COURSE DESCRIPTION
This course was created to meet Standards of Effective Practice for Teachers (SEP) Standard #10:

Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

The purpose of this course is to provide you with the opportunity to learn more about the school in which you will student teach and the communities that your school serves. The assignments of the course are also designed to help you begin to develop relationships and partnerships with other adults who serve and support students in a variety of ways. The course is structured to encourage you to spend some time at your student teaching placement site before you are exclusively focused on your student teaching. I hope you will be able to observe and experience the character of the school and the nature of the students it serves to help you be better prepared to teach those students. Thus, a significant amount of your time will be spent at the school site and you will be directed to observe specific aspects of that setting.

The course is based on the belief that because you have chosen to teach, you already hold strong intellectual and social commitments and that you are interested in developing deeper understandings about teaching and learning and the connections between schools and the communities they serve. The course is also based on the belief that great teachers who can empower students with a love and understanding of the content that they teach are not born; teachers become great by acting and by thinking about what they are doing.

The course is structured to encourage you to act and think as you do some personal explorations about teaching and begin to develop relationships with other adults who support students in the school where you will student teach. The overarching goal of the course is to help you feel ready to begin your fall student teaching— a readiness that comes from 1) having better formulated your own views about good practice and 2) having developed a comfortable familiarity with the school and community in which you will student teach and a greater understanding about the lives of the students you will teach.

In sum, you should be able to begin your fall student teaching with a richly textured understanding of the community in which you will be teaching; you will become comfortably familiar with your student teaching placement site; you will have a greater understanding of the lives of the children with whom you will be working, and you will have met some adults who support those children. You will also reflect on the important role that teachers play in communities.

COURSE MEETINGS
We will meet once a week from 3:10 to 4:20. We will meet off campus sometimes. Between meeting times, you should visit your student teaching site at least four times.

READINGS
Cushman: Fire in the Bathroom
Perrone: Lessons for New Teachers
Kohl: I Won't Learn From You
Neito: Why We Teach
Landsman/Lewis: White Teachers/Diverse Classrooms

There will also be several additional readings to be distributed as handouts
**COURSE REQUIREMENTS***  

| **Required attendance at every session and regular participation** | 10% | weekly |
| **Draft of teaching philosophy** | 10% | **Draft 1-Apr 7**  
| **Draft 2- June 2, in eportfolio** |
| **Annotated map of your school's neighborhood and portrait of school** | 5% | Apr 14 |
| **Interviews with school support personnel-counselor, social worker, or nurse** | 10% | May 26 |
| **At least three structured observations in your student teaching site.** | 15% | By May 26 |
| **Teach one lesson for an entire period in your student teaching site You should submit the lesson plan to me two full days before you teach the lesson, to be arranged by you and your cooperating teacher.** | 15% | When you can arrange it |
| **Final reflection paper** | 15% | June 6 |
| **Mini-eportfolio** | 20% | June 6 |

*Explanatory handouts will be given for each of these assignments*
Date: Wednesday, March 31
Topics: Getting Acquainted, Purpose and Structure of Course, Student Teaching Placement Progress

Date: Wednesday, April 7
Topic: Developing Your Philosophy of Teaching
Assignment: First draft of teaching philosophy

Date: Wednesday, April 14
Topic: A School Is in a Community
Assignment: Annotated Map/Portrait of School

Date: Wednesday, April 21
Topic: Creating Your e-portfolio
Guest: Fiona MacNeill, ITS

Date: Wednesday, April 28
Topic: A School is a Place to Support Students
Assignment: Interviews with school personnel

Date: Wednesday, May 5
Topic: A School is a Diverse Community
*Required viewing of DVD

Date: Wednesday, May 12
Topic: A School is a Place for Teaching
Assignment: Structured Observation #1

Date: Wednesday, May 19
Topic: A School is a Place for Learning: Creating effective lesson plans
Assignment: Structured Observation #2

Wednesday, May 26
Topic: Classroom management 101
Assignment: Structured Observation #3

Wednesday, June 2
Topic: Looking Backward and Forward
Assignment: Final reflection paper and mini-portfolio
Draft, ok; final version due June 6

Note: Assignments are due on the date under which they are listed