Marquette University
College of Education
EDUC 4965, 4966, 6965 and 6966
Student Teaching Seminar
Fall Semester
2011-2012

Prerequisite: Students must meet all criteria for approval to student teach including satisfactory completion of all Performance Assessments.

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Course Description:

The student teaching seminar is designed to provide opportunities for students to

- Demonstrate proficiency and/or provide evidence of proficiency in the Wisconsin Department of Public Instruction (DPI) standards for licensure
- Share teaching experiences and collaborate with other student teachers
- Discuss issues related to teaching, including but not limited to conflict resolution, addressing the needs of diverse learners and equity related issues
- Prepare a final teaching portfolio

The student teaching seminar is designed to challenge and support student teachers as they select, implement, and critically evaluate instructional methods within the context of their teaching assignments. The seminar offers participants the opportunity to share their perspectives on student teaching and to engage in dialogue with seminar facilitators.

Intended Learner Outcomes:

Students will demonstrate attainment of the knowledge, skills, and dispositions identified as integral to effective teaching.

Performance Assessments:

In compliance with the National Council for the Accreditation of Teacher Education (NCATE) and the Wisconsin Department of Public Instruction (DPI), the faculty and administration of the College of Education have designed an assessment system which aligns course assignments with teaching standards and indicators. These course assignments called “performance assessments” have been integrated throughout the undergraduate teacher education program to provide opportunities for students to demonstrate the knowledge, skills, and dispositions related to effective teaching. In student teaching assignments and seminar participation, students will be required to complete the performance assessments listed below.

<table>
<thead>
<tr>
<th>Performance Assessment</th>
<th>Standard</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>PA #5 Learning Environment</td>
<td>5, 6,</td>
<td>5.4, 5.5, 5.6, 5.11, 5.12, 5.13, 5.14, 5.16, 5.17, 6.3, 6.4, 6.8, 6.12</td>
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<tr>
<td>PA #6 Unit Plan</td>
<td>1, 2, 3, 4, 7, 8, 10</td>
<td>1.1, 1.2, 2.7, 3.11, 3.12, 3.13, 3.16, 4.6, 4.7, 7.8, 7.10, 8.6, 10.6, 10.11</td>
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</tbody>
</table>
PA #7 Student Teaching Critical Incident Journal

9  9.5, 9.8, 9.10, 9e, 9h

PA #8 Student Teacher Evaluation (Observation Report)

1-10  1.6, 1.8, 1.12, 1.13, 2.4, 2.6, 2.7, 2.8, 3.6, 3.11, 3.13, 4.4, 4.6, 4.7, 4.10, 5.6, 5.11, 5.12, 5.16, 6.7, 6.9, 6.11, 6.12, 7.5, 7.7, 7.8, 7.10, 8.4, 8.6, 8.10, 9.5, 9.9, 9.10, 9.11, 10.4, 10.9, 10.11, 10.12

Comprehensive directions and scoring rubrics for each performance assessment will be provided.

Please see the following attachments: 1) *Ten Standards for Teacher Development and Licensure*, 2) *Alignment of Performance Assessment with NCA Goals and DPI Standards*, 3) *Program Indicators for Standards for Teacher Development and Licensure*

Student Teacher Responsibilities:

The student teacher is expected to

- Attend all weekly seminar sessions
- Participate in seminar discussions
- Submit a final teaching portfolio which includes documents as specified on page 3
- Submit all Performance Assessments associated with student teaching

Student teachers **must** notify both their cooperating teacher and university supervisor of any absences from student teaching.

Student teachers must submit all work to their university supervisor on a timely basis. Assignments will **not** be accepted after the last day of student teaching. This includes all evaluation forms as well.
**Grading Procedures:**

The university supervisor is the teacher of record for the student teaching semester and is responsible for assigning a final grade after consultation with the cooperating teacher(s). Students earn either an S (satisfactory) or a U (unsatisfactory) grade for student teaching.

### Seminar Meeting Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Evidence</th>
<th>Performance Assessment</th>
<th>DPI Standard</th>
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</table>
| August 30     | **Introduction to Student Teaching:**
                | Student teacher and supervisor responsibilities, professionalism, explanation of performance
                | assessments and review of evaluation form                                            |                        |              |
| SC 112        | **Establishing positive relationships**
                | with parents/guardians and colleagues                                               | Letter of introduction to parents/guardians  | 10           |
| Large Group   | **Becoming a reflective practitioner**                                   | Student Teaching Critical Incident Journal    |                        | 9            |
| 4:00 PM       | **Meeting individual student needs**
                | Recording incidents and interventions                                               | Anecdotal records (University Supervisor option) | 2, 3         |
| September 6   | **Creating a positive learning environment**                             | Classroom management plan                     |                        | 5, 5         |
| September 13  | **Job search strategies**
                | Resume writing, application Procedures, interview strategies                        | Resume, letter of application                    |              |
| September 20  | **Unit Plan:** Developing rationale and goals, identifying model academic
                | standards and intended learner outcomes                                              | Unit Plan Steps 1-6                              | 6            |
| October 4     | **Unit Plan:** Developing rationale and goals, identifying model academic
<pre><code>            | standards and intended learner outcomes                                              | Unit Plan Steps 1-6                              | 6, 1, 2, 7,  |
</code></pre>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
<th>Step Numbers</th>
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<tr>
<td>October 18</td>
<td><strong>K-12 Administrator Presentation</strong></td>
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<td>Large Group 4:00 PM Discussion of job opportunities,</td>
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<td>application and interview process</td>
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<td>October 25</td>
<td><strong>Unit Plan: Instructional planning to engage students,</strong></td>
<td>Unit Plan Steps 7-13</td>
<td>6, 1, 2, 3, 4, 7, 10</td>
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<td>address learner differences, cultural diversity, enrich</td>
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<td></td>
<td>the curriculum, and utilize community resources</td>
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<td>November 1</td>
<td><strong>Unit Plan: Assessment Strategies,</strong> incorporating</td>
<td>Unit Plan Steps 14, 15</td>
<td>6, 8</td>
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<td></td>
<td>formal and informal methods to assess student outcomes</td>
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<td>November 8</td>
<td>University Supervisor Topic</td>
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<td>November 15</td>
<td>Evaluating personal strengths and weaknesses,</td>
<td>Student Teaching</td>
<td>7</td>
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<td>identifying areas for <strong>professional growth</strong></td>
<td>Critical Incident</td>
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<td>Journal</td>
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<td>November 22</td>
<td><strong>Thanksgiving Holiday</strong></td>
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<td>November 29</td>
<td>Presentation of <strong>portfolios</strong></td>
<td>Ability to articulate</td>
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<td>improving student</td>
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<td>learning</td>
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<td>December 6</td>
<td><strong>Final evaluation of portfolio documents</strong></td>
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<td>5, 6, 7, 8</td>
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<td></td>
<td>Follow-up of job search strategies</td>
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<td>1-10</td>
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<td>December 13</td>
<td><strong>Student Teacher Reflection</strong></td>
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<td>5, 6, 7, 8</td>
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Student Teacher Portfolio
Format and items to be included

Table of Contents

Section 1 – Professional Preparation

- Letter of application
- Resume
- Evidence of service, community involvement, awards, special recognition (optional)
- Letters of recommendation (optional)

Section 3 – Artifacts of Teaching – Performance Assessment #6

Unit Plan including

- Lesson plans
- Supplementary teaching materials (teacher developed)
- Integration of technology
- Integration of community resources
- Assessment and scoring rubrics
- Student work samples

Section 4 – Supporting Documents

- Letter of introduction to parents
- Anecdotal records, Optional

Section 5 – Professional Growth

- Teaching evaluations
- Student teaching critical incident journal, Performance Assessment # 7
Wisconsin Educator Standards
Ten Standards for Teacher Development and Licensure

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the following standards:

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.