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**EDUC 342 Pre-Student Teaching Clinical Experience II/ ARHU 343 Applied Practice in English Language Arts**

**EDUC 542**

Dr. Wender

Class Meeting Times: Tuesdays, 2:30pm-5pm

Jane Leonard Hall 307 and Zoom

**Office Hours**

**By appointment**

Mondays, 12:30pm-2:30pm

Tuesdays, 1pm-2pm

Wednesdays, 1:30pm-3:30pm

*Please make an appointment here*

Please communicate any questions or concerns to me by e-mail at . . . I will do my best to respond as quickly as possible. I check email every weekday more than once a day, although I am not on email all day.

**Course Description**

**EDUC 342 Pre-Student Teaching Clinical Experience II**

**(CHSS 343 Applied Practice in Secondary English Language Arts)**

EDUC 342 is a one-credit required course for secondary English education majors and is the second in a series of seminars that include on-site school experiences in preparation for student teaching (35 hours in EDUC 242, 60 hours in EDUC 342). Candidates are also co-enrolled in CHSS 343, an additional one-credit course.

**EDUC 542 is a three-credit required graduate course for those enrolled in the English Post-Baccalaureate, Grades 7-12, Certification Program** that covers the same material as EDUC 342/CHSS 343 and includes 95 hours of on-site school experiences in preparation for student teaching.

In both EDUC 342/EDUC 542, in addition to the completion of the on-site observations and pre-service teaching, there will be several two-hour seminars on campus and a final individual conference with the instructor.

- For EDUC 342/542: six two-hour seminars (see detailed course schedule for dates)
- For EDUC 542 **only**: an additional two-hour seminar (see detailed course schedule for dates)

An important goal for this course is to prepare the electronic portfolio to meet Step Two of the three-step process for teacher education or equivalent.

This course prepares candidates for field experiences in secondary English language arts. Students develop skills for school-site observations, are introduced to models of

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classroom management, and receive instruction about completing the Step 2 electronic portfolio requirement. The course provides opportunities for students to apply understandings of pedagogical content knowledge to observation and lesson design and to familiarize themselves with teacher research methodology.

### Assignment Snapshot

Assignment	Snapshot Description (more to come in class)	% of grade
<b>Step-2 Electronic Portfolio (in LiveText)</b>	Submitted in LiveText. Demonstrates your knowledge of the NCTE/CAEP content standards.	<i>Required to pass and to go on to student teaching. May need to revise.</i>  10%
<b>Reading Responses</b>	Write a 500-800 dialogic journal in response to each reading. Pick 6-10 quotations or images in the text to use as your stopping place and respond. Please use a two-column chart <a href="#">like this</a> . Find what you want to take with you as a professional. What can you use as a student teacher and a teacher? Why?	20%
<b>Classroom Management Project</b>	How does a teacher employ classroom management during the first month of school (and beyond)? This project requires observation field notes, an interview with your mentor teacher, a creation of some of your own classroom procedures, and a cover letter that analyzes your procedures and what you have learned about classroom management.	20%
<b>Lesson Observation &amp; Reflection</b>	You will teach a lesson in one of the classes you are observing. Use feedback from your mentor	15%

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	teacher and me to write your reflection. It can be your previously designed lesson plan, but it doesn't have to be.	
<b>Student Observation Project</b>	As part of your observations this semester, you will spend some time focusing on an individual student and construct a portrait of the student as a learner.	20%
<b>Culturally Responsive Educator Project</b>	Reflect on your own rings of culture and attend two events that feature underrepresented people and experiences. Connect the event to culturally responsive pedagogical practices in your future classroom.	10%
<b>Final Conference Checkout</b>	Final 45 minute meeting to discuss your field experience.	5%
<b>EDUC 542 only: Response to Code of Ethics &amp; Position Statements</b>	<u>For 542 students only:</u> read PA Code of Ethics and selected NCTE Position Statements. Write a 5-6 page response. How do these different documents inform your sense of being a teacher?	<i>Required to pass and to go on to student teaching</i>  <i>May need to revise</i>
<b>EDUC 542 only: Step 1 e-portfolio, ISTE standards</b>	Submitted in LiveText. Demonstrates your knowledge of the ISTE standards.	<i>Required to pass and to go on to student teaching. May need to revise.</i>
<b>Placement Observation &amp; Meeting (in person or through video)</b>	I observe you teach either through video (we will meet and reflect on the video together) or in person.	<i>Required to pass and to go on to student teaching</i>
<b>Signed Schedule of Intention Form (EDUC 342/542 Forms Part I)</b>	Your schedule that you create with your mentor teacher.	<i>Required to pass and to go on to student teaching</i>
<b>Signed Completion Form (Part II)</b>	Signed form that you completed your intended hours.	<i>Required to pass and to go on to</i>

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<b>Signed Professional Dispositions Form (Part III)</b>	Discuss your Professional Dispositions assessment with your mentor teach and set goals for student teaching.	<i>student teaching</i>
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**We do not meet every week. Please consult the course schedule.**

The final individual conference will be approximately 45 minutes and will be scheduled at a mutually convenient time during the final weeks of the semester.

**Required Texts**

- *IUP Pre-Student Teaching Handbook*
- *Classroom Management* by Wong & Wong
- *Culturally and Linguistically Responsive Teaching and Learning* by Sharroky Hollie (2nd Edition)\*\*
- Selected Readings on D2L

\*\*You will read a portion of this book in 342/542 and a portion at the beginning of student teaching in EDUC 441.

**Required Materials**

- LiveText license
- CastleBranch account

**Course Objectives:**

1. Produce a reflective and thoughtful written representation of school environment and development as a pre-professional through discussion and written assignments.
2. Apply classroom observation and interpretive skills.
3. Articulate definitions of classroom management and create and teach classroom procedures to students.
4. Develop an appropriate mini-lesson/lesson for one of the classes being observed for EDUC 342.
5. Exhibit and develop professional dispositions, including promptness, punctuality, and professional and positive communication.
6. Accept constructive criticism and respond with proactive steps.
7. Consider and integrate diverse perspectives into a growing understanding of the role of educators in reaching individual learners.
8. Write with focus and insight on students' learning differences and connect those to purposeful accommodations educators can make.
9. Submit an electronic portfolio that meets the requirements for Step Two acceptance to the IUP teacher education program.

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**For 542:**

10. Articulate how the PA Code of Ethics and NCTE Position Statements can guide English Language Arts teachers as professionals.

**Classroom Participation**

You share this class with others who are also embarking on an intense field experience. As a classroom community, sharing this experience will enhance your learning and also help you feel supported throughout its demands. To create that community, please be prepared to share verbally during each class meeting but also to listen to and value the ideas of other teacher candidates in the room. There are small ways to listen and value others in an academic space: learn names and use them, make eye contact, ask follow-up questions, and refer to each others' ideas.

**Grading Scale**

Students must complete all of the above course requirements to receive a grade. Furthermore, a minimum grade of C must be earned to meet teacher certification requirements.

90– 100	A
80 – 89	B
70-79	C
60-69	D
0 – 59	F

**Academic Honesty**

Participating in the academy requires honesty and trust. In the context of this class, I need to trust that what you submit is your work, and you need to know that what others are submitting is their work. Only then can our studies be meaningful and my grading fair.

In order to uphold that honesty, plagiarism will not be tolerated. It is both dishonest and illegal. What counts as plagiarism, a type of academic dishonesty?

IUP's undergraduate catalogue explains:

Plagiarism is presenting work that is not solely your own as if it were. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is

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incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers.

If any part of your writing was not written by you or was not written for this class, you cannot use it in your submitted work. If you use online study sites to enhance your understanding of a text, you are at serious risk for unintentionally plagiarizing. **Even unintentional plagiarism will be penalized.**

### **Professional Dispositions**

A major component of becoming a teacher is being a professional. In EDUC 342, your mentor teacher will assess your professional dispositions in the school to prepare for student teaching. Please practice those dispositions in our class meetings as well. Please arrive on time, stay for the entirety of class, have all required texts, dress appropriately, and maintain a respectful tone with all students and with me.

Please also refer to definitions of professionalism for the school site in the Pre-Student Teaching Handbook, which is one of the required texts for the course. Mentor teachers will be in touch with me if they are concerned about your professional dispositions in the placement setting. They also often share when they are impressed by your professionalism!

Your willing participation and positive attitude are a necessary component for you to succeed in this class and to learn how to become a professional teacher. We will explore the dispositions you will be assessed by in student teaching, and you should be modeling them in this course.

As required by the Educator Preparation Program, I may file a *Dispositions Alert Form* should I see patterns of behavior that may be unfitting to a pre-service teacher/scholar. Consider definitions of professionalism by the College of Education (stipulated in the Pre-Student Teaching Handbook) and by the professional community. Even if you attend every class, you compromise your professionalism if you dress or speak inappropriately when addressing the class, or if you display a lack of respect for the course and others (sleeping in class, unwillingness to participate or to share, disruptive cell phone or other electronic device use, inconsiderate of others--especially when they are teaching, uncivil or disrespectful towards peers or instructor, any offensive communication, etc.). Inappropriate behavior is also grounds for failing this course, depending upon the severity of the offense.