

Course Description from IUP

EDUC xxx 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 ARHU xxx, an additional one-credit course.

EDUC xxx 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 3xx/ARHUxxx and includes 95 hours of on-site school experiences in preparation for student teaching.

In addition to the completion of the placement observation and pre-service teaching hours, we have several 2.5 hour seminars and **a final individual conference with the instructor.**

- For EDUC 3xx: six whole group seminar meetings (see detailed course schedule for dates)
- For EDUC 5xx **only**: seven seminar meetings (see detailed course schedule for dates)

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

Additional Course Information from Dr. Wender

This course is designed around making connections to your placement. You are all currently placed in a school, and this class will serve as a community for reflecting on your learning in your placement; the questions, tensions, and opportunities that arise in your placement; and the ideas for growth that will propel you towards student teaching. Every assignment, reading, activity, and video that we engage in the course should ultimately inform the choices you make in the field. A driving concept in the course is culturally responsive teaching, an overarching theme that will shape our conversations about students, ourselves, and the roles of schools. Undergirding all our work is the importance of a growth mindset for yourself and for your students, asset-based lenses for students and families, and a broad understanding of the professional dispositions needed to be an educator.

Course Objectives

1. Apply classroom observation and interpretive skills to produce reflective and thoughtful written representations of learners and school environments. (combined)

2. Articulate definitions of classroom management and create and teach culturally responsive classroom procedures (CRSE 8.B & 8.C).
3. Demonstrate a growth mindset by reading and responding to professional literature and attending and reflecting on professional learning opportunities that explore culturally responsive teaching methods; the impact of structural biases; and the real-world experiences and diverse funds of knowledge of learners, educators, and families. (new -- CRSE 1, 2, 3, 9, NCTE 5)
4. Exhibit and develop professional dispositions, including promptness, punctuality, flexibility, and asset-based perspectives on students and families. (added, CRSE 3, CRSE 5B, CRSE 6)
5. Reflect on their own identities, experiences, and biases and how they frame their practices and impact their teaching of ELA. (NCTE 5.1, CRSE 1, CRSE 3D).
6. Gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA. (NCTE 1.1, CRSE 4, CRSE 8)
7. Accept constructive criticism and respond with proactive steps.
8. Demonstrate knowledge and theoretical perspectives pertaining to a variety of literary and informational texts, rhetoric and composition, language, and languaging. (NCTE 2.3)
9. Design and teach English Language Arts lessons within school and curricular contexts.

For 5xx:

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

Essential Questions

- **Culturally Responsive Teaching:** What is culturally responsive teaching? How can it be practiced in secondary ELA classrooms, and why is it important? How can educators continue to learn about and address or engage structural biases in schools, the real world experiences of students and families, and the individual cultural and learning differences of students?
- **Classroom Management:** How do we define classroom management? How can positive and proactive classroom management enhance student learning? How can educators approach classroom management in ways that validate and affirm students' cultures and identities?
- **Professional Dispositions and Self-Awareness:** What professional dispositions do educators need, and how do we develop and practice them? How do educators' identities, experiences, and biases impact their teaching of ELA?
- **Pedagogy and Reflective Practice:** How do ELA teachers design and implement lessons that engage a variety of learners in the practices of ELA? How can educators use a growth mindset to help them listen to feedback and apply it to their practice?

Teaching Philosophy

Four core practices guide my choices as a teacher educator: 1) Engaging students in real world situations and issues; 2) Creating stackable and collaborative assignments; 3) Modeling

concepts, processes, and strategies; and 4) Providing opportunities to build and reflect on one's own and others' identities. All four practices allow me to make learning rigorous and meaningful, accessible and transferable, and personal and communal. I deeply believe in the social opportunity of the classroom, but I also recognize that learning is an individual experience at its core. I strive to meet students where they are while providing the scaffolding and the push they need to grow. I want students to feel in charge of their own learning, and to do that, I prioritize students' questions, one on one check-ins, and opportunities for choice.

Opening Survey

During our first week of class, I will ask you to complete a survey, which has a range of questions designed to help me learn more about you. This is an opportunity for you to let me know about yourself as a learner and student. I'll ask you about the pronouns and name you prefer, and I'll ask you about some of the past experiences you may have had that relate to this course as well as what you're most excited about. Some survey questions are required, and some are optional. For the optional questions, please complete those that feel most relevant to you.

I will do my best with the survey information to value and affirm your names, pronouns, learning differences, and identities. I appreciate your willingness to work with me if I need to follow-up with you.

Assignment Snapshot

Assignment	Snapshot Description (Assignment Details to Come in Class)	Course Objective	% of grade
Step-2 Electronic Portfolio (in LiveText)	Submitted in LiveText. Demonstrates your knowledge of the NCTE/CAEP content standards.	8	<i>Required to pass and to go on to student teaching. May need to revise.</i> 10%
Reading Responses	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. Find what you want to take with you as an educator. What can you use as a teacher? Why?	3	20%
Classroom Management Project	How does a teacher employ classroom management during the first month of school (and beyond)? Why is classroom management key to being a culturally	1, 2	20%

	responsive teacher ? 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.		
Lesson Observation & Reflection	You will teach a lesson in one of the classes in your placement.. You will meet with me after you teach to debrief together and reflect on the lesson.Use feedback from your mentor teacher and me to write your reflection	4, 7, 9	15%
Student Observation Project	In your placement, focus on an individual student who is challenged in some way by school and construct a portrait of the student as a learner. This project involves observations, working one on one with the student, and analyzing student work. Create an asset-based Recommendations Report for other educators.	6	20%
Culturally Responsive Educator Project	Reflect on your own rings of culture and attend two events that feature marginalized identities and experiences. Connect the events to culturally responsive pedagogical practices in your future classroom.	3, 5	10%
Final Conference Checkout	Final 45 minute meeting to discuss your field experience and to present your Student Observation Project.	6, 7	5%
EDUC 542 only: Response to Code of Ethics & Position Statements	<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?	10	<i>Required to pass and to go on to student teaching</i> <i>May need to revise</i>
EDUC 5xx only: Step 1 e-portfolio,	Submitted in LiveText. Demonstrates your knowledge of the ISTE standards.		<i>Required to pass and to go on to student teaching.</i>

ISTE standards			<i>May need to revise.</i>
Signed Schedule of Intention Form (EDUC 342/542 Forms Part I)	Your schedule that you create with your mentor teacher.		<i>Required to pass and to go on to student teaching</i>
Signed Completion Form (Part II) Signed Professional Dispositions Form (Part III)	Signed form that you completed your intended hours. Discuss your Professional Dispositions assessment with your mentor teach and set goals for student teaching.		<i>Required to pass and to go on to student teaching</i>

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 (includes selected chapters from *Hanging In* by Jeffrey Benson)
- Selected videos in class

**You will read a portion of this book in this course and a portion in student teaching.

Required Materials

- LiveText license
- CastleBranch account

Classroom Participation and Community

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 during each class meeting and to listen to and value the ideas of other teacher candidates in the room. There are small ways to value others in an academic space: make an effort to learn others’ preferred names, make eye contact, ask follow-up questions, and refer to each others’ ideas.

On that note, I respect that everyone brings their own personality to the classroom. Some people are more comfortable talking in a classroom space than others. I will work to bring in as many voices as possible and to value active listening. I ask that you assist this effort by monitoring your own contributions. If you have spent more time listening, challenge yourself to speak up. If you have spent more time speaking, think about how you can listen more.

Controversial topics will undoubtedly rise throughout the semester. Please listen to and show respect to all speakers in the room. As a teacher, you will be working with colleagues, administrators, school and district personnel, children, and parents/guardians. Each person in your future career and in this class will draw from their cultures, opinions, life experiences, funds of knowledge, and relationships to schooling. Your respectful participation in our classroom can help prepare you for the respectful communication you will need to practice and model in schools.

Additional Learning Differences and Accommodations Information From Dr. Wender

I want to help you make this course a successful experience. Each student has different strengths, needs, and past educational experiences. If you have a learning difference that you think will affect you in this course, please reach out. I will ask about this on the Opening Survey, but I also welcome your initiative to set up a meeting with me. The first step is a conversation, which will help me determine reasonable and effective accommodations. Keep in mind that learning needs and realities can change over the course of the semester. Please be in touch with me as needed.

Late Work

You have two late vouchers in this class. A late voucher will give you an additional week on the assignment. Email me before an assignment is due to let me know you will be using a late voucher. You don't need to use your late vouchers, but there are two there for you if you need them.

Vouchers cannot be used for your Classroom Management Project presentation or for your Student Observation Project due at your Final Conference Checkout.

Statement of Available Resources

IUP has many available resources to support students. Please explore these options below.

Academic Success Resources

<https://www.iup.edu/success/student-resources/index.html>

Campus Resources

<https://www.iup.edu/honors/current-students/campus-resources.html>

IUP Food Pantry and Help Center

<https://www.iup.edu/studentaffairs/food-pantry/index.html>

Veterans Resources

<https://www.iup.edu/veterans/resource-center/index.html>

Student Wellness and Engagement

<https://www.iup.edu/student-wellness/index.html>

Child Care Access Means Parents in Schools

<https://www.iup.edu/pse/ccampis/index.html>

Campus Bus Schedules

<https://www.indigobus.com/>

Land Acknowledgement

Please visit the [website of IUP's Native American Awareness Council](#) for more information about historical and contemporary issues in Native America.

We acknowledge that this land has long served as a site of meeting and exchange among Indigenous peoples, including the Erie, Iroquois, Lenape, Munsee, Osage, Shawnee, and the Susquehannock tribal nations. We acknowledge the painful history of genocide and forced removal from this place, and honor and respect the many diverse Indigenous peoples still connected to this land. This land was primarily Osage and Iroquois, who call themselves Haudenosaunee. The Allegany also claimed this territory as their southern hunting lands. Additionally, the Delaware inhabited what is today Indiana County because they were pushed here through violence by the white settlers. Finally, there is the ancient Monongahela culture that is known primarily through archeological record. We join in acknowledging the elders, both past and present, as well as future generations of the Native people who are the rightful heirs to this land. We acknowledge that this place was founded upon exclusion and erasures of many Indigenous peoples. This acknowledgement demonstrates the commitment to continuing the process of working to dismantle the ongoing legacy of settler colonialism. We acknowledge our responsibility of work for equity, justice, and reparations for Native peoples of this land and all the Americas.