

Revision 12/14/08

Molloy College
Rockville Centre, New York 11571

COURSE OUTLINE

Division of Education

Spring Semester

EDU 488 Student Teaching Seminar

Supervision Faculty

(For all Undergraduate Certification Programs)

Catalogue Description

Student teaching experiences will be incorporated into learning modules with special emphasis on classroom management techniques, advanced questioning techniques, reflective teaching practices, and professionalism. Opportunities will also be provided for discussion to encourage and develop understanding and skills in the dynamics of inter-action with parents, community members, professional colleagues, and other school personnel. Guest speakers will offer workshops on relevant educational issues and trends including topics such as parental relations, conflict resolution, safety education, occupational education, and consumer science education.

Pre-Requisite: Successful completion of Phase I and Phase II

Co-requisites: Edu 480/481/482/485/487/489/490

Seminar Course Requirements

During this weekly seminar the teacher candidates will:

1. Participate in small group discussions and share experiences from partner field schools in order to enhance understanding of pedagogy, methodology, knowledge of content and impact on student learners.
2. Participate in large group meetings that will provide an opportunity to experience topics of interest such as career interviewing techniques and strategies.
3. Write TWO benchmark assessment reflection pieces: Reflection on Dispositions For Teaching and Reflection of Professional Practice. Placed onto Chalk and Wire to be assessed by Field Supervisor
4. Refine and present the benchmark portfolio which should demonstrate teaching dispositions as well as knowledge, skills and impact on student learning.
5. Be punctual and participate in all weekly seminars.
6. Connect and reflect on field school experiences with content and pedagogical knowledge by bringing in examples and samples from the field school to enhance seminar discussions.

Course Objectives

The teacher candidates will:

1. Engage in reflective teaching practices as evidenced by entries in teaching journals and/or reflective entries in benchmark portfolios.
2. Reflect, with the goal of self-evaluating teaching practices in field school classrooms, by questioning and discussing those practices during seminar meetings.

3. **Develop interview skills and techniques by practicing those skills with supervisors, peers, and during a mock-interview session.**
4. **Respond in a positive manner to suggestions and guidelines from field supervisors, clinical faculty and peers that can impact students' learning in the diverse classroom by using those ideas to improve lesson planning and implementation.**

E-Mail Policy:

It is mandatory that every candidate have a Molloy College e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

E-Portfolio Account:

All Molloy teacher candidates **must purchase an e-portfolio account through the Molloy bookstore.** All benchmarks assignments must now be submitted electronically through e-portfolio as part of our assessment system. Teacher candidates must keep an up-to-date portfolio, which will be used during each advisement session.

Criteria for Grading - EDU 488 - Student Teaching Seminar

Undergraduate teacher candidates receive a letter grade for the student teaching seminar as this is a one credit course.

Each teacher candidate must:

1. actively participate and be punctual to weekly seminar discussions and large group meetings including the full-day Mid Semester Workshop at Molloy (date to be announced); 30%
2. review Benchmark/Professional Portfolio - including resume, cover letter, statement of teaching philosophy, and examples of specific content and pedagogical knowledge; 30%
3. reflect daily on school experiences in your journal, including computer integration, and bring student examples and sample materials from the field school to enhance seminar discussions; 10%
4. Benchmark submissions onto chalk and wire: 20%
 - a. Reflection on Disposition for Teaching- statements included in Student Teaching Handbook (rubric attached)
 - b. Reflection of Professional Practice (rubric attached)
5. attend two non-credit professional workshops as an integral part of being a well informed teacher. Choices include on-campus Nassau Reading Council events, local district School Board Meetings, etc.

Workshop #1 5%

Workshop #2 5%

Total: 100%

Recommended Text:

Canter, L. (1994) *Assertive discipline: teacher's plan book plus #1*.
Santa Monica, Ca: Lee Canter & Associates.
(For Childhood Ed/Childhood/Sp.Ed./ Music Ed/ Visual Arts Ed only)

Adolescent Ed and Adolescent Sp.Ed. should obtain a copy of the Plan Book used in their individual districts

SUGGESTED SUPPLEMENTAL READING FOR CHILDHOOD/ADOLESCENT CLASSROOM STUDENT TEACHERS

Books

- Beattie, M. (2001). *The art of learning to teach: pre-service teacher narratives*. Upper Saddle River, NJ: Merrill.
- Blair, T. R. (1998). *Preparing for student teaching in a pluralistic classroom*. Boston: Allyn and Bacon.
- Goethals, M. S. (2003). *Student teaching: a process approach to reflective practice: a guide for student, intern, and beginning teachers*. Upper Saddle River, NJ: Merrill.
- Hougan, E. (2008). *Road to teaching: a guide to teacher training, student teaching, and finding a job*. Copyright: Eric Hougan.
- Pelletier, C. M. (2003). *Strategies for successful student teaching: a comprehensive guide (2nd ed)*. Boston: Allyn & Bacon.
- Roe, B. D., Ross, E. P., Smith, S. H. (2005). *Student teaching and field experiences handbook (6th ed)*. Prentice Hall.
- Wentz, P. J. (2001). *Student teaching experience: cases from the classroom*. Upper Saddle River, NJ: Merrill.

Articles

- Andreson, D. (2007 Winter) The role of cooperating teachers' power in student teaching. *Education*, 128(2), p 307-323.
- Bell, C. & Robinson, N. G. (2004 Sep). The successful student-teaching experience: thoughts from the ivory tower. *Music Educators Journal*, 91(1), p 39-42.
- Bowman, R. (2007 Winter). Student teaching: a hidden wholeness. *Education*, 128(2), p 227-233.
- Conderman, G., Morin, J., Stephens, J. T. (2005 Spring). Special education student teaching practices. *Preventing School Failure*, 49(3), p 5-10.
- Fives, H., Hamman, D., Olivarez, A. (2007 August). Does burnout begin with student teaching? Analyzing efficacy, burnout, and support during the student-teaching semester. *Teaching & Teacher Education*, 23(6), p 916-934.
- Gray, M. & Bergmann, B. R. (2003 Sep/Oct). Student teaching evaluations. *Academe*, 89(5), p 44-46.

- Holland, M. & Lindsay, C. (2004 Spring). Creating an electronic portfolio as an aid to student teaching and job interviews. *Delta Kappa Gamma Bulletin*, 70(3), p 39-41.
- Oh, D. M., Ankers, A. M. Llamas, J. M., Tomyoy, C. Impact of pre-service student teaching experience on urban school teachers. *Journal of Instructional Psychology*, 32(1), p 82-98.
- Pope, J., Wilder, J. (2005, Dec). Now that I'm out in the field: student teaching and valuing diversity. *Journal of Instructional Psychology*, 32(4), p 322-328.
- Redmon, R. J., Burger, M. (2004). Web CT discussion forums: asynchronous group reflection of the student teaching experience. *Curriculum & Teaching Dialogue*, 6(2), p 157-166.
- Smith, E. R. (2007 February). Negotiating power and pedagogy in student teaching: expanding and shifting roles in expert-novice discourse. *Mentoring & Tutoring: Partnership in Learning*, 15(1), p 87-106.
- Spooner, M., Flowers, C., Lambert, R., Algozzine, B. (2008 Jul/Aug). Is more really better? Examining perceived benefits of extended student teaching experience. *Clearing House*, 81(6), p 263-270.
- Tigchelaar, A., Korthagen, F. (2004 Oct). Deepening the exchange of *student teaching* experiences: implications for the pedagogy of teacher education of recent insights into teacher behavior. *Teaching & Teacher Education*, 20(7), p 665-679.

Seminar Course Calendar - Wednesdays at 3:30 p.m. to 4:30 p.m.

Suggested Topics for Seminars

- Topic #1 Introduction**
Review this course outline and the process of keeping a daily Plan Book. (To be brought each week to seminar for supervisory review.)
- Topic #2 Differentiated Instruction**
- Topic #3 Classroom Management**
Review classroom management techniques and discuss strategies for increasing positive behavior in the classroom.
- Topic #4 Questioning Skills**
Review Bloom's Taxonomy
- Topic #5 Cover Letters and resumes**
- Topic #6 Interview Strategies, Techniques and Application Process**
- Topic #7 Role of various professional in a school and the service they provide to parents and students**
Guidance counselors, school psychologists, social workers, school nurse, etc.
- Topic #8 Communication Skills**
- Topic #9 Parent/Teacher Relationships**
- Topic #10 Technology in the Classroom**
Share websites and instructional software
- Topic #11 Assessments**
Report cards/ State exams/ NCLB
- Topic #12 Reflection on 3 phases of field experiences**
Share with group impressions and reflections of 3 phases of field experiences.

Benchmark Portfolio updates and submissions:

1. As the semester progresses Field Supervisors will assign and collect the various updates and Reflective Pieces:

- **Portfolio Update:** - review philosophy statement
- **Portfolio Update:** - review résumé/ cover letter
- **Benchmark Portfolio submission:** Reflection on Disposition for Teaching given to Field Supervisor
- **Final Benchmark Portfolio submission** - Reflection of Professional Practices submitted to Field Supervisor

Full group Seminars are planned for all Teacher Candidates (dates/location to be announced)

- **Mid-Semester Workshop/Mock Interviews (full day)**
- **Cooperating Teacher Social**
- **Undergrad Hooding and Class Night**
- **Commencement Liturgy**
- **Commencement**

Congratulations and Best Wishes

