Student Teaching Seminar
Educational Studies 355-356 • Fall 2013

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. We are 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 15, although some student teachers stay to coincide with the end of the marking period. 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 rotate the location of the seminar between Northfield and the Twin Cities. Attendance at the seminar is an integral and required part of your student teaching experience, and I look forward to seeing you each week.

Texts
• Tips For Creating A Manageable Classroom, Julie Landsman (provided)

Moodle
Although this is not a regular Carleton course, we do have a Moodle site where important course information and resources can be found (including planning and observation forms and the edTPA handbook and support information).

Observation
We will schedule our weekly observations at the seminar. Generally, I will observe one of your classes once every 5-10 teaching days. Make certain you let your cooperating teacher know when I’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 my observations, your cooperating teacher(s) should also regularly observe your classes.
**Student Teaching 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 23 for our midterm evaluation) to become part of task 2
- A draft of your teaching resume (due Oct 25* by e-mail to Deb Olien at dolien@carleton.edu)
- Teaching portfolio (in progress, Nov 13; final, Nov 18): This portfolio is a continuation of the portfolio you began in Schooling and Community, but will be tailored to meet the requirements of the edTPA assessment.

**edTPA Requirements**
Submit a Teacher Performance Assessment (edTPA) that will include artifacts (i.e. lesson plans, instructional and assessment materials, one or two video clips of your teaching, student work samples) and commentaries (i.e. Planning Instruction and Assessment, Instructing and Engaging Students in Learning, Assessing Student Learning) based on a 3-5 lesson unit of instruction referred to as a “learning segment”.

- The edTPA is a national, subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment.
- It was developed utilizing best-practices in teacher evaluation and is based on a California assessment used for teacher licensure. Minnesota and multiple other states have accelerated their adoption of the edTPA in order to have more voice in its shaping.
- Student teachers, or candidates, complete the edTPA during the professional semester of their teacher preparation programs.
- To complete the edTPA, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning by providing artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts.
- The edTPA includes the following four main parts:
  - Task 1: Planning Instruction and Assessment
  - Task 2: Instructing and Engaging Students in Learning
  - Task 3: Assessing Student Learning
- The edTPA is subject-specific, so each content area has its own handbook. Yours can be found on our Moodle site.

These tasks will become part of your portfolio. Please see the content specific handout books on Moodle for further explanation.
### Assignment | Due Date | Standards of Effective Practice
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Lesson Plans | Weekly | 1A-J, 7A-H
Focused writings | Tba | 2A-H, 3A-Q, 5EFHJQ, 9ABCFGJ
Video Tape | Oct. 23 | 10BCEFHI
Resume-email to Deb Olien dolien@carleton.edu | Oct. 25 | n/a
Portfolio | Nov. 18 | All inclusive

The full list of Standards of Effective Practice for Teachers can be found on the Department of Educational Studies website at [http://apps.carleton.edu/curricular/educ/teaching_licensure/](http://apps.carleton.edu/curricular/educ/teaching_licensure/)

### Evaluation

**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 and 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 leaner.

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.

In addition to the edTPA artifacts, the most important assessment of your student teaching will be letters of recommendations from your cooperating teachers and from me. Your portfolio will be used to help inform your recommendations and these letters will become a part of your placement file at the Career Center. You will receive 12 non-graded credits for student teaching.