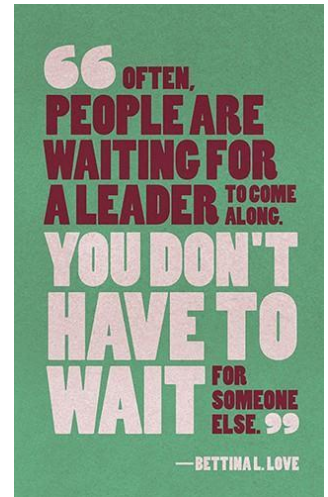


Seminar I in Secondary Education

PSED 420/PSED 520



PSED 420 or PSED 520 | Tuesday 4-6:45PM | Stroud 212

Beth Rajan Sockman Ph.D.

Office Hours: Monday 1-3PM; Tues. 7-8PM; Wed. 9-10AM; Thurs. 4-5 or by appointment for in-person, Zoom or by phone.

Email: bsockman@esu.edu

Phone: 570-422-3621

All learning begins when our comfortable ideas turnout to be inadequate. ~ John Dewey

Part 1 Course Information

CATALOG COURSE DESCRIPTION

The seminar includes the study and application of lesson planning, teaching strategies and styles, assessment, and questioning skills. Seminar I includes a required field experience of 40 hours. Students must sign up one semester in advance and must have completed the Screening process for the College of Education.

Prerequisites: PSED 150, 250; REED 350/REED528 and SPED 350/SPED 550 & 551 before or concurrently; ideally - screening into the Education Program but can be completed this semester.

REQUIRED Materials

- Reading Materials:
 - ***Book Required** - *Understanding by Design (2nd ed.)* (2005) by Wiggins, G., & McTighe, J. (Can get in the library and PDFs will be given in class so you do not need to purchase anything.)
 - **Book Optional** - *The Growth Mindset Coach* by Annie Brock & Heather Hundley
 - **Free:** Universal Design for Learning - <http://www.cast.org/our-work/about-udl.html#XDeHHfx7k0o>
- **Gmail account or 365:** If you don't have a Gmail account, you may want to make one. We will use Google Drive and many of the Google Apps in this class.
- **D2L:** We will use D2L (Desire to Learning) as a learning management System
- **Growth Mindset Disposition:** This is not something you purchase; it is a part of who you are or who you are becoming. We will cultivate this together

PART 2 Objectives & Assessments

COURSE OBJECTIVES

This course will give future teachers opportunities to acquire and practice skills and knowledge of the teaching and learning processes. By the conclusion of the course, each student will be able to do the following (the BEOs and MEOs supported are listed in parentheses):

1. Create unit and lesson path using Understanding by Design and student-centered pedagogy to be culturally relevant for students. (Domain 1)
2. Create lesson plans that meet the learner's different learning needs in terms of learning theories related to learning preferences, and Universal Design for Learning. (Domain 1)
3. Explain the fundamentals for traditional and performance assessment of student progress and apply them to lesson plans. (Domain 1, 2)
4. Describe the roles and responsibilities of secondary teachers and critically evaluate your level of preparation for each. (Domain 1,2,3,4)
5. Analyze and apply knowledge of teaching/learning theory in a 40 -hour field experience. (Domain 3)

BEGINNING EDUCATOR OUTCOMES (BEO's)

The objectives of this course emphasize the development of these BEOs.

Domain 1: Planning and Preparation

Effective teacher candidates plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teacher candidates work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

BEO 1: Demonstrating knowledge of content and pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisites to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the pedagogical approaches that are most suited for each lesson's success.

BEO2: Demonstrating knowledge of students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must appreciate what recent research in cognitive psychology has confirmed: namely students learn through active intellectual engagement with content. While there are patterns of that cognitive, social, and emotional developmental stages typical of different groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. Individual students must be considered when planning lessons as each has individual needs (special education, language, work or co-curricular involvement, home-life, etc.).

BEO 3: Setting instructional outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. In so far as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed.

BEO 4: Demonstrating knowledge of resources

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives.

BEO 5: Designing coherent instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state (standards), district (curriculum), and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students.

BEO 6: Designing student assessment

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ELL student, for example, may need an alternative method of assessment to allow demonstration and understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and are used by students and teachers to monitor progress toward desired outcomes.

Domain 2: The classroom environment

Effective teacher candidates organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

BEO 7: Creating an environment of respect and rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another.

BEO 8: Establishing a culture for learning

A “culture of learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense of what is happening there is important.

BEO 9: Managing classroom procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself.”

BEO 10: Managing student behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

BEO 11: Organizing physical space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe and all students must be able to see and hear what is going on so that they can participate actively. Both teacher and students make effective use of computers and other technologies.

Domain 3: Instruction

All students are highly engaged in learning and make significant contributions to the success of the class through participating in equitable discussions, active involvement in their learning and the learning of others. Students and the teacher candidate work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teacher candidates recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

BEO 12: Communicating with students

Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, and clarity.

BEO 13: Questioning and discussion techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework; this fact reflects the central importance of this practice. Questioning and discussion are techniques that are used to deepen student understanding rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views.

BEO 14: Engaging students in learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy” nor are they “on-task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that the latter students are developing their understanding through what they do. This is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns and the like. A lesson in which students are engaged usually has a discernable structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves.

BEO 15: Using assessment in instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction, it is now recognized to be an integral part of instruction. While assessment for learning is important, it has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purpose of instruction, teachers must have their fingers “on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

BEO 16: Demonstrating flexibility and responsiveness

Flexibility and responsiveness refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most skilled and best-prepared teachers will, on occasion, find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with setbacks.

Domain 4: Professional dispositions and Pennsylvania Code of Professional Conduct

Effective teacher candidates have high ethical standards and a deep sense of professionalism. They use integrated systems for using student learning data, record keeping and communicating with families clearly, timely, and with cultural sensitivity. They assume leadership roles in both school and university projects, and engage in a wide-range of professional development activities. Reflecting on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teacher candidates who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and learning in ways that are respectful and responsive to the needs and backgrounds of co-workers and learners alike. The Pennsylvania

Department of Education places a premium on professional conduct and outlines such in a Code of Professional conduct for Educators – All teacher candidates are expected to understand and abide by this code. Furthermore, candidates will take note that the Dispositions Assessment is the only unit-wide assessment that is not scaffolded – in other words, candidates are expected to maintain high levels of professionalism at all times as they are role models for their students and the population at large.

BEO 17: Professional responsibilities

As outlined in the TEU's Disposition Assessment, all teacher candidates are expected to maintain a commitment to professionalism by demonstrating the following ideals: a. Values lifelong learning and knowledge, b. Values diversity, c. Values collaboration, d. Values professionalism, and e. Values personal integrity. These items are outlined in greater detail in the [TEU Disposition Assessment](#).

Culturally Relevant and Sustaining Educator Competencies

- ∞ Reflect on One's Cultural Lens
- ∞ Identify, Deepen Understanding of, and Take Steps to Address Bias in the System
- ∞ Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces
- ∞ Provide all Learners with Equitable and Differentiated Opportunities to Learn and Succeed
- ∞ Promote Asset-based Perspectives about Differences
- ∞ Collaborate with Families and Communities through Authentic Engagement Practices
- ∞ Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families
- ∞ Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success
- ∞ Educate Oneself About Microaggressions, Their Impact on Diverse Learners, Educators, and Families and Actively Disrupt the Practice

MASTER EDUCATOR OUTCOMES

1. Employ the central concepts, tools of inquiry, and structures of the disciplines they teach and create learning experiences that make these aspects of the subject matter meaningful for students. (NB 2)
2. Articulate, apply and adapt theoretical constructs of learning and development, assessment, and effective instruction that meet the diverse learning needs of each student. (NB 1,3)
3. Engage in quantitative and qualitative research that leads to improved student achievement. (NB 4)
4. Employ effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the learning environment. (NB 3)
5. Perform as reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals) who seek out opportunities to grow. (NB 4)
6. Take a leadership role in developing partnerships and collaborative relationships with colleagues, parents, and agencies in the larger community. (NB5)

The MEOs are aligned with National Board for Professional Teaching Standards, www.nbpts.org/about/coreprops.cfm

Course Evaluation/Grading Policy

Assessment	%
------------	---

Unit Plan & Assessment, Graduate Students Only Assignment	25%
Lesson Plans using specific methods: differentiate using concepts from UDL, DOK, growth mindset, synchronous & asynchronous instruction	30%
Participation (independent work, choice PD, preparedness, mini-lessons, in-class collaboration)	15%
Field experience (40 Hours) with critical analysis report, self-reflection, portfolio and TEU Unit Wide Assessments (cannot pass without them)	30%
Total	100%

PROJECTS

The projects of this course correspond the most to the Beginning Educator Outcomes Domain 1 – Planning & Preparation. All other Teacher Education Unit assessments are also used to guide the projects.

Project #1 - Unit Plan (Purpose)

The unit plan will be created using the Understanding by Design framework based on an area that you could realistically apply in the classroom. It is expected that your “students” engage in meaningful learning.

Project #2 – Assessments (Acceptable Evidence)

You will design four types of assessments: diagnostic, formative, summative performance, and a summative traditional test that align to your unit. Clear expectations with Depths of Knowledge are expected.

Project Graduate Students

Graduate students will extend their experiences in a more sophisticated manner by instructing and reflecting on instruction.

Project #3 –3 Lessons using Universal Design for Learning

You will create lesson plans that integrate multiple means of representation, engagement, active expression, and cultural relevant practices that coincide with your unit. The lesson plans will use standard lesson plan structures and UDL elements.

Project #4 – Critical Analysis Report, Self-Reflection and Portfolio based on your Field Experience

This is the capstone project for the course! You will reflect on the lessons, observations, and research that you have done in the 40-hour field experience and in this course. You create a digital portfolio, but you can present parts of this project in different ways such as a slide show presentation or paper, with your digital portfolio.

Workflow

When we complete assignments, you are encouraged to ask questions. We want to sharpen each other. Many times, we will have drafts due, and you will be expected to bring a strong draft to class or make it available on Google Drive so that you can get feedback from your peers and the instructor. You will usually be asked to redo work. You can also choose to redo most work. You are encouraged to talk to the professor before revision so that you are confident improvement areas. Your final grade will be based on points earned and on the weighting of each assignment. *You must achieve consistently at grade level to earn that as a final grade.* Lateness of work affects the final grade.

Notes about Assessment

Note of Importance: Assessment is made for us; we are not made for assessment. This means that all grading items and percentages are subject to change based upon the learning needs of the individual and the class.

Purpose of Assessment: 1.) *Formative*: Gives us feedback on our strengths, weaknesses and areas for improvement. 2.) *Disposition*: Supplies accountability so that we can discipline our mind. 3.) *Summative*: Supplies a means for quantifying achievement. The final grade is your summative assessment.

GRADING

Final grades assigned for this course will be based on the assignments above.

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	60-66%
F	0-59%

PART 3 Course Policies

Requirements for Success in this Course

Course outcomes will be met through completion and mastery of the following:

1. **Participate & Attend:** Attend all sessions. Actively participate in discussions, group work, and activities. Inform professor prior to missing class. Excused absences require consultation with professor and excuse evidence. Unexcused absences or tardiness (2) will result in lowering of grade by one letter grade. More than 2 will result in course failure or dropping course. Excused absences must be accompanied with an acceptable excuse with evidence such as a medical emergency.
2. **TEU Unit Assessments & Field Experience:** Satisfactory completion of field experience is required to get a grade and credit for this course.
3. **Complete Assignments:** Complete all assignments on class schedule before class meeting.
4. **Clearances:** You are required to have current, incident-free clearances
5. **40-hour Field Experience:** You will need your clearances, and need to thoughtfully plan. You will be assessed by your cooperating teacher and the professor of the course. You will facilitate a Zoom meeting about YOU with the cooperating teacher and your professor.
6. **Teacher Education Council Approval:** In order to proceed to Sem II, you need TEC approval. This will include making an application with your dispositions self-assessment, clearances, transcript (2.8 GPA minimum, and undergraduate - meeting basic skills requirements, math courses (2), composition & literature course.
7. **This course is a screening course for moving onto PSED 421/521 Seminar II.** You must show acceptable consistent growth, performance, and disposition to progress onto Seminar II PSED 421/521.

(Note: All assignments will include detailed instructions and evaluation tools such as rubrics and checklists. All work is due as noted; lateness of work will result in lowering of grade)

Covid Protocol

I recognize that there may be instances throughout the semester that students may not be able to attend class due to exposure to Covid-19 or due to testing positive for Covid-19. In those situations, please be aware of the following:

- In light of the evolving strains of the COVID-19 virus, we ask the campus community to regularly monitor their health condition. Students who are experiencing [COVID-19 symptoms](#) can receive COVID-19 tests from local pharmacies, or free COVID-19 tests from [covid.gov/tests](https://www.covid.gov/tests). Currently enrolled students may also utilize the ESU Health Center at LVHN-Pocono ExpressCare; please make an appointment ahead of time by calling (272) 762-4378. We strongly encourage students to bring COVID-19 tests with them from home for their own convenience.
- Students who test positive for COVID-19 must complete the [COVID-19 Reporting Form](#) and stay home for their quarantine/isolation period until cleared by ESU's Health and Wellness team. If you live on-campus, for the health and safety of the campus community, please be prepared to relocate off-campus for quarantining/isolation until cleared by ESU's Health and Wellness team. If you are feeling unwell, please stay home, rest and test for COVID-19 prior to returning to the classroom or campus activities.
- Students who are too ill to attend class synchronously will need to keep up to date with the course material through reading the assigned chapters being covered in the class lecture.

Face Masks

Currently, face masks are optional on campus. New policies may emerge as data becomes available. You may consider wearing a face mask if you have any concerns and/or you are feeling symptoms of any illness that may be communicable. Masking may still be required, at the discretion of the faculty and staff, in certain health-related classrooms, clinical labs, and individual offices.

Students involved in internships, clinical settings, student teaching, or other experiential learning activities must follow the masking guidance at those locations, including the ESU Health Center at LVHN-Pocono ExpressCare. We continue to encourage students to get vaccinated for Covid-19 and to remain current with boosters in consultation with their primary care physician.

Respect

It is expected that we all will demonstrate professional and ethical conduct at all times. Professional in education requires us to behave with courtesy, tact, and respect in interactions. Although some topics may produce lively discussion, it is expected that all of us practice active listening and thoughtful dialogue. Students who repeatedly demonstrate disrespect for their colleagues or the professor will be asked to leave class and will need to meet with the professor prior to returning to class.

ESU Diversity, Equity and Inclusion Statement (DEI)

East Stroudsburg University recognizes that achieving academic and inclusive excellence requires challenging bias with a focus on equity. ESU is committed to creating a supportive campus climate where all members of the ESU community feel a sense of responsibility to grow and contribute positively to a just, global and diverse society.

See https://www.esu.edu/about/history_beliefs/diversity-equity-inclusion.cfm

ESU's DEI Statement was created to be a foundational recognition of the institutional commitment to diversity, equity, inclusion, and social justice. This statement sets a campus-wide purposeful tone for how ESU will navigate issues related DEI and continue its growth and development in this area.

ESU has a variety of resources available for our students who need support or want to engage in activities to promote diversity, equity, and inclusion on campus. We encourage students to utilize the resources available through departments such as the Center of Multicultural Affairs and Inclusive Education, the Gender and Sexuality Center, OASIS, and the Veterans Center. For more information, contact the Office of Campus Life and Inclusive Excellence via Phone: 570-422-3463 or Email: DEI@esu.edu

East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in its programs and activities in accordance with applicable federal (Titles VI, VII and IX of Civil Rights Act) and state laws (43 P.S. §. 953) and regulations. For more information, visit <https://www.esu.edu/about/notices.cfm>

It is everyone's responsibility to create an environment where we all feel safe and welcome at ESU. If you experience or witness a bias incident, discrimination or harassment, you are encouraged to complete an incident report. For more information or submit a report visit <https://www.esu.edu/diversity/community-restoration-team.cfm>

Name/Pronoun Statement

This course will facilitate a learning environment that is beneficial to each member of the class. In creating this space, it is expected that all members treat each other with respect and professionalism. All members of this course have the right to be addressed in accordance with their personal identity. If you identify differently than what the University roster provides, let me know so that I can address you appropriately. Addressing all members appropriately is important, so please correct me if I make a mistake. If you have any questions, comments, or concerns please reach out!

Academic Integrity

Academic integrity benefits everyone in our community. It not only helps you reach the real goals of class-learning, but also allows other students to perceive class evaluations as honest and objective. Academic honesty is required whether the work is graded or ungraded, group or individual, written or oral.

Academic dishonesty is anything that allows a student to gain advantage through dishonest means, either by submitting work done by someone else (plagiarism) or giving improper aid to another student. Plagiarism includes submitting as one's own: a paper, report, project, speech, or test answer copied from, partially copied from, or even just paraphrased from the work of another. Plagiarism, even unintentional, is easy to spot; so, you need to know how to avoid it, especially when using web resources. See plagiarism help and examples at [Plagiarism Overview // Purdue Writing Lab](#).

Engaging in academically dishonest acts can result in a failing grade on an assignment, a failing course grade, and/or an official code of conduct charge being filed. All University policies regarding academic misconduct apply to this course. Therefore, consult the current ESU Student Handbook at <https://www.esu.edu/student-handbook/documents/20-21/StudentHandbook20202021.pdf>.

For additional information about the requirements and consequences involved, please contact the Office of Student Conduct and Community Standards at https://www.esu.edu/student_conduct or at 570-422-3461

Tutoring

Tutoring is available for most courses in the Warrior Tutoring Center (WTC) located in Rosenkrans Hall East. Tutoring can benefit you by increasing content specific knowledge, improving your academic performance and personal growth, and assisting you with getting to know the campus community at the WTC. For more information, please stop by Rosenkrans Hall or call 570-422-6700

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Office of Accessible Services Individualized for Students, or OASIS, on campus at 570-422-3954 for information concerning the process to request reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Email: ods@esu.edu; Phone: (570) 422-3954

Professional Environment - TITLE IX

East Stroudsburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University protection of minors policy any sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: Title IX: Sexual Harassment and Sexual Violence See.

<http://www4.esu.edu/titleix/>

Intellectual Property & Privacy

In order to protect the intellectual property of our faculty and the privacy of our students, East Stroudsburg University prohibits the recording or screenshots of any class (or part of a class) or reproduction of any course materials without the written permission of the faculty member teaching the course and any other individual whose participation is recorded. All students must comply with this requirement.

Intellectual property may include, but is not limited to: Lectures (pre-recorded and live), footage of any class activities, publications, Powerpoints, handouts, videos, tables, graphs and other items used to present information to a class.

Reproductions include, but are not limited to: recordings, screenshots or photographs showing or communicating any audio or visual content from the class including discussions among students. Students who violate this requirement are subject to discipline under the Code of Student Conduct and may be subject to legal action if the offense committed constitutes a violation of law.

In the event of a violation, faculty should refer the incident to the Director, Student Conduct & Community Standard, Maria Cutsinger at mcutsinger@esu.edu or (570) 422-3461

Part 4 Calendar

Essential Questions

How does a teacher learn to be prepared to teach in the 21st century?

How do I get to my destination - to be the teacher that I want to be?

How can I help transform education?

Week	Content	Assignment Due
1 Aug. 30	<p>How do you think with the end?</p> <p>Big Idea: The landscape of your field demands purposeful planning to reach the meaningful concepts.</p> <p>Concepts: Course Requirements (Field Work, TEU Assessments, Beginning Educator Outcomes, TEC Approval) start planning with YOU & Understanding by Design – Transfer, Understandings, Essential Questions, Knowledge, Skills</p> <p>Tech: Google Drive; Google Docs; Internet Unit</p>	<ul style="list-style-type: none"> o Google Account o Your class: <ul style="list-style-type: none"> o Create a syllabus o Presentation <i>about you</i> o <i>Journal- UbD</i> – Chapter 1 & 2, and Chapter 7 o Work on getting clearances
2 Sept. 6	<p>What is important for me to know and what skills do I need?</p> <p>Field Experience</p> <p>Big Idea: Pre-Planning an instructional unit with assessments allows the teacher and students to know the destination – the purpose!</p> <p>Concepts: UbD –Stage 1 & Stage 2 - Established Goals, Understand, Essential questions, Know and Skills School Curriculum/Scope and sequence</p> <p>Tech: Google Journal</p>	<ul style="list-style-type: none"> o Tech resources for your class and area of interest o Journal - UbD – Chapter 9 o Individual - Unit Work using <i>UbD – Stage 1 & Stage 2</i> o Work on getting clearances
3 Sept. 13	<p>What is acceptable evidence?</p> <p>Big Idea: Focus on the GOAL! Assessments should align with authentic tasks building an understanding of the real world.</p> <p>Concept: Acceptable Evidence & creating assessments that align with authentic tasks builds an understanding of the real world; Assessments and cognitive goal alignment; Assessment types and creations Learning Plan - WHERE TO</p> <p>Tech: Table of Contents - Google</p>	<ul style="list-style-type: none"> o Project #1 - Unit Plan (Stage, 1, 2 & 3) o Learning about your brain – Growth Mindset
4 Sept. 20	<p>How do you plan a lesson?</p> <p>Big Idea: Through creating a lesson together we study what works and what does not!</p> <p>Concepts: Lesson Study - basics of lesson planning; plan together</p>	<ul style="list-style-type: none"> o DUE: Project #1 - Unit Plan (Stage, 1, 2 & 3) o Go over the lesson what we have created.

	Tech: Commenting - Google, Sharing, Copying-Saving	
5 Sept. 27	<p>What is the difference between a lesson plan and an experiment? Big Idea: Observations and data can let you know if you are meeting the goal.</p> <p>Concepts: Setting up the Lesson Study – September 30. Use of Data Growth mindset - Learning – Rewiring the brain</p> <p>Tech: TK20 - Dispositions</p>	<ul style="list-style-type: none"> o Lesson Study Implementation(?) o Reflection on Lesson Study
6 Oct. 4	<p>How does that data you are using make a difference? Big Idea: Data drives instruction.</p> <p>Concepts: Reflecting on the experiment – The Lesson. TEC Approval</p> <p>Tech: Interactive Notebook – Performance Task</p>	<ul style="list-style-type: none"> o Final Reflection to the Lesson Study o Interactive Notebook - Performance Assessments
October 11 – Switch Day – Monday’s Schedule. NO CLASS this week!		
7 Oct. 18	<p>What is assessment for - really? Big Idea: Performance tasks can help determine what students really can do, not just what they can regurgitate.</p> <p>Concepts: Performance assessments; how to assess performance assessments</p> <p>Tech: Rubric makers, creation tools</p>	<ul style="list-style-type: none"> o Design a performance assessment for your unit o Interactive Notebook Assessments
8 Oct. 25	<p>ZOOM CLASS How many different types of assessment are there? Big Idea: Assessment measures an approximation of learning so creating assessments takes thought of what is needed to support and show success.</p> <p>Concepts: Diagnostics, Formative, Summative, and Performance assessment and types of instruments, and questions</p> <p>Tech: Technology to assess - Formatively</p>	<ul style="list-style-type: none"> o Project #2 -GOOD draft of Assessment Project
9 Nov. 1	<p>How can you know? Big Idea: Assessment measures an approximation of learning so creating assessments takes thought of what is needed to support and show success</p> <p>Concepts: Universal Design for Learning introduction, Technology with feedback</p>	<ul style="list-style-type: none"> o DUE: Project #2 -Assessment Project o Brainstorm lessons for your unit.
10 Nov. 8	<p>How do I design experiences to reach all learners? Big Idea: There are different types of instruction for learning goals and accessing information.</p>	<ul style="list-style-type: none"> o Draft of 3 lessons ideas and resources that work toward your unit- Content

	<p>Concepts: Universal Design for Learning; Culture; Instructional Models: Synchronous & Asynchronous Learning, Types of lessons – order and how</p> <p>Tech: Adding to the Technology Tool Box</p>	
11 Nov. 15	<p>How do I design experiences to reach different goals?</p> <p>Big Ideas: Integrations - UDL Guidelines are a way to create lessons to meet different learning needs.</p> <p>Concepts: Lesson planning, Objectives, Cooperative Learning, Open Ended Learning</p> <p>Tech: Adding to the Technology Tool Box</p>	<ul style="list-style-type: none"> o Draft of UDL lessons with planning with preparatory set o Cooperative Learning Ideas
12 Nov. 22	<p>How can we work together?</p> <p>Big Ideas: Cooperative learning can instigate deeper learning. Techniques and transitions within lessons allow for smooth movement</p> <p>Concepts: Cooperative learning strategies, Discussion – Digging deeper into learning strategies, dispositions</p> <p>Tech: Adding to the Technology Tool Box</p>	<ul style="list-style-type: none"> o DUE: PROJECT #3 LESSONS
13 Nov. 29	<p>How can I create a positive digital footprint?</p> <p>Big Ideas: Creating your digital image sends a message to the world.</p> <p>Concepts: Digital footprint; professionalism with your digital portfolio, philosophy</p> <p>Tech: Digital Portfolio</p>	<ul style="list-style-type: none"> o Critical Analysis report and Self Reflection.
14 Dec. 6	<p>How do I get to my destination - to be the teacher that I want to be?</p> <p>Big Ideas: We can always learn from each other</p> <p>Concepts: Reflection, teaching each other teacher’s experiences, simulations</p> <p>Tech: Adding to the Technology Tool Box</p>	<ul style="list-style-type: none"> o DUE: Project # 4 Critical analysis report, self-reflection & portfolio
15 Dec. 13	<p>Class begins at 4:30</p> <p>How does a teacher learn to be prepared to teach in the 21st century?</p> <p>How do I get to my destination - to be the teacher that I want to be?</p> <p>How can I help transform education?</p> <p>Final Presentations</p> <p>Final Reflection</p>	

References

- Black, P., & William, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation & Accountability*, 21(1), 5-31.
- Black, P., & William, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92(1), 81-90.
- Brock, A., & Hundley, H. (2016). *The growth mindset coach: A teacher's month-by-month handbook for empowering students to achieve*. Berkeley, CA: Ulysses Press.
- Brookfield, S. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. San Francisco, CA: Jossey-Bass.
- Deci, E. L., Ryan, R. M., Schultz, P. P., & Niemiec, C. P. (2015). Being aware and functioning fully: Mindfulness and interest taking with self-determination theory. In K. W. Brown, J. D. Creswell, & R. M. Ryan (Eds.), *Handbook of mindfulness: Theory, research, and practice*. New York: The Guilford Press.
- Dewey, J. (1916). *Democracy in education*. Retrieved from <http://www.gutenberg.org/files/852/852-h/852-h.htm>
- Dewey, J. (1991). *How we think*. New York: Prometheus Books.
- Donovan, S. M., & Bransford, J. D. (2005). Chapter 6: The Design of Learning Environments. *How Students Learn: History, Mathematics, Science in the Classroom*. Retrieved from <http://newton.nap.edu/html/howpeople1/ch6.html>
- Freire, P. (1998). *Pedagogy of the Freedom: Ethics, Democracy, and Civic Courage*. Lanham, MD: Roman & Littlefield Publishers Inc.
- Gardner, H. (1999). *The Disciplined Mind*. New York: Simon & Shuster.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- Hammond, Z. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.
- Lehrer, R., Schauble, L., & Lucas, D. (2008). Supporting development of the epistemology of inquiry. *Cognitive Development*, 23. doi:10.1016/j.cogdev.2008.09.001
- Liu, F., Ritzhaupt, A. D., Dawson, K., & Barron, A. E. (2017). Explaining technology integration in K-12 classrooms: a multilevel path analysis model. *Educational Technology Research and Development*, 65(4), 795-813. doi:10.1007/s11423-016-9487-9
- Olsen, B. (2016). *Teaching for success: Developing your teacher identity in today's Classroom* (second ed.). NY: Routledge.
- Reed, S., K. (2016). The structure of ill-structured (and well-structured) problems revisited. *Educational Psychology Review*, 28(4), 691-719. doi:10.1007/s10648-015-9343-1
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Sockman, B., & Kieselbach, L. (2021). Instructional design embedded in culture. In J. E. Stefaniak & R. M. Reese (Eds.), *Instructional practices and considerations for training educational Technology and instructional design professionals*. Routledge.
- Sternberg, R. J., Torff, B., & Grigorenko, E. L. (1998). Teaching for successful intelligence raises school achievement. *Phi Delta Kappan*, 79, 667-669.
- Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. *Review of Educational Research*, 81(1), 4-28.

Successful In-Person or Virtual Field Experience

1. **Dress appropriately when in person or Remote Teaching**

Women: dress/skirt, or tailored pants & shirt/blouse, shoes (not sneakers, or flip-flops).

Men: dress pants, shoes (not sneakers, or flip-flops, etc.), dress shirt and tie, sweater or jacket

Everyone: No jeans, athletic wear, or ripped, dirty or revealing clothing



2. Always be on time for your field experience or contact your mentor teacher 24 hours before if there is an emergency.

3. Be Professional

a. Find out the school rules and follow them.

b. Be professional and be careful about offering opinions on school policies, procedures, politics, etc.

c. Praise locally/ Criticize globally: Thank the teacher and principal. They are volunteering time to have you in the classroom. Never publicly criticize anything about the people or the school.

4. **Be Proactive:** In the classroom, observe the way the teacher interacts with the students.

Observe the student's characteristics. Create learning goals. Ask for feedback from your mentor teacher. Show initiative and help where it is needed.

Remember, you are a guest in your field experience school.
Please act accordingly!

