PSU Graduate School of Education

*Preparing professionals to meet our diverse community's lifelong educational needs.*

**Full Time Secondary Cohort Winter, 2012**

**Thursday 1:00 – 2:50 pm ED 310G**

**Reflective Practitioner CI 515 003 CRN 40817**

**Student Teaching I High School CI 554 003 CRN 40840**

**Student Teaching I Middle School CI 556 003 CRN 40845**

**Student Teaching I Elementary Art/Music CI 552 004 CRN 40835**

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Office Hours: Ed 206H Tues 3-4:00 PM or by appointment

Mark Wallace, the GTEP Secretary, can be reached at 725-4753. My mailing address is PO Box 751, Graduate School of Education, Portland, OR 97207. Please email me directly to schedule an appointment. Students needing an accommodation should immediately inform the course instructor. Students will be referred to Disability Services (725‑4178) to document their disability and to obtain support services when appropriate. I will work with you to arrange the supports you need in this class.

**Catalogue Description:**

“ Perspectives and techniques for formal and informal analysis, information gathering, decision making, value judgments about educational practice.” The purpose of the course is to explore ways for aspiring teachers to develop and use reflection in their own practice, be aware of their own teaching philosophy, and reflect on their growth as a professional.”

GSE Conceptual Framework



**Essential Question:** How are you growing as a professional through the GTEP Program?

# Course Goals and Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| You will: | TSPC Competencies | Conceptual Framework | Assessments:  CI 515 Reflective Practice | Assessments: Student Teaching I |
| 1. Reflect critically on your experiences in the field considering ways in which your learning and beliefs influence your developing instructional practice. | 1f, 1g, 2a-k, 3a-f, 4d | 1.1  1.2  2.1  2.2  3.1  4.1 | Class Discussions, Video Assignment, Reflective Essay  ORELA  Discrimination &  Oregon Educator | Community, School, Class Profile  Student Teaching Log/Work Sample Lesson Reflection |
| 1. Participate in a collaborative professional learning group focused on improving instructional practice and increasing student learning. | 2a-k, 5a-b, 5f-g, 5i | 3.1  4.1 | Lesson Study  Video Consultancy |  |

**Class Objectives to Support Success in Reflective Practice**

1. Apply reflective practice techniques in your professional practice by videotaping your teaching, sharing with colleagues, and completing a written analysis.
2. Participate in a “Lesson Study” Group to collaboratively plan a lesson and analyze the results of implementing the lesson plan.
3. Review US and Oregon Civil Rights legislation and major court cases to prepare for the ORELA Discrimination and Oregon Educator Exam
4. Develop a statement of your personal growth as a professional.

**Class Objectives to Support Success in Student Teaching**

1. Reflect critically on your experiences in the field by keeping a daily log and analyzing your experiences or writing the work sample lesson plan reflections
2. Revise your Community/School/Classroom profile that provides a rich description of the environment in which you will student teach.

**Evaluation** Please Note: Incompletes will be considered only if you have conferred with your instructor about your special circumstances prior to exam week. You are responsible for ensuring that all assignments are turned in by March 22.

**Criteria for Assessment‑Class Projects and Written Work**

* Clarity, conciseness, and completeness. ON TIME SUBMISSION
* You address assignment/ activity guidelines and expectations.
* Your thesis and main points are clear, well‑organized, and well‑supported with examples, descriptive details, explanations, and evidence from readings or observations.
* Insightful reflection about and critique of topic/situations
* Authenticity and conviction. Your own voice, experience, and expertise come through!
* Effective and appropriate use of language conventions to communicate with audience.
* Professional and ethical use of source material.

**Academic Integrity**

In the PSU Student Conduct Code # **577-031-0136**

**Proscribed Conduct by Portland State University**

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

**Assignments/Expectations Due This Term**

**Class Participation** **10%**

My expectation is that you come to class on time, prepared to participate fully,

support one another in a community of learners, challenge yourselves, and complete each assignment to the BEST of your ability. In case of an emergency you must contact me prior to the class regarding your absence. For any absence you must make arrangements for completion of an alternative assignment. Your grade will be based on a combination of active class participation, completion of all assignments and readings on time, demonstration of honest engagement (which does not necessarily mean agreement) in your writing with the issues and readings discussed in class, and demonstration of an ability to understand, analyze, and apply knowledge learned in the course. Be fully present. The instructor reserves the right to deduct credit under this section for absences.

**Student Teaching Log/Reflection Feb 2 (Log1) March 15 (Log 2) 30%**

* 1. Keep a log of your Student Teaching I hours **(20 hours/week**) including the following information: date, # hours, site, content area, teacher(s) name. **Total your hours.**
  2. **Each week** choose one issue related to your student teaching experience to explore in depth. Use the critical incident model: describe the sequence of events, analyze the event in depth, and reflect on what you can learn from this episode.

NOTE: While you are teaching your work sample, you may substitute the daily lesson reflection and consider the following questions: What worked well for you? What challenges did you have? What activities/strategies might you use in the future? What did you learn about students, teaching culture, or yourself?

**Community, School, Class Profile 15 %**

In preparation for the requirements of the Student Teaching I work sample, investigate demographic characteristics of the school, and community in which you will be teaching.

* 1. **If you have moved to a new placement for winter term,** develop the community information component for your work sample: **ASAP**

geographic setting, size, location, types of housing, socioeconomic status, race, ethnicity, bilingual/bicultural statistics, local businesses, and significant social or cultural events. Include information from at least two interviews with community or neighborhood people.

* 1. **DEVELOP** the school information (**Read Posner (School: pp. 83-86)**  **Jan 19**

location, size, age, facilities, financial resources, co-curricular activities, and parent involvement. Also investigate the socioeconomic status, race, ethnicity and bilingual/bicultural status of faculty and students. Include the percentage of students served by special programs (e.g., Special education, bilingual, Title I, free/reduced lunch). Also summarize student testing data (from the school report card).

* 1. **DEVELOP** the classroom information **Jan 26**

Physical description of classroom/ resources; socioeconomic status, race, ethnicity and bilingual/bicultural status of students. Include the percentage of students served by special programs (e.g., special education, bilingual, Title I). What types of accommodations are needed for individual students**? How will the implications of your classroom profile influence your decisions about curriculum and instructional practice?**

# Video Analysis of Student Teaching Feb 2, Feb 9 (Lesson Study), Feb 16 25%

1. Choose a teaching situation which challenges you and about which you would like feedback. Check with your CT about school policies regarding videotaping. Most schools have an opt-out policy which means students may be photographed without an express parent permission form.
2. Arrange to borrow a video camera from MISL or use a videocamera that meets TK20 User Guidelines
3. Videotape 30 minutes of your teaching.
4. Write a summary of the class context, subject matter, and the lesson you are taping. Then analyze your teaching and pose a question for feedback.
5. Select a five to ten minute clip to show the consultancy group and ask for specific feedback.
6. After sharing the video clip with your consultancy group, write a reflection on what you learned from the process. (3 pages typed) Include these questions:
   1. Video Context: What was the context for the videotape? Where in your classroom and during which activity was the videotape made?
   2. Thinking and Learning: How did you stimulate student’s thinking and learning during the experience shown on the videotape? Think about whether and how your organization and implementation accommodated different students in the group. Give examples of the adjustments you made for characteristics of different learners.
   3. Interactions: Are you satisfied with how you interacted with students and how you responded to the unfolding situation on the videotape? Give specific examples, and consider successes, problems, and missed opportunities.
   4. Learning Goals: To what extent were the learning goals for this experience met?
   5. Subsequent Lessons: How did the learning that resulted from this experience influence subsequent lesson?
   6. Classroom: What questions or issues does this videotape raise about your teaching or the students in your classroom?
   7. Influence on Teaching: What will you think about or try to do more of as a result of observing your own teaching on the videotape?
7. FULL TIME SECONDARY CHORT: Upload video clip AND analytical paper to TK20 one week after presenting in class to consultancy group.

**Lesson Study Group Collaboration 15%**

*Lesson Study* is a process by which teachers collaboratively investigate their instructional materials and classroom teaching practices and examine students’ ways of thinking, understanding and learning. Lesson Study can then stimulate new ideas for improving instructional materials, teaching and student learning. Teacher candidates form discipline alike teams and using the Lesson Study Protocol, develop a specific lesson in detail as a group. At least one of the teachers in the group will teach the lesson and report the results to the group for further deliberation and refinement. It is preferable that this group lesson NOT be part of a work sample.

Lesson Study Steps:

1. In your Lesson Study Team plan the chosen lesson. (See Lesson Study Planning Template on instructor wiki) Turn in one copy of the group lesson.
2. At least one member of the team volunteers to teach the lesson to fulfill the video assignment requirement.
3. The volunteer facilitates the lesson at his/her site, and video records the lesson.\*\*
4. Team members re-group to observe video, focusing on classroom dynamics and student learning, and record observation data as they watch the lesson. (See Lesson Study Observation Template on instructor wiki) Turn in one copy of the group observation
5. The team discusses what went as planned and that which did not.
6. Together they revise the lesson to further improve effectiveness and document its results. Turn in one copy of the revised lesson.
7. Each member of the Lesson Study Team will write a one page reflection explaining how this process (initial lesson plan, video observation and discussion, and revised lesson plan) has affected your thinking about your involvement in collaborative teacher practice.

\*\*The team member(s) who video records teaching the lesson may use this video for the activity required as part of the GTEP program. (See syllabus for details on the write up of the videotaped lesson and reflection).

**Reflective Essay**  **Wednesday** **March 21**  **5%**

Review your entries in your student teaching log and respond in writing to the essential question for this course. **How are you growing as a professional through the GTEP program**? Reflect on possible connections between theory (GTEP coursework) practice (field experiences) and the elements of your Work Sample (2-3 pages typed)

**Successful completion of Student Teaching I is required for continuation in the GTEP program and participation in Student Teaching II. Your University Supervisor will make a minimum of three observational visits, evaluate your work sample, and complete two student teaching evaluation forms (midterm and final).**

Additional expectations to keep in mind related to professionalism are from TSPC competency area five that states that “candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

* 1. Be dependable, conscientious, and punctual;
  2. Meet work schedule demands;
  3. Be aware of the importance of dressing appropriately;
  4. Be aware of, and act in accordance with, school policies and practices;
  5. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;
  6. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;
  7. Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;
  8. Perform advisory functions for students in formal and informal settings;
  9. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;
  10. Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and
  11. Exhibit energy, drive and determination to become a professional educator.

**Tentative Schedule**

|  |  |  |
| --- | --- | --- |
| Date |  | Assignment Due Beginning of Class |
| Jan. 12 | Review Syllabus & Work Sample Assessment Rubric  Share Student Teaching Experiences  Videotape/Consultancy Signup | Bring Work Sample Topic for Winter Term |
| Jan. 19 | Presentation on Lesson Study  Lesson Study Teams Meet to Plan | Pre-Assessment to be used with Work Sample  School Profile, (Revised), for Work Sample |
| Jan. 26 | Discrimination and Oregon Educator | Classroom Profile for Work Sample |
| Feb. 2 | Discrimination and Oregon Educator | Student Teaching Log/Episode Analysis |
| Feb. 9 | Share videos/consultancy (NOT Lesson Study) | Videotape Presentation Group 1 |
| Feb. 16 | Lesson Study Videos | Videotape Presentation Lesson Study  Group 1 TK20 upload of video assign. |
| Feb. 23 | Share videos/consultancy (NOT Lesson Study) | Videotape Presentation Group 2  Lesson study TK20 upload |
| March 1 | Data Analysis Work Sample | Bring pre-post assessment data to analyze  Group 2 TK20 upload. |
| March 8 | Guest Speaker |  |
| March 15 | Episode Analysis Discussion (Critical Friends)  Course Evaluation | Student Teaching Log/Episode Analysis |
| March 22 | NO CLASS |  |
| WED March 21 | JOB PANEL (Location TBA) | Reflective Essay on Professional Growth |

**On or Before Student Teaching and Work Sample Deadlines**

|  |  |
| --- | --- |
| Jan 19 | Submit draft work sample pre-assessment to Howard for review |
| Feb 2 | Administer pre-assessment for work sample |
| Feb 3 | Begin work sample |
| **Feb 10** | Complete 3-way conference and mid term Student Teaching evaluation |
| **Feb 14** | University supervisor uploads midterm ST I evaluation into TK20 |
| March 1 | Complete teaching work sample including post assessment |
| **March 5-16** | Complete 3-way conference and final Student Teaching Evaluation |
| **March 9** | Teacher candidates turn in completed work sample to supervisor for review and revision if necessary |
| **March 16** | Supervisors return work sample with feedback to teacher candidates for revision |
| **March 20** | Supervisors upload final Student Teaching evaluation to TK20 |
| **March 22** | Teacher candidates upload final approved work sample to TK20 |
| **March 23** | Supervisors upload work sample evaluation to TK20 |

**NOTE: Dates in bold are for ALL GTEP COHORTS**

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**Video Analysis Scoring Guide**

1. Video Context:

What was the context for the videotape? Where in your classroom and during which activity was the videotape made?

2. Thinking and Learning:

How did you stimulate children’s thinking and learning during the experience shown on the videotape? Think about whether and how your organization and implementation accommodated different children in the group. Give examples of the adjustments you made for characteristics of different learners.

3. Interactions:

Are you satisfied with how you interacted with children and how you responded to the unfolding situation on the videotape? Give specific examples, and consider successes, problems, and missed opportunities.

4.Possible Modifications:

How might you conduct this learning experience differently if you were to do it again?

5.Learning Goals:

To what extent were the learning goals for this experience met?

6. Subsequent Lessons:

How did the learning that resulted from this experience influence subsequent lesson?

7.Classroom:

What questions or issues does this videotape raise about your teaching or the children in your classroom?

8. Influence on Teaching:

What will you think about or try to do more of as a result of observing your own teaching on the videotape?

Lesson Study Planning Template

**Lesson Study Group Members:**

**Teacher Candidate(s) who will teach the lesson:**

**Approximate date lesson will be taught:**

**Time lesson will begin:**

**Grade Level:**

**Subject Area:**

**School name:**

**I. Background information**

1. **Goal of the Lesson Study Group, (i.e. What do you hope to find out?):**
2. **Background Information and Context**

**In what unit will this lesson be taught?**

**What unit goal(s) are addressed by this lesson?**

**What are the demographics/learning needs of the students who will be taught this lesson**

### II. Lesson Information

### A. Lesson Title:

#### Lesson Objectives:

#### Relation of the lesson to the lesson study group’s goal:

1. **Process of the study lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HOOK** | **Learning Activities and key questions and time allocation** | **Student activities/ expected student reactions or responses** | **Teacher’s response to student reactions / Things to remember** |  |
| **INSTRUCTION: List all steps** | **Learning Activities and key questions and time allocation** | **Student activities/ expected student reactions or responses** | **Teacher’s response to student reactions / Things to remember** | **Method(s) of evaluation: formative and/or summative** |
| **CLOSURE** | **Learning Activities and key questions and time allocation** | **Student activities/ expected student reactions or responses** | **Teacher’s response to student reactions / Things to remember** | **Method(s) of evaluation: formative and/or summative** |