I will have uncompromising professional standards for your behavior, participation, and openness. At the same time, I will do everything possible to ensure that you meet these standards. My hope is that we'll experience much intellectual camaraderie, engaging discussion, and laughter as we proceed. I encourage you to take risks and celebrate the risks taken by you and your colleagues.

I bring the perspectives of a teacher and teacher educator, and I approach all educational experiences with the goal of helping students to learn to be active, creative, critical members of a just society. It is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. We offer an explicit critique of schooling: as classroom teachers, as active scholars, and as advocates for youth and public schools, playing a critical role is our right and responsibility. It is my hope that you will take on this same role.

### **Textbook and Resource Materials Required:**

No textbook required.

Access to Internet and Blackboard are required.

### **Online Resources**

- Commonwealth of Virginia (2010). *Standards of Learning for Virginia Public Schools*.  
<http://www.doe.virginia.gov/testing/index.shtml>
- Access to professional standards documents as specified by content area.

Other articles/handouts will be distributed in class or posted on-line at the course website. (Your GMU email address is required for communication with the course instructor and for using Blackboard!)

### **Course Materials Online**

The Blackboard site can be found at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>  
Use the same login as your GMU email.

## **Recommended Reading**

- Burant, T., Chistensen, L., Salas, K.D., Walters, S. (Eds.). (2010). *The new teacher book: Finding purpose, balance and hope during your first years in the classroom* (2<sup>nd</sup> ed.). Milwaukee, WI: Rethinking Schools.
- Cary, S. (2007). *Working with English Language Learners: Answers to teachers' top ten questions* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2<sup>nd</sup> ed.). Denver, CO: The Legal Center for People with Disabilities and Older People
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.
- Freire, P. (1994). *Pedagogy of the oppressed*. New York: Continuum. (Original work published 1970)
- Garcia, E.E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.
- Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin
- Kugler, E.G. (2012). *Innovative Voices in Education: Engaging Diverse Communities*. New York, NY: Rowman & Littlefield Education.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Wiley/Jossey-Bass.
- Nieto, S. (2005). *Why we teach*. New York, NY: Teacher College Press.
- Oakes, J., Lipton, M., Anderson, L., Stillman, J. (2012). *Teaching to change the world* (4<sup>th</sup> ed.). Boulder, CO: Paradigm Publishers.
- Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.
- Sornson, B. (2005). *Creating classrooms where teachers love to teach: And students love to learn*. Golden, CO: Love and Logic Institute, Inc.
- Thompson, J.G. (2013). *The first-year teacher's survival guide: Ready-to-use strategies, tools, and activities for meeting the challenges of each school day* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass

Wong, H.K K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications, Inc.

**Attendance Policy:**

Attendance in the course is mandatory. If you cannot come to a specific class session due to a schedule conflict, notify the instructor at least one week in advance for an excused absence. Attendance is tied into your participation grade. If you are not in class, you are not participating.

**Late Work:**

Work is due on the announced due date. All late work will incur a penalty of 10 percent for each day late. The only exception to this is for those students with excused absences (see Attendance Policy above).

**College Expectations and University honor Code**

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions.

**Commitment to the profession**

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

**Commitment to honoring professional ethical standards**

- Fairness
- Honesty
- Integrity

**Trustworthiness**

- Confidentiality
- Respect for colleagues and students

**Commitment to key elements of professional practice**

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening

**Active, supportive interactions**

- Technology-supported learning
- Research-based practice

**Respect for diverse talents, abilities, and perspectives**

**Authentic and relevant learning**

**Commitment to being a member of a learning community**

Professional dialogue

**Self-improvement**

**Collective improvement**

Reflective practice

Responsibility

Flexibility

Collaboration

**Continuous, lifelong learning**

**Commitment to democratic values and social justice**

Understanding systemic issues that prevent full participation

Awareness of practices that sustain unequal treatment or unequal voice

Advocate for practices that promote equity and access

Respects the opinion and dignity of others

Sensitive to community and cultural norms

Appreciates and integrates multiple perspectives

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.  
[http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)

- Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Please note that plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. "Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment." (from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)

Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.

When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.

Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

## **Emergency Procedures**

You are encouraged to sign up for emergency alerts by visiting the website

<https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to

do in the event of crises. Further information about emergency procedures exists on

<http://www.gmu.edu/service/cert>

## **Teaching and Observation Procedures**

It is expected that interns will gradually assume greater responsibility for the teaching in their classrooms throughout the first 10-11 weeks of the internship. The intern should take responsibility for all or nearly all of the courses for the 4-5 week period following the co-teaching experience during the first 10-11 weeks of the experience. After the first week of internship experience, the intern should complete the following tasks:

1. Provide a period-by-period schedule for your university supervisor: This schedule should indicate your teaching periods, subjects being taught, room numbers, the time each period begins and ends, your non-teaching periods, your mentor teacher's periods, and the time you and your mentor teacher confer about your daily progress.
2. Arrange your first triad: Speak with your mentor teacher and university supervisor to find a time for the three of you to meet.

During the first few days in your student teaching:

1. Get acquainted with the school, classroom, its personnel, and its policies;
2. Become accustomed to handling routine matters;
3. Assist your mentor teacher by helping with daily activities, working with small groups of students, making reports, reading announcements, helping students who have been absent, arranging bulletin boards, etc.;
4. Become familiar with a wide variety of instructional materials;

5. Begin to plan the first units of work you will teach;
6. Learn as much as you can about the students in the classes you will teach;
7. Set aside a definite time each day for conferring with your mentor teacher about progress and for suggestions for improvement;
8. Develop skill in management routines;
9. Identify and use effective techniques for maintaining a good climate for learning;
10. Become familiar with policies related to writing unit and daily lesson plans, as well as routines for submitting these materials to your mentor teacher, administrator, and/or other personnel.

At the end of each week, interns should review their hours log with their mentor teacher (using the form in the Internship Handbook). These logs must be kept in your classroom for your mentor teacher, and university supervisor to review. By the end of each week interns should also submit their reflection forms as designated by their university supervisor. You will be taking in lots of information, and this assignment is designed to help you process pertinent information for use in your classroom.

The university supervisor will have a minimum of seven meetings throughout the semester with each intern, including start-of-the-semester, mid-semester, and final triads (meetings of the intern, mentor teacher, and university supervisor) and conferences following each of four observations by both your mentor teacher and your university supervisor. This is a learning experience, so please accept your supervisors into your classroom as an extra pair of eyes, rather than an evaluator. Supervisors are there to provide feedback so that interns can improve their instruction. ***Note: Lesson plans for instruction must be submitted to mentor teachers at least two days in advance of teaching; final lesson plans must be emailed to your university supervisor at least one day in advance of an observation.*** In general, university supervisors will schedule a post-observation conference with an intern and her/his mentor. During the student teaching semester, your university supervisor may conduct one observation completely unannounced, in order to best gauge your teaching performance. As well, your supervisors and clinical faculty may choose to “trade” one observation (your mentor teacher/supervisor observing another intern), to give you the widest range of feedback.

### **Graduation and Licensure**

Contact the GMU Licensure Specialist, Travis Holder ([tholder@gmu.edu](mailto:tholder@gmu.edu)), with any questions you have about licensure. You will likely apply for your license *immediately* after you have completed all required coursework.

Review the GMU Registrar guidelines for graduation. You must file an “Intent To Graduate” form several months prior to the end of your certificate or master’s program. See <http://registrar.gmu.edu/gif/index.html> for more information. Students may apply for January and May graduation at the beginning of our fall semester.

### **Course Requirements and Grading Scale:**

All assignments should be turned in on the due date indicated in the schedule below via Blackboard (unless directed otherwise) by midnight. All projects must be typed, in 12-point font,

with one inch margins, double-spaced, in Times New Roman font. Professional writing quality (including mechanics, organization, and content) is expected in each writing assignment, so please proofread carefully. Please see me with questions and concerns about assignments, expectations, or seminar activities. I am happy to clarify and lend assistance on assignments and the expectations for your internship, but please come to me within a reasonable timeframe.

### ***Class Participation (weekly)***

Your attendance and participation at your school and seminar sessions is critical not only to your own success, but to that of your colleagues. Attendance and participation are expected in both your classroom and in seminars, but emergencies do arise. Please notify your mentor teacher and your supervisor if you will be tardy or absent from your internship or seminar. Excessive late arrivals, lack of preparation, and any unsatisfactory absence—one that is not pre-arranged and/or approved by an instructor—will severely and negatively impact your grade. Projects late due to unsatisfactory absences will be accepted at the discretion of the instructor. Seminar attendance and completion of seminar assignments can affect whether or not you successfully complete your internship. Please turn all electronic devices on silent when you enter class.

### ***Becoming a Reflective Practitioner (weekly)***

It is your responsibility to come to class with insights, questions, comments, and concerns based on your internship experience. The quality of our conversations and your growth will be largely based on your commitment to engaging deeply with your student teaching experience. In order to reflect on your own learning and to be ready to discuss your insights, questions, etc., you will need to keep a daily journal (physical or electronic) of your experience. This will be a private place for you to keep track of best practices, big ideas, and burning issues. Please bring your journal to our seminars and conferences. In conjunction with your working portfolio, maintain a notebook in which you make substantive entries every day you are in the field. Entries may consist of a description of a particular experience that day, questions and concerns about the incident, and thoughts about how you will respond to this experience in the future. In addition, you will complete a reflection form (see Appendix A) each week. Post it on our Blackboard discussion site (see below).

### ***Weekly Blackboard Discussion Board Participation (February 1<sup>st</sup> – April 22<sup>nd</sup>)***

You are expected to log on a few times a week to check for assignments, posts, and/or participate in online discussions. Your online commitment includes the following tasks:

- 1) Posting of your weekly reflection based on your internship experience (see Appendix A). Each week there will be a new thread available for your weekly reflection. The weekly reflection is due no later than Sunday by 11:59 pm.
- 2) As a critical friend you will respond to your colleague's weekly reflection on Blackboard by the time we meet for class on Wednesday. Your responses to your colleague's posts should be respectful, intellectually curious, and go beyond the superficial (e.g. "That's great!").

### ***Community Mapping (February 11<sup>th</sup>)***

It is important for you to know your students, their families, and the surrounding community. Too often teachers are disconnected and unaware of the community the school they work in is situated in. Your job is to explore and learn about the community. You will create a digital map (e.g., Google maps) with details about the following information:

1. What kinds of retail options are available in the community?
2. Are there recreational spaces (i.e. parks, community centers) for children and teenagers?
3. What grocery and food options are there?
4. What additional resources are available to the community (i.e. university, library)?
5. Are there local cultural (i.e. art centers, theaters), historical (i.e. historical plaques, archives) and environmental resources (i.e. city, state, or federal parks, zoo) in or near the community?
6. Additional resources or information that you think is necessary to know (i.e. traffic patterns, socioeconomics, racial mix in neighborhoods).

You will present your findings in a one to two pages. Be ready to also present your map and findings to the class. Here are some guiding questions to help you write your results:

1. Overall, what did you learn about the community?
2. What did you learn about the community that surprised you?
3. How could community mapping be useful in your class and impact your teaching practices?
4. In what ways, if any, were your perceptions changed or enhanced by learning a little more about the community you work in?

### ***Lesson Plans (February 18<sup>th</sup> - April 1<sup>st</sup>)***

For each lesson you teach during your internship, you are to prepare a lesson plan using the lesson plan format provided in your Internship Handbook. In addition, you must describe how you will engage the students in the lesson, the provisions you will make to ensure the pace is appropriate, the types of questioning strategies you will practice, and the approaches you will use to provide the students with clear and timely feedback on their work. On the date selected by you in the first few weeks of class, bring to seminar one complete lesson plan that you used in a lesson you've taught, as well as any teaching tools you used and a sample of student work produced in this lesson.

### ***Teaching Notebook/Portfolio (April 22<sup>nd</sup>)***

Suggested Items to include in a teacher portfolio:

Teaching schedule including course title, level, room assignment and class times, lunchtime and IP assignments, plus any other relevant information that will make it easier to find you

Teaching philosophy from your methods class

Resume

Unit/Lesson Plans

Observations and Evaluations—of your mentor teacher and other teachers, and of your teaching by your mentor teacher and university supervisor

Handouts, tests, quizzes or other items you create for student use

Photographs (be careful about honoring student privacy rights)

Copies of student work (remove names and other identifying characteristics)

### ***Resume (April 22<sup>nd</sup>)***

Draft a complete, updated resume that you would use in a teaching job search. Bring enough copies of this resume for everyone in our seminar (including your instructor) so that we can

CASE (copy and steal everything) from each other.

***Student Feedback on Your Teaching (April 29<sup>th</sup>)***

Towards the end of your internship you will formally gather feedback from your students on your teaching. You must administer a questionnaire (see Appendix B) to at least two classes of students, compile student survey data using charts, graphs, etc., and submit a typed, two-page summary of your findings—including a description of how you will adjust your teaching practices in the future based on your students' feedback.

<b>Assignment</b>	<b>Due Dates</b>	<b>Points</b>
Class participation	Weekly	15
Reflections and participation on Blackboard	Weekly	50
Lesson plan discussion	Selected date	10
Community mapping	Feb 11	15
Student feedback and reflection	April 29	10
<b>Total</b>		<b>100</b>

<b>Letter Grade</b>	<b>Percentage</b>
A	100 - 93
A-	92 - 90
B+	89 - 88
B	86 - 83
B-	82 - 80
C	79 - 70
F	Below 70%

## **PROPOSED CLASS SCHEDULE:**

<b>Date</b>	<b>Proposed Topic</b>
Jan. 21	<b>Topic:</b> Introduction to the course, internship expectations and reflective practice
Jan. 28	<b>Topic:</b> Reflective Practice and the Role of Critical Friends  <b>Assignment:</b> First reflection due Feb 1 <sup>st</sup> Respond to critical friend by Wed., Feb 4 <sup>th</sup> (before class)
Feb. 4	<b>Topic:</b> Diversity in education  <b>Assignment:</b> Reflection 2 due on Feb 8 <sup>th</sup> Respond to critical friend by Wed., Feb 11 <sup>th</sup> (before class)
Feb. 11	<b>Topic:</b> The community- engaging with families and neighborhoods Community mapping presentations  <b>Assignment:</b> Reflection 3 due Feb 15th Respond to critical friend by Wed., Feb 18 <sup>th</sup> (before class) Community Map due
Feb. 18	<b>Topic:</b> Classroom community  <b>Assignment:</b> Reflection 4 due Feb 22 <sup>nd</sup> Respond to critical friend by Wed., Feb 25 <sup>th</sup> Lesson Discussion
Feb. 25	<b>Topic:</b> Classroom and Time management  <b>Assignment:</b> Reflection 5 due Mar 1 <sup>st</sup> Respond to critical friend by Wed., Mar 4 <sup>th</sup> Lesson Discussion
Mar. 4	<b>Topic:</b> Classroom presence  <b>Assignment:</b> Reflection 6 due Mar 8 <sup>th</sup> Respond to critical friend by Wed., Mar 11 <sup>th</sup> Lesson Discussion
Mar. 11	<b>No Class- SPRING BREAK</b>  <b><i>But you still have to report to your internship</i></b>  <b>Assignment:</b> Reflection 7 due Mar 15 <sup>th</sup> Respond to critical friend by Wed., Mar 18 <sup>th</sup>
Mar. 18	<b>Topic:</b> Differentiation  <b>Assignment:</b> Reflection 8 due Mar 22 <sup>nd</sup> Respond to critical friend by Wed., Mar 25 <sup>th</sup> Lesson Discussion
Mar. 25	<b>Topic:</b> Student and Teacher Assessments

	<b>Assignment:</b> Reflection 9 due Mar 29 <sup>th</sup> Respond to critical friend by Wed., Apr 1 <sup>st</sup> Lesson Discussion
April 1	<b>Topic:</b> Work Day  <b>Assignment:</b> NO reflection this week Lesson Discussion
April 8	<b>Topic:</b> When class doesn't go as planned  <b>Assignment:</b> Reflection 10 due Apr 12 <sup>th</sup> Respond to critical friend by Wed., Apr 15 <sup>th</sup> Lesson Discussion
April 15	<b>Topic:</b> Wild Card  <b>Assignment:</b> Reflection 11 due Apr 19 <sup>th</sup> Respond to critical friend by Wed., Apr 22 <sup>nd</sup>
April 22	<b>Topic:</b> Preparing for the job market  <b>Bring your teaching portfolio and resume</b>
April 29	<b>Topic:</b> Complete course evaluation. Reflect on experiences and plans for the future.  <b>Assignment:</b> Student feedback and reflection due

This schedule is simply a road map. There are many routes we may choose to take during the seminar. I am open to detours as long as they are relevant to the course objectives and achieve our goals.

Be open to new experiences, ideas, and challenges, but more importantly enjoy the journey.

**Appendix A**  
**Weekly Reflection Form**

**Week of:**

**Name:**

**Content Area:**

1. As you reflect on the week, were the students in the class you taught or observed cognitively engaged in the work? How do you know?
2. Did the students learn what they were expected to learn? How do you know? If you don't know at this point, when will you know, and what will be evidence of their learning?
3. How did the instructional strategies you chose or observed support student learning? How do you know?
4. What have you or your mentor teacher done to promote a culture for learning in your classroom?
5. Were lesson plans altered or were outcomes adjusted over the week as lessons were taught? If so, how and for what reason?
6. If you had the opportunity to teach the lesson (or teach it again) to the same group of students, what would you do differently?
7. Share any additional comments about your week here.

**Appendix B**  
**Student Feedback Survey**

Class: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

1 = Never; 5 = Always

- |   |           |
|---|-----------|
| 1. I am usually well-prepared for class.  | 1 2 3 4 5 |
| 2. I understand what is expected of me in the class.  | 1 2 3 4 5 |
| 3. The assignments make sense to me, and I understand their purpose.                          | 1 2 3 4 5 |
| 4. I feel encouraged to participate and respond to others.                                    | 1 2 3 4 5 |
| 5. I get clear responses/feedback from the instructor during class.                           | 1 2 3 4 5 |
| 6. I am learning in this class.   | 1 2 3 4 5 |
| 7. The instructor is organized and well-prepared to teach.                                    | 1 2 3 4 5 |
| 8. The instructor treats students with respect.   | 1 2 3 4 5 |
| 9. The instructor is engaging during his/her lessons.   | 1 2 3 4 5 |
| 10. The instructor effectively encourages students to ask questions and respond to questions. | 1 2 3 4 5 |

What do you like best about this class?

What would you like to change about this class?

What do you think the teachers' greatest strengths are?