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## **Student Teaching Seminar**

Educational Studies 355-356 • Fall 2009

This is it—the culmination of your teacher licensure program at Carleton College! Your central focus for the next ten weeks will be learning to apply your skills, instincts and philosophy to your teaching. I am here to support you!

You should have primary responsibility for no fewer than three and no more than four classes. If possible, the number of different course preparations should be limited to two. You are expected to keep the hours of a regular teacher—that is, for the entire school day, every day. Officially, the last day of student teaching is **Friday, November 13 (November 25<sup>th</sup> for dual placements)**.

Make certain that you and your cooperating teacher discuss when you will be ending student teaching to insure a smooth transition for the students when you leave.

### **The Seminar**

The seminar functions as a support group throughout your student teaching experience. Through the sharing of each of your situations, you will receive support, advice and praise as you meet a variety of challenges. Specific topics, such as classroom management, lesson planning and evaluation, and the preparation of teaching credentials will also be discussed. We'll also try to rotate the location of the seminar between Northfield, the Cities, and points in between. Attendance at the seminar is an integral part of your student teaching experience and we look forward to seeing you each week.

### **Standards of Effective Practice for Teachers**

The following standards will be used to determine if you have met the requirements for licensure:

- 1: The teacher understands the central concepts, tools of inquiry and structures of the disciplines of social studies and can create learning experiences that make these aspects of subject matter meaningful for students.
- 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of learner.
- 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.

10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### **Additional Requirements**

In addition to your classroom teaching and regular attendance at the seminar. The following are also required:

- Weekly lesson plans, submitted at each seminar.
- Occasional focused writings
- A videotape of one class period (due by Oct 7 for our midterm evaluation)
- A draft of your teaching resume (due Oct 28)
- Teaching portfolio (in progress, Nov 11; final, Nov 18): Your portfolio should be a visible manifestation of your work as a teacher (see Portfolio Table of Contents; we'll also discuss this requirement in greater detail in seminar).

### **Texts**

- *Strategies for Successful Student Teaching*, Carol Marra Pelletier
- *Discipline Survival Kit for the Secondary Teacher*, Julia G. Thompson
- *Classroom Management for Secondary Teachers*, Edmund T. Emmer, et al.
- *Fires in the Bathroom*, Kathleen Cushman
- *Tips For Creating A Manageable Classroom*, Julie Landsman

### **Observation**

We will schedule our weekly observations at the seminar. Generally, I will observe one of your classes approximately once a week. Make certain you let your cooperating teacher know when we'll be coming. After each observation, we'll debrief, either immediately, if your teaching schedule permits, or later that day. Remember, the primary purpose of our observations is to provide support and guidance, not judgment or evaluation. In addition to our observations, your cooperating teacher(s) should also regularly observe your classes.

### **Evaluation**

The most important assessment of your student teaching will be letters of recommendations from your cooperating teachers and from us. Your portfolio will be used to help inform your recommendations. You will receive 12 non-graded credits for student teaching. These letters will become a part of your placement file at the Career Center.