

STUDENT TEACHING SEMINAR: ELEMENTARY

Northwestern University MSED-487

SYLLABUS WINTER 2022

Thursday, 5.00-8.00pm

January 3- March 18

Jan Morgan's [Zoom Link:](#)

Facilitator: Dr. Janis Morgan

Email: Janis.morgan4kids@gmail.com

Hours: by appointment

Course Description

This seminar course is designed to enrich the 10-week student teaching experience. This seminar is a unique course designed to help you synthesize the information across your coursework and past experiences and thoughtfully apply these ideas in your student teaching experience. Course assignments, readings and discussions will challenge you to be reflective and purposeful as you examine your evolving teaching skills and philosophy. The course is aligned with the Illinois Professional Teaching Standards and Northwestern University's Conceptual Framework.

Through this course, you will establish your first Professional Learning Community (PLC). As a community you will support, challenge, question, and assist one another during your student teaching experience. Our classroom will serve as your teachers' workroom, a space for you to collaborate, workshop ideas, and grow professionally.

Main Course Objectives

The primary objectives of the course are to provide student teachers with opportunities to

1. Work through complete teaching cycles (planning, teaching, assessing learning, and reflecting); understand the cyclical nature of teaching and the interconnectedness of each of the components of the teaching cycle.
2. Evaluate and work to effectively implement best practices and current research and theory.
3. Develop the habits of reflection, questioning, teacher noticing, and inquiry.
4. Learn about your own students, develop strong relationships with them, and establish routines that center students as sense makers and partners.
5. Develop a collaborative and beneficial professional learning community.
6. Focus on how teaching practice can advance equity and justice.

Welcome to the journey.

“Sometimes it’s the
journey that teaches you a lot
about your destination.”

Drake

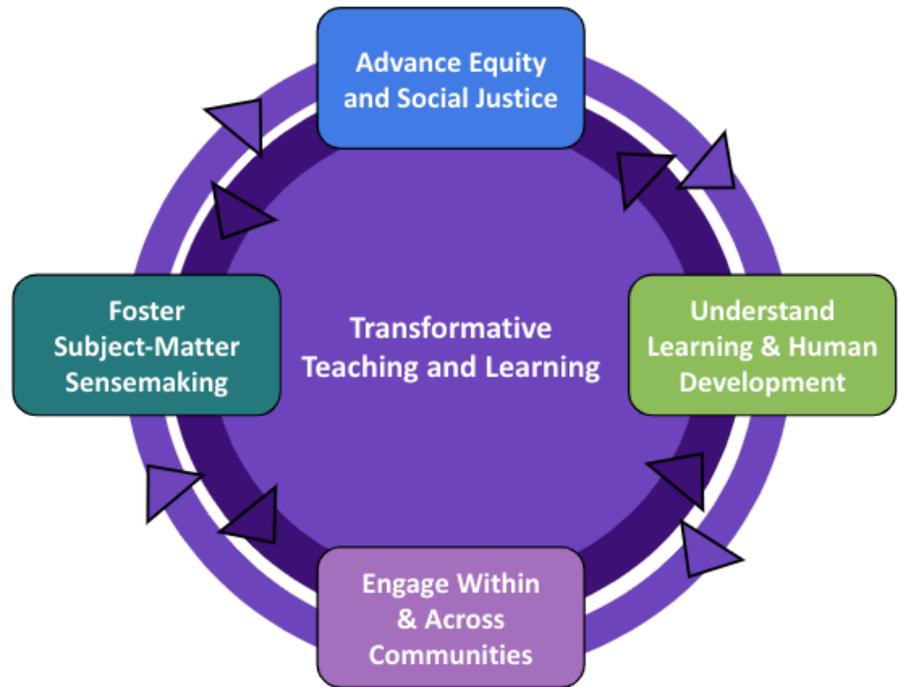
It is my honor to be your guide as you continue your journey. This course is designed to support you along that unique and personalized path. The seminar is intended to be flexible and responsive to your needs. Please do not hesitate to reach out to let me know your thoughts, input and needs.

Northwestern Teacher Education Guiding Commitments

As you will hopefully see and experience, we use the Guiding Commitments as a tool and lens.

The Northwestern Teacher Education Program's Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions



Northwestern Teacher Education Dispositions



Commitment to Advancing Equity and Justice

- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate a recognition that teaching grounded in equity and social justice is essential in any setting and in the teaching of all subject matter.
- Work to understand how inequity shows up in different settings and take steps to disrupt those patterns.
- Identify and strive to address inequities and power relations of systemic racism, sexism, socioeconomic classism, heteronormativity, ableism, and other forms of human oppression.
- Cultivate interactions that demonstrably value all students and stakeholders and their ideas.



Reverence for Learners and Learning

- Demonstrate a commitment to all students as individuals with unique strengths and experiences; seek to understand and build relationships with all students.
- Maintain high expectations for all students; value and prioritize opportunities to advance learning.
- Recognize the complexity of teaching and learning.
- Demonstrate a strengths-based perspective and actively question and push back on deficit thinking.
- Value students' contributions and their diverse ways of knowing and being committed to understanding students' thinking.



Sense of Professional Responsibility and Commitment to Ongoing Growth

- Demonstrate self-awareness and self-management.
- Engage in self-reflection to understand your own identity, internalized biases, positional privileges, and your impact in any space.
- Demonstrate an openness to feedback and integrate feedback into action.
- Seek out resources, feedback, and support based on interests and/or needs.
- Engage in critical self-reflection and reflection on practice; explain rationale for decisions grounded in research, theory, and lived experience.
- Apply feedback and demonstrate a willingness to make changes.
- Take action to learn and meet the professional expectations for each context (this includes everything from professional records to attendance to attire).
- Meet all legal and ethical requirements



Focus on Collaboration

- Seek to build meaningful relationships by understanding, working with, and learning from others.
- Value the contributions of families and community members and actively work to meaningfully connect with them.
- Seek to understand and build relationships with schools, families, and communities as particular types of intersecting systems within a larger ecosystem that shape our students' lives.
- Maintain a focus on recognizing students' strengths, advancing learning (own and others), and finding positive solutions during all interactions.

POLICIES AND PRACTICES

Active Participation in our Learning Community

During our class sessions, we will engage in discussions, debates, simulations, and other activities. The richness and depth of our discussions is contingent upon the contributions of each member of our learning community. When a member of our learning community misses class or comes unprepared, the entire group suffers. Therefore, everyone is expected to come fully prepared (having completed all assignments/readings) and is expected to actively participate in our class. We will revisit and continue to refine our co-constructed class norms from this fall. Please **contact me in advance** if there are any reasons to miss class or come unprepared; again, I want to work collaboratively with you. When missing a class, you should expect to make up the missed instructional minutes by completing the missed assignments or engaging in alternate activities as assigned by the instructor (at times, viewing a class recording may or may not be possible). Absences or tardiness may result in a lower course grade. Per MSEd/TeachEd policy, missing three class sessions will result in an automatic grade of "incomplete" and you will have to retake the class at another time.

You are required to be at your student teaching site from January 3 through March 18. **If you will need to be absent from your student teaching site for any reason please notify both myself and your mentor(s).** You will also record any absences on your weekend update.

Absences: Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend in-person class and update your Symptom Tracker application right

away to connect with Northwestern's Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework and join class on Zoom.

Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework.

Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.

Note: Some texts and class discussions will touch upon deeply personal issues, including cultural practices, gender, mental health, and antisocial/violent acts. I will do my best to provide timely anticipatory warnings, but the nature of our course is that discussions and contemporary readings/video at times take unexpected turns. Further, our class discussions will reflect what we are observing in the field and therefore can change rapidly based on what is happening in our placement schools. You are always welcome to step out (or offline) to take care of yourself during these discussions. Let us share responsibility: please indicate to me privately and confidentially if you feel vulnerable around certain topics. Also, please note that campus resources are available to assist you. Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the NUhelp [website](#) and [app](#). Let us all develop a safe space that allows for respectful free expression and exchange of ideas.

Support for Wellness: Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the [Counseling and Psychological Services \(CAPS\)](#), [Religious and Spiritual Life \(RSL\)](#) and the [Center for Awareness, Response and Education \(CARE\)](#).

University Statement Regarding COVID-19 Classroom Expectations

Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

- Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.
- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.
- If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week. Students who fail to comply with

current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension.

Exceptions to Class Modality

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

Class Recordings

This class or portions of this class may be recorded by the instructor for educational purposes and available to the class during the quarter. Recordings will be available either through Canvas or an emailed link. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them—is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Academic Integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>. While the guidelines for academic integrity at Northwestern prohibit students from submitting identical or similar work for credit in more than one course, these guidelines are modified here. Your courses are all working towards the same goal; providing you, as a teacher scholar, culminating experiences to support synthesis and application of theories and practices. It is likely that as you synthesize and expand your thinking, there will be some overlap between this course, your action research project and completion of the edTPA.

Accommodations & Differentiation

I am committed to ensuring that this class is **fully accessible** to every member of our learning community. If anything is impeding your success in this class, please see me so that we can work together to find solutions. I believe in differentiation and want to work with you to tailor this course to best meet your needs, readiness, and interests.

Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the NUhelp [website](#) and [app](#).

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact AccessibleNU at 467-5530 or accessiblenu@northwestern.edu. AccessibleNU is located in Suite 130 of 2122 Sheridan and online at <http://www.northwestern.edu/accessiblenu/>

Canvas

Course documents, announcements, videos, articles, and other shared materials can be found by logging into Canvas. Since these varied resources will be shared through Canvas you will **not** need to purchase a text for this class. You will also be required to participate in discussions through Canvas.

MAJOR ASSIGNMENTS & GRADING

You will receive one grade for the entire student teaching experience. With both your course grade and our activities/assignments, we strive to align with the authentic work and requirements of our profession; this includes both teaching responsibilities in the classroom as well as professional responsibilities (some of which are outlined in the corresponding section of our CEF). Our assignments align with educational frameworks that articulate what readiness to enter the profession looks like and what proficient and accomplished teaching looks like. Your grade for this course serves as an assessment of your readiness to enter the profession; it is a challenge to condense so many skills, dispositions, and assignments into one summative grade.

Assessing and reflecting on teaching practice is complex and it is important to gather multiple, authentic assessments. While there are other important tasks that will be part of your student teaching experience, the following assessments are collected and formally evaluated as part of the student teaching:

- At **least three site visits** by your supervisor. As part of your site visit, you will write up detailed lesson plans, participate in a pre-observation conference, classroom observation, and post-observation conference.
- **The Candidate Evaluation Framework.** This will be completed by your mentors, supervisor, seminar instructor, and yourself.
- **Assignments** in your seminar course including regular reflections.
- **Your Professional Development Plan** that you will craft and follow.

A primary goal of collecting this data and engaging in this process of assessment is to advance your learning and support your growth as an educator. Embedded in this process are multiple opportunities for you to engage in guided reflection, receive formative feedback/coaching, and determine logical next steps and goals. All of these assessments are also carefully analyzed so that instructors, supervisors, and MSED staff can plan and improve instruction and tailor their supports.

A secondary assessment goal is to provide an indicator of your readiness to begin teaching; this final indicator is the grade that you will earn for student teaching. Your seminar instructor will assign your letter grade by carefully analyzing and connecting the multiple pieces of data collected from a variety of sources.

The following standards are used when determining final grades during student teaching.

- **A:** An “A” represents readiness to begin teaching. The candidate has demonstrated beginning level competencies in each of the areas of the CEF, Professional Dispositions, and the Guiding Commitments. Scores on the final CEF are consistently threes and fours (with the possibility of a couple scores below 3). There must be no disposition concerns noted. When analyzing teaching using the TPA rubrics, the candidate would consistently earn scores of three, four or five. The candidate has reached a level where they can be recommended *without reservation* for employment as a teacher.
- **B:** A “B” represents readiness to begin teaching. At this level, there may be some inconsistencies in performance or some scores below a three on the final CEF. Overall, the candidate does demonstrate beginning level competencies in each of the areas of the CEF, Professional Dispositions, and the Guiding Commitments. When analyzing teaching using the

TPA rubrics, the candidate would mostly earn scores of three, four or five but might have a small number of twos. The candidate has reached a level where they can be recommended for employment as a teacher.

- **C:** A “C” represents that a candidate has not fully demonstrated readiness to begin teaching. Any of the following reasons could demonstrate an incomplete readiness for teaching

- o At this level, it is possible that the candidate has demonstrated readiness in some of the areas of the CEF or Guiding Commitments but not consistently demonstrated readiness in *all of the areas*.

- o Disposition concerns during student teaching may be noted.

- o When analyzing teaching using the TPA rubrics, the candidate could earn multiple scores of two.

- o In order for the candidate to meet beginning expectations, extensive assistance was required (for example, extensive remediation was required to complete the TPA, extensive lesson revisions or planning support is ongoing, or the candidate continues to need support to organize the logistical demands of teaching).

With a C, a candidate can complete student teaching and earn licensure. The candidate can only be recommended for employment as a teacher *with reservations or conditions*.

Proposed Schedule for Student Teaching: This proposed schedule is intended to be flexible, based on meaningful discussion between the student teacher and mentor teacher. You are required to complete a minimum 5 consecutive weeks of full teaching responsibility.

Student Teaching		
Guided Supervision	Weeks 1- 2	Assume responsibility for administrative aspects of class and teach one subject as well as small group instruction.
Partial Teaching Immersion	Weeks 3	Add responsibility for another subject area.
Full Teaching Immersion	Weeks 4 – 9	Assume responsibility for full teaching load for minimum 5 consecutive weeks .
Phase Out	Week 10	Begin to give responsibility back to the mentor teacher. Use this opportunity to observe other teachers and classrooms at your site.

1. Professional Growth Plan

[Seminar Elementary Professional Growth Plan](#)

[Seminary Elementary- Sample Professional Growth Plan](#)

As part of your personalized journey, you will be asked to do a reflective look at your personal strengths, challenges and interests.

- In the first week of class, you will be given time to work individually or in a small group to review your Wildcat TPA comments. Watch your video again with this feedback in mind.
- Review your CEF reflection and artifacts you began to collect to support your growth in these areas.
- At the end of class, you will Create a Personal Growth Plan and identify one goal in each of these three areas:
 - Planning
 - Environment
 - Instruction
 - Professional Responsibility
- Throughout the quarter, you will continue to collect artifacts to support your CEF as well as expand on your personal goal.
- Surrounding this goal, your portfolio work focuses on your unique goal. So, for example if expanding your assessment techniques is a goal, then you will focus more on aspects included in the Assessment Portfolio.

2. Weekly Update

By **Sunday evening** of each week, you will submit a weekly update on Canvas. The purpose of this update is to informally share what is occurring at your student teaching site and to respond to any questions you may have. These updates should provide you with a moment of reflection at the end of each busy week. These should not be lengthy and can be in note or bullet form. **You will have a guiding question each week as noted on Canvas.** *In addition, consider the questions below when thinking about your week and when completing your update:*

- How did it go last week? Did any problems come up? Did anything wonderful happen?
- What was your role last week? (co-teaching, teaching specific classes, full load etc.)
- What are your lesson plans focusing on this week?
- What happened during the regularly scheduled meeting with your mentor teacher? What questions did you bring, what insights were shared?
- Do you have any questions? Can I be of any help to you?
- Were you absent any day? (If so, what days?)

3. Videos

- As part of your practice, you need to videotape regularly; I am confident you will find many benefits to regular videotaping. You are **not** expected to analyze or share every video that you tape. Throughout the course, you will be asked to video record various lessons and environments. These will be posted and annotated. Your videos will provide you with another avenue of self-reflection and feedback on your teaching practices and will be used in class to facilitate discussion and encourage peer feedback and brainstorming.
- In addition to specific assigned videos, you will be asked to post a video of a lesson of your choosing. This should be a lesson of no more than 10 minutes in length. This video will be shared with the entire class and the discussion will be used to illuminate student thinking and learning.

- These Videos will include a Lesson Plan and insights the student teacher discovered while reviewing.
- As part of your Personal Growth Plan, you will select one of the following areas and film yourself. You will be prepared to share this in class where we will support your reflection.
 - Video 1: Transitions
 - Video 2: Giving Instructions
 - Video 3: Hook or engagement activity & closing activity
 - Video 4: Differentiated lesson
 - Video 5: Student sensemaking lesson
 - Video 6: SEL Activity

4. Professional Sharing

- **Book Talk:** You will select and read a nonfiction book that explicates and applies serious academic/theoretical concepts to the work of understanding and supporting areas related to education and affective development of students. A non-exhaustive list was provided to you at the beginning of the quarter. With permission, you may select a book not on this list. Your assignment this quarter is to select a book and begin reading. You will complete the book talk at the beginning of the Winter quarter.
 - As you read whichever book you select, focus on the concepts presented in the text, how the ideas can be applied to your educational practice and how they can be integrated with your philosophy of teaching children. **You will write a short summary of the book you read, similar to a book review, as described below. You will discuss the information you learned with others in class.**
 - In 2-3 typewritten, double-spaced pages:
 1. Give a brief, general overview of the author's perspective. Include areas that resonated with you and, if relevant, areas that are not consistent with your educational philosophy.
 2. Describe how the information in this book will shape your educational practices. For example, you can describe a (de-identified) situation you have encountered or observed and discuss how you might understand and manage it differently than either you or someone else managed it, based on insights gleaned from this book or how you will apply this information in your teaching practice
 3. How might the concepts in this book help you to advocate better for children when discussing students with parents and/or your colleagues.
 4. Papers will be evaluated in terms of both content and style, so be sure to organize your paper cogently, write it clearly, revise it assiduously, and proofread it carefully.
 5. Plan to share your insights with your class on January 14, 2021. You will have approximately 15 minutes to share your thoughts and ideas.

- **Chapter presentation:** Understanding by Design meets Neuroscience (McTighe & Willis, 2019).
 - Everyone will be responsible for reading the entire book.
 - You will be assigned a chapter to share with your colleagues in class.
 - Present information from chapter. Incorporate information with practical examples and make connections to learning from 1st quarter.
 - This presentation should be approximately 10 minutes.

5. Portfolio re-visit: Throughout the quarter we will take the opportunity to review, reconsider and expand upon the work done with the portfolios in the fall. This work will largely be completed through discussion and activities in class.

❖ *In the end, the one required assignment will be for you to clearly articulate your educational philosophy in each area. Additional work in each portfolio will be based upon your personal goals.*

- Differentiation & MTSS Portfolio:
 - You will review the MTSS processes used in your site.
 - You will identify and utilize the 5 strategies you will use this quarter.
 - Share lesson plans including these strategies.
 - Incorporate students (or different students) who you identified as benefiting from assigning competence and the strength based moves you incorporated into your lessons.
 - MTSS.
 - Be ready to discuss Part 1 in class on 1/20/22
 - If applicable, identify a student receiving tiered supports via MTSS
 - Complete Part 2 of MTSS Project
 - Final: What is your developing philosophy of differentiation? Write out in a clear, concise manner no more than 2 paragraphs.
- Assessment Portfolio
 - Use Chapter 4 in McTighe & Willis to guide you through these activities
 - Over the course of the quarter, you will be given a list of assessment tools. You will be asked to try those tools within one of your lessons and report on the use in your weekly update.
 - You will share lesson plans that illuminate the purpose of the assessment tool and its use.
 - Final: Through your use and analysis of various assessment tools, you will fine tune and develop your philosophy of assessment. Write out in a clear concise manner in no more than 2 paragraphs.
- Sensemaking Portfolio
 - McTighe & Willis use the term ‘AMT’ to elaborate on the teaching moves needed to help students “acquire information and basic skills to develop and deepen their understanding of abstract concepts...” (pg. 96). Incorporating ideas from this chapter, along with the work we did over the course of last quarter, exploring the concept of sensemaking, you will put into action those concepts within your lessons.
 - Over the course of this quarter, you will be asked to demonstrate your skill in the use of crafting lessons that incorporate sensemaking or ‘AMT’ activities, designing questions that elicit student thinking and analyzing student thinking.

- You will share a lesson plan illuminating the sensemaking moves you use, prepare a video demonstrating your lesson and analyze that video.
- Final: you will fine tune and expand on your philosophy of sensemaking. Write out a clear concise manner in no more than 2 paragraphs.
- Revisit Environmental Design for Learning and Classroom Communication the fall, you considered your ideal Environmental Design for Learning. You will be asked to reconsider several areas. The classroom discussions have consistently included how we use strength based moves, identify areas of equity and social justice.
 - You will respond in Weekly Update.
 - You will create a presentation illuminating your refined environmental design for learning and create a short presentation to share with the class.

6. Formal Observations with Supervisor:

- You will have at least three observations. For *each* observation you will:
- Submit *detailed* lesson plans 48 hours before the site visit
- Engage in a pre-observation conference
- Teach your lesson
- Engage in a post-observation debrief

7. Candidate Evaluation Framework:

- Regularly add evidence to document
- Self-evaluate at midterm and end of quarter
- Reflect on evaluation from mentor(s) and supervisor

8. Additional Readings:

Required Text:

McTighe, Willis (2019), *Understanding by Design meets Neuroscience*. ASCD ISBN 978-1-14166-2734-0, Paperback \$30.94 e-text \$29.49

Optional Text:

Archer, Hughes (2011). *Explicit Instruction; Effective and Efficient Teaching*, Guilddord Publication. ISBN: 9781609182281, 1609182286
Paperback \$37.95

- Articles, videos and other resources will be provided in class or on CANVAS.
- You will be responsible to bring information you have learned from these readings/activities to enrich our class discussions.

6. Assignment Checklist:

Professional Growth Plan:

- Articulate 3-4 growth goals
- Take the initiative to regularly work on goals.
- Document, reflect on, and evaluate progress while refining goals.

Candidate Evaluation Framework:

- Regularly add evidence to document
- Self-evaluate at midterm and end of quarter
- Reflect on evaluation from mentor(s) and supervisor

Professional Sharing

- Book Talk and Write up
- Reflection of Jessica Minahan's presentation
- Chapter presentation of McTighe & Willis
- Video: Full lesson focus video

Recurring Requirements:

- Weekly Update due by midnight each Sunday
- Lesson plans included with videos.
- Videos as identified in Personal Growth Plan

Assessment Strategies:

- Diagnostic or Pre-Assessment
- One of the following examples of formative assessment:
 - Dead-write
 - Exit card
 - Concept map
- Student self-reflection
- Rubric or evaluation criteria
- Summative Assessment - Analyze results to inform continued needs
- Performance Task (if possible)

Portfolio Revisit & Philosophies of education:

- Environmental Design for Learning & Classroom Climate
- Sensemaking
- Differentiation/RtI/MTSS
- Assessment

Class Session Information:

Session One: January 6, 2022 Remote session Zoom link	
Essential Question: How is community re-established in your environment? Observation Focus: How did students return from winter break? Are there concepts they have learned since you were last in the classroom? How did the students respond to you?	
Topics: <ul style="list-style-type: none"> Professional Sharing- Book Talk Personal Growth Plan - collaboration Questions about Syllabus Q&A about student teaching 	Readings:
<ul style="list-style-type: none"> Assignments: Due January 9: <ul style="list-style-type: none"> Weekly Update Week #1- See observation focus Due January 6: <ul style="list-style-type: none"> Book Talk. Turn in assignment on Canvas. Be prepared to share information with the class. 	At your Site: <ul style="list-style-type: none"> Re-establish relationships with your students. Meet and get to know about any new students Have your plan in place for take over Assume responsibility for administrative aspects of class and teach one subject as well as small group instruction.
January 13, 2020 Remote Research 4:30-6:00 Cove Presentation: Jessica Minahan 6:00-7:30	
Special Alternative Learning Experience: Jessica Minahan	Readings: Due January 13
Topics: <ul style="list-style-type: none"> 4:30-6:00 Research 6:00-7:30 Cove Presentation 	
Assignments: Due January 9: Weekly Update Week #1- See observation focus	At your Site: <ul style="list-style-type: none"> Assume responsibility for administrative aspects of class and teach one subject as well as small group instruction.
Session Three 1/20/22 Transitions	
Thursday, January 20 5:00-8:00 in person	

<p>Professional Sharing:</p> <ul style="list-style-type: none"> ● Transition video: what are elements of successful transition? How to accommodate for students who transition faster/slower? ● Lesson planning: <ul style="list-style-type: none"> ○ Components of Effective Lesson ○ How effective lesson planning relates to Danielson rubric ● Bring a lesson plan to class to share. Review UBD and other techniques for developing lesson plans. ● Assessment Strategy of the week: Diagnostic assessment (running record, CBM, diagnostic spelling, unit test) 	<ul style="list-style-type: none"> ● Readings: Due January 21 ● Chapter 1 & 2 McTighe & Willis
<p>Assignments Due January 20:</p> <ul style="list-style-type: none"> ● Weekly Update #2 Due January 16. <p>Observation Focus: How are transitions effectively managed in the classroom? What strategies support effective transitions? How successful have you been managing transitions? Are there additional strategies you will, have or would like to put into place?</p> <ul style="list-style-type: none"> ● Transition Video: Video: Take a 1-3-minute video of a transition. This can be within a lesson (changing from one activity to another) or between lessons (changing from one subject to another). This should not be a transition to an activity outside the classroom. Include in your video the instructions you give and the beginning of the next activity. ● Share your video. Include comments of student response to the instruction and how they begin the next lesson NO LESSON PLAN REQUIRED. ● Reflection: Due January 20 After attending Dr. Minaham's presentation, please write a one page reflection. <ul style="list-style-type: none"> ○ What if any new learning occurred during this presentation? ○ What three ideas resonated with you? How will you incorporate these into your classroom? ○ This was a parent presentation composed largely of parents of students with exceptional needs. What if any reflections do you have regarding their perspective and questions? How will this shape your understanding of parents and students with exceptionalities? 	<p>At your Site:</p> <ul style="list-style-type: none"> ● Notice and enact effective transitions. ● Plan lessons using lesson planning template ● Try assessment strategy of week (diagnostic assessment) if possible. ● Continue administration aspects for the class. Add responsibility for another subject area.

Session Four: January 27 Session Three: Giving Instructions, Lesson Planning	
Topics: <ul style="list-style-type: none"> ● How is it going? What concerns do you have regarding classroom management? <ul style="list-style-type: none"> <input type="checkbox"/> Bring examples of classroom management 'case studies' ● Bring any case study behavior management 	
Professional Sharing <ul style="list-style-type: none"> ● Share a technology tool you are using in your classroom ● McTighe & Willis - Chapter 3 presentation ● Video: Giving Instruction ● Danielson: Introduction to the Danielson rubric for evaluation. ● Assessment Strategy of the Week: <ul style="list-style-type: none"> ○ Pose questions and analyze student responses. 	Reading <ol style="list-style-type: none"> 1. McTighe & Willis - Chapter 3 & 4 2. Danielson Framework for Teaching: Domain 2 (Reading on Canvas)
Assignments: <ul style="list-style-type: none"> ● Weekly Update: Due Jan. 23 Observation Focus; How is instruction provided? How are you able to provide clear, concise lessons students are able to understand? Notice how students are able to get going on the lesson once you have provided the instruction. ● Video: Take a 2 minute video of you giving instructions for a lesson. This should include a lesson plan using one of the templates provided. Post with annotation, noting how effective the instruction was. ● Chapter 3 McTighe & Willis - presentation 	At your site: <ul style="list-style-type: none"> ● Assessment Strategy of the Week: Use of questions to analyze student response ● Notice classroom management- fine tune your own management as you increase responsibility for your classroom. ● You should be taking over full responsibility for instruction. Assume responsibility for full teaching load for minimum 5 consecutive weeks. ● Giving Instruction Video
Session Five: Feb. 3 Lesson Planning Continued: Differentiated lesson	

<p>Topics: How is it going? Observation Focus: What are some ways you initiate and close lessons? How are students responding to you in full take over?</p>	
<p>Professional Sharing:</p> <ul style="list-style-type: none"> ● Hook & Close Video ● McTighe & Willis Chapter 4 ● Assessment Strategy of the Week: Exit Card ● Discussion topic: Differentiated Lesson Planning MTSS Portfolio 	<p>Readings:</p> <ul style="list-style-type: none"> ● McTighe & Willis: Chapter 4 & 5 ● CCSS & NGSS
<p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly Update: Due Jan. 30 <input type="checkbox"/> Videos: Take two 60-120 second videos. One is the introduction or HOOK activity in a lesson, the second is the CLOSING activity of a lesson. These should include a lesson plan using one of the templates provided to you. You will submit comments as they relate to noticing student understanding and response to the HOOK and concluding activities. This can be the same lesson or a different lesson. You should ONLY submit 60-120 sec for each video. <input type="checkbox"/> Presentation: McTighe & Willis Chapter 4 	<p>At your site:</p> <ul style="list-style-type: none"> ● Assessment strategy of the week: exit slip ● Notice how students are responding to your full take over. How are they engaging with the lessons?
<p>Session Six: Feb. 10 Lesson Planning Continued: Lesson Planning: Assessment</p>	
<p>Topics: How is it going? Observation Focus: How are you differentiating lessons? What are some needs of different learners? 'Case study' model.</p>	
<p>Professional Sharing:</p> <ul style="list-style-type: none"> ● Video: Differentiated Lesson ● Discuss Differentiation Portfolio ● McTighe & Willis, Chapter 5 ● Danielson- how this links to what we see in the classroom. ● Assessment strategy of the week: Student Rubric 	<p>Readings:</p> <ul style="list-style-type: none"> ● McTighe & Willis Chapters 6 & 7 ● Danielson Framework- Domain 1
<p>Assignments:</p> <ul style="list-style-type: none"> ● Weekly observation focus: How are students responding to assessment? How is your use of feedback effective or not effective? ● Video: Differentiated Lesson: Take a short (approximately 5 minutes) video of a lesson using differentiated instructional techniques. Think about the different ways you can differentiate and the techniques you wished to try this quarter. These should include a lesson plan using one of the templates provided 	<p>At your site:</p> <ul style="list-style-type: none"> ● Assessment Strategy of the Week: Rubric ● Notice how students are responding to assessment and fine tune your ability to differentiate instruction based on their learning. ● This is the mid-quarter. Plan a meeting with your mentor teacher to review your midterm CEF. ● Begin your own self-reflection of your mid-term progress.

to you. You will submit an annotated video noticing student understanding and response to the lesson.

- Chapter 5 presentation

Session Seven: Feb. 17
Positive Parent Partnership

Topics: How is it going?

Observation Focus: How do students respond to clear statements of goals? Case study of student learning continued.

<p>Professional Sharing</p> <ul style="list-style-type: none"> ● Video: Student Discourse ● McTighe & Willis - Chapter 6 presentation ● Present EnComunidad lesson (this can be a shared video or discussion) ● Parent communication ● Assessment strategy of the week: Performance Task 	<p>Readings:</p> <ul style="list-style-type: none"> ● Danielson Rubric: Domain 4 ● Effective Vocabulary Instruction: What SLP need to know (3/2015)
<p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation focus: <ul style="list-style-type: none"> ○ How are you communicating with parents? What is the response to the parent partnership you have developed? <input type="checkbox"/> Midterm Update and Self- Reflection This should be a thoughtful reflection of your progress to date. It can be bullets or notes. (Use the tool provided on Canvas that you began last quarter) <ul style="list-style-type: none"> ○ Ensure you have artifacts to support your Personal Learning Plan ○ Questions to consider: Have I met the goals I set for myself? What evidence do you have to support these beliefs? What, if any, professional resources have supported you in your progress towards your goal? What feedback have you received from your mentor teacher and supervisor that has guided you in your understanding of your progress? How have the students responded? What have the students taught you about your teaching? What new goals have become apparent? <input type="checkbox"/> Video: Student Discourse: Take a short (approximately 5 minutes) video of a lesson using student discourse instructional techniques. Think about the different ways you use questioning to elicit student thinking and encourage student to student discourse. These should include a lesson plan using one of the templates provided to you. You will submit an annotated video noticing student understanding and response to the lesson. 	<p>At your site:</p> <ul style="list-style-type: none"> ● Notice the many ways you communicate with parents. Think about cultural differences in parent communication. Interrogate yourself regarding cultural or language barriers to that communication. ● Student Discourse Video ● Think about preparing for full lesson video
<p>Session Eight: Feb. 24 Classroom Communities and the Social-Ecology of the School</p>	

<p>Topics: How is it going? Observation Focus: What if any evidence of bullying is there in your classroom? What techniques are effective? Have you been able to use asset based moves with students in your class?</p>	
<p>Professional Sharing</p> <ul style="list-style-type: none"> ● Video: Full Lesson ● SEL - Revisit Environmental Design for Learning and Classroom Community Portfolio. <ul style="list-style-type: none"> ○ Come prepared to discuss examples of SEL in your schools. ○ Bring pictures, artifacts of ways SEL is reinforced in your classroom. ● Restorative conversations (TeachingWorks Activity) ● Assessment Strategy of the Week: Student self reflection. 	<p>Readings:</p> <ul style="list-style-type: none"> ● Poyhonen, Juvonen & Salmivalli, (2012) Standing up for the victim, siding with the bully or standing by? Bystanders responses in bullying situations Standing up for the victim or standing by.pdf
<p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation focus: <ul style="list-style-type: none"> ○ What, if any, evidence of bullying is there in your classroom? What techniques are most effective in dealing with this? <input type="checkbox"/> Video: Full Lesson (2 people) <p>Video: you will be asked to share a video of a lesson of your choosing. This should be a lesson of no more than 10 minutes in length. This video will be shared with the entire class and the discussion will be used to illuminate student thinking and learning.</p>	<p>At your site:</p> <ul style="list-style-type: none"> ● Notice how student relationships are continuing to evolve. ● SEL lesson video ● Think about preparing for full lesson video ● Assessment strategy of the week: student self reflection
<p>Session Nine: March 3 Research: 4:30-6:00 Seminar: 6:30-8:00 Remote session Student Sensemaking</p>	
<p>Topics: How is it going? Observation Focus: What do you notice about student sensemaking? How have you been able to fine-tune your instructional techniques to maximize?</p>	

<p>Professional Sharing</p> <ul style="list-style-type: none">● Video: Full Lesson (2 people)● Revisit Student Sensemaking Portfolio● How to say goodbye and other transition techniques.	<p>Readings:</p>
<p>Assignments:</p> <p><input type="checkbox"/> Observation focus: Student Sensemaking- What evidence do you see of student sensemaking? Are there subject areas that lend themselves more effectively? Are there missed opportunities?</p> <p>Video: you will be asked to share a video of a lesson of your choosing. This should be a lesson of no more than 10 minutes in length. This video will be shared with the entire class and the discussion will be used to illuminate student thinking and learning.</p>	<p>At your site:</p> <ul style="list-style-type: none">● This should be your last week of full take over. Have a plan for gradual release of responsibility.
<p>Session Ten: March 10 Saying Goodbye and Interview Techniques</p>	
<p>Topics: How is it going?</p> <p>Observation Focus: Now that you are releasing responsibility, what do you notice about how students learn? Are you noticing things differently?</p>	

<p>Professional Sharing</p> <ul style="list-style-type: none"> ● Video: Full Lesson (2 people) ● Mock Interview ● Final thoughts and review of concepts ● Bring Portfolios to share thoughts about your final reflections. 	<p>Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the list of common interview questions provided by Danna Dotson. Select 5 questions you would like to explore. We will conduct mock interviews with your peers using those 5 questions.
<p>Assignments:</p> <ul style="list-style-type: none"> ● Video: you will be asked to share a video of a lesson of your choosing. This should be a lesson of no more than 10 minutes in length. This video will be shared with the entire class and the discussion will be used to illuminate student thinking and learning. 	<p>At your site:</p> <ul style="list-style-type: none"> ● You should be gradually release of responsibility. ● Take this opportunity to visit other classes. It is a good idea to see how other teachers teach similar subjects and how students at different grades learn. ● Set up a time with your mentor teacher to review your final CEF. ● Seek out letters of recommendations.
<p>Final Assignments:</p> <ul style="list-style-type: none"> ● Portfolio Revisit- Philosophies of education: <ul style="list-style-type: none"> <input type="checkbox"/> Environmental Design for Learning & Classroom Climate <input type="checkbox"/> Sensemaking <input type="checkbox"/> Differentiation/Rtl/MTSS <input type="checkbox"/> Assessment <input type="checkbox"/> Final Reflection & Final CEF- connected to your Personal Growth Plan. Should include artifacts. 	<p>At your site:</p> <ul style="list-style-type: none"> ● Set up a time with your mentor teacher to review your final CEF. ● Seek out letters of recommendations. ● Saying Goodbye