PSU Graduate School of Education

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

Full Time Secondary Cohort Winter, 2013

Thursday 2:00 – 3:50 pm Ed 212

Reflective Practitioner CI 515 003 CRN 40829

Student Teaching I High School CI 554 003 CRN 40852

Student Teaching I Middle School CI 556 003 CRN 40857

Student Teaching I Elementary Art/Music CI 552 004 CRN 40847

Gayle Thieman Anita Bright

ED608A ED 594

E-mail: [thiemag@pdx.edu](mailto:thiemag@pdx.edu) [abright@pdx.edu](mailto:abright@pdx.edu)

Phone: 360-608-0579 (cell) 503-395-4372 (cell)

Office hours: Office hours:

Tues 11:30-1 and 3:30-5; Thurs 12-1:00 by appt. Tuesdays 12-1; Thursdays 12-1 and 4-5 by appt.

Mark Wallace, the GTEP Secretary, can be reached at 725-4753. Our mailing address is PO Box 751, Graduate School of Education, Portland, OR 97207. Please email us 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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes: | TSPC Competencies | INTASC Standards | 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. | 1(a)  1(b)  4(a) | 1  2  9 | 1.1  1.2  2.1  2.2  4.1 | Weekly Reflections  Class Discussions, Video Assignment | * Community/ School / Class Profile * Student Teaching Log |
| 1. Participate in a collaborative professional learning group focused on improving instructional practice and increasing student learning. | 1(c)  4 (a) | 3  9 | 1.2  2.1  2.2 | Video Consultancy, Sociogram |  |
| 1. Demonstrate proficiency in instructional planning, instruction, and assessment | 3 (a)  3 (b), | 6  7 | 2.1  2.2  3.1  4.1 |  | * Curriculum framing questions * Pre- and post- assessments * Work sample evaluation * Student teaching evaluation |

Class Objectives to Support Success in Reflective Practice

1. Apply reflective practice techniques in your professional practice by video recording your teaching, sharing with colleagues, and completing a written analysis.
2. Engage in reflective practice weekly by writing to one of the prompts (included below) and post to your ST Personal Page on the cohort wiki.
3. Analyze classroom interpersonal relationships by constructing a sociogram of one class of students.

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. Develop a Community/School/Classroom profile that provides a rich description of the environment in which you will student teach.
3. Create curriculum framing questions and the pre-assessment and post-assessment for your work sample.

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 21.

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 15%

Our 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 us 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 instructors reserve the right to deduct credit under this section for absences.

Student Teaching Log Feb 7 (Log1) March 14 (Log 2) 10%

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. Post to your ST Personal Page

Community, School, Class Profile

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. Post to your ST Personal Page

* 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 Jan 17 10%

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 24 10%

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 Jan 24, Feb 7, Feb 21, March 7 25%

1. Choose a teaching situation which challenges you and about which you would like feedback. Check with your CT about school policies regarding video recording. 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. Review the tips for videoing on the instructor wiki. Practice recording and playing back to ensure there is good sound quality BEFORE you make the recording you plan to use for this assignment.
4. Video 30 minutes of your teaching.
5. 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.
6. Select a five to ten minute clip to show the consultancy group and ask for specific feedback.
7. After sharing the video clip with your consultancy group, write a reflection on what you learned from the process. (equivalent to 3 pages typed, about 750 words) Include these questions:
   1. Video Context: What was the context for the video? (Course, unit, grade level, students, time of day, and other details viewers may need to understand the lesson)
   2. Thinking and Learning: How did you stimulate student’s thinking and learning during the experience shown on the video? 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 video? Give specific examples, and consider successes, problems, and missed opportunities.
   4. Learning Goals: To what extent were the student learning goals for your lesson met?
   5. Subsequent Lessons: How did your learning from reviewing the video influence subsequent lessons?
   6. Classroom: What questions or issues does this video raise about your teaching or the students in your classroom?
   7. Influence on Teaching: In what ways will your teaching be different as a result of the video review experience?
8. Upload analytical paper to ST Personal Page one week after presenting in class to consultancy group.

Reflections (8 entries) Weekly 24%  
Each week choose one of the prompts (see below) and write approximately 250 words (equivalent to one typed page) and post to your ST Personal Page on the cohort wiki. Think about how your professional practice is different from or similar to the model provided by your cooperating teacher. Reflection should be posted by Sunday at 7:00 pm each week. Be prepared to discuss in class.

Reflective Essay Monday March 18 6%

Review your entries in your student teaching log and weekly reflections 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)

Post to your ST Personal Page

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. 10 | Review Syllabus & Work Sample Assessment Rubric  Review Anita’s sample video  Video/Consultancy Signup | Bring Work Sample Topic for Winter Term |
| Jan. 17 | Profile of a student activity  Introduce sociograms | Post to ST Personal Page on cohort wiki:   * Curriculum framing questions for Work Sample * Pre-Assessment to be used with Work Sample * School Profile for Work Sample * Reflective writing prompt |
| Jan. 24 | Share videos/consultancy (6) | * Classroom Profile for Work Sample * Reflective writing prompt |
| Jan. 31 | Sociogram sharing and discussion;  Students in crisis | * Video consultancy write up * Sociogram analysis * Reflective writing prompt |
| Feb. 7 | Share videos/consultancy (6) | * Post student teaching Log 1 to ST Personal Page * Reflective writing prompt |
| Feb. 14 | Considering the needs of English learners | * Video consultancy write up * Reflective writing prompt |
| Feb. 21 | Share videos/consultancy (6) | * Reflective writing prompt |
| Feb. 28 | Dealing with challenging people | * Video consultancy write up * Reflective writing prompt |
| March 7 | Share videos/consultancy (6) | * Reflective writing prompt |
| March 14 | Discuss student teaching experience  Course Evaluation | * Video consultancy write up * Post student teaching Log 2 to ST Personal Page |
| \*\*Mon March 18\*\* | PRINCIPAL’S PANEL (University Place Conference Center, 4-6:00) | Reflective Essay on Professional Growth posted to ST Personal Page on cohort wiki |
| March 21 | NO CLASS MEETING |  |

On or Before Student Teaching and Work Sample Deadlines

|  |  |
| --- | --- |
| Jan 17 | Submit draft work sample pre-assessment to personal page for review |
| Feb 1 | Administer pre-assessment for work sample |
| Feb 4 | Begin work sample |
| *Feb 8* | *Complete 3-way conference and mid term Student Teaching evaluation* |
| *Feb 12* | *University supervisor uploads midterm ST I evaluation into TK20* |
| March 1 | Complete teaching work sample including post assessment |
| March 8 | *Teacher candidates turn in completed work sample to supervisor for review and revision if necessary* |
| *March 15* | *Complete 3-way conference and final Student Teaching Evaluation* |
| *March 15* | *Supervisors return work sample with feedback to teacher candidates for revision* |
| *March 19* | *Supervisors upload final Student Teaching evaluation to TK20* |
| *March 21* | *Teacher candidates upload final approved work sample to TK20* |
| *March 25* | *Supervisors upload work sample evaluation to TK20* |

NOTE: Dates in italics are for ALL GTEP COHORTS and non-negotiable.

----------------------------------------------

Video Analysis Scoring Guide 25%

|  |  |  |
| --- | --- | --- |
|  | Criteria | Possible points |
| Video Context: | What was the context for the video? (Course, unit, grade level, students, time of day, and other details viewers may need to understand the lesson) | 1 |
| Thinking and Learning: | How did you stimulate student’s thinking and learning during the experience shown on the video? 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. | 4 |
| Interactions: | Are you satisfied with how you interacted with students and how you responded to the unfolding situation on the video? Give specific examples, and consider successes, problems, and missed opportunities. | 4 |
| Learning Goals: | To what extent were the student learning goals for your lesson met? | 4 |
| Subsequent Lessons: | How did your learning from reviewing the video influence subsequent lessons? | 4 |
| Classroom: | What questions or issues does this video raise about your teaching or the students in your classroom? | 4 |
| Influence on Teaching: | In what ways will your teaching be different as a result of the video review experience? | 4 |
|  | TOTAL | 25 |

WINTER Reflective Practice Prompts

Each week choose one of the following prompts and write approximately 250 words (equivalent to one typed page) and post to your ST Personal Page on the cohort wiki. Think about how your professional practice is different from or similar to the model provided by your cooperating teacher. Reflection should be posted by Sunday at 7:00 pm each week.

Classroom environment

* How do you intentionally work to build classroom community?
* How do you signal for student attention?
* How do you teach routines and monitor classroom management?
* Where do you spend most of your time during the lesson? (At the front of the room? Moving between small groups?)
* How long are transitions? How much of the allotted class time is actually used for instruction?
* What procedures are in place for students who finish assignments or activities early?

Instruction

* How do you introduce the lesson and explain the learner outcomes?
* In what ways are the students engaged (or not engaged)? What are the students actually being asked to do?
* How do you incorporate technology as a tool for learning?
* How much time does each major activity within the lesson take, e.g., introduction/hook; teacher presentation or modeling; student activities; assessment; closure, transitions, etc.
* In what ways are student cultures, families and lived experiences connected to the content and instruction?
* In what ways do you scaffold student literacy development?
* In what ways do you differentiate learning for students with exceptionalities?

Assessment

* How do you assess student learning?
* How do you assign and evaluate homework?
* How clear are instructions for assignments?