

Masters in Teaching: Widening the Circle Student Teaching Spring 2014

In this final experiential quarter you will demonstrate how you have made use of, and continue to use, resources to refine your practice. You will demonstrate your work through variety of contexts, including: (i) a professional portfolio documenting your on-going lesson planning and critical reflections on your practice; (ii) documentation and analysis of how you have informed and refined your practice in an area outlined in PGP (or edTPA); (iii) a presentation portfolio which will include examples of your best work to demonstrate your readiness to go on into the profession and (iv) the development of a new professional growth plan.

Expectations for credit

- Attend all weekly seminars (unless otherwise arranged with faculty).
- Complete all (a) weekly reflections, (b) lesson plans, (c) weekly overviews, and other assignments.
- Present an up-to-date, complete and organized on-site portfolio of all the lesson plans and reflections at each observation.
- Document how you are using reflections, rubrics and feedback to reflect on and refine your work.
- Submit all assignments on time. Post weekly assignment on Moodle by Sunday 9P each week.
- Engage the professional practices & communication of teachers.
- Fulfill the expectations laid out for teacher candidates on pages 10 & 11 of the [Student Teaching Handbook](#).

Workshop & Field Seminar

- Monday, March 17th, 1:00-4:30pm
- No seminars Monday March 24th, April 7th, May 26th or June 2nd
- Seminar all other Mondays, March 31st –May 21st, for two hours between 3:30-7:00
Note #1: *Chris' seminars will be held in Olympia except for April 28th, this seminar will be in Tacoma.*
#2: *Seminar times to be agreed upon seminar group. Bring a sack dinner with you if necessary. Arrange with your cooperating teacher to leave school early on Mondays if necessary to get to seminar on time.*
- Final workshop on Tacoma campus June 6th from 9am to 1pm.

Due Weekly : Post on Moodle by Sunday 9pm each week!

1. Looking back

- a. *Weekly reflection*: Prompt questions posted on single-sheet
- b. *Lesson Analysis*: (i) Submit Two Lesson plans for given criteria each week: 1 best lesson and 1 that needs to be improved. (ii) Write a critique for each plan. Identify what makes it best, needing improvement, and identify areas for change. Use the checklist on page 2 of the lesson plan template to highlight where you'd like faculty attention.

2. Looking ahead

- c. *Weekly Overview*: Fill in the whole day for each day of the upcoming week. Highlight what you are teaching.

3. Emerging assignments may also be given in seminar each week

Due Each Observation:

1. Organized three- ring binder (On-Site Portfolio) with lesson plans and post teaching reflections for ALL the lessons you have taught
 2. Overview for the week
 3. Observation feedback form filled out completely for lesson observed
 4. Lesson plan for the day's lesson
 5. Evidence of assessment practice and/or commentary explaining how student growth is regularly being measured in the discipline of which your lesson is situated.
 6. Family involvement log
 7. Various artifacts that capture your student-teaching experience (agendas, after-school flyers, PD pieces...)
- * Please keep a notebook, tablet, or paper in the back of the binder for general reflection, especially during your start-up and wind-down

Other Major Assignments & Dates

1. Family involvement plan & log: *(bring to seminar Monday March 31st)*

First review, find out & consult:

- the critique of the family plan you wrote at end of fall quarter.
- resources from year one, masters projects & technology projects on ways to get to know students, families and communities
- peers ideas & plans
- your teacher and school's practices for learning about and connecting with students & families.

Then write:

- a plan for how you will: (i) learn about students' funds of knowledge; and (ii) to communicate & collaborate with families.
- a letter of introduction to families.

Finally:

- keep your log current

2. Apply, Document and Analyze how you refined your practice in one of area identified on the PGP (or an area of weakness that emerged out of fall edTPA)

(plan due Friday week 3, critical reflection due the day you bring evidence to share and discuss in seminar)

- Make a concrete plan for what you will do and how you will document and examine the effectiveness of your practice. Remember to communicate and consult with your teacher about the plans.
- Prepare for seminar: Bring a video, student work, or other concrete evidence of how you applied insights from your PGP projects. (i) schedule a time during seminar to share your work between weeks 5 & 8 [if you bring a 5 minute video clip to seminar, make sure it's cued to correct spot] (ii) bring a set of written focus questions to guide our viewing and feedback.
- Write a four-part reflection (no transition sentences needed) to capture:
 - (i) what you did & why;
 - (ii) evidence you use to gauge how it worked (e.g. analysis of student work, principle/teacher feedback, participation records, etc);
 - (iii) critical analysis of that evidence; and
 - (iv) discussion of next steps for ongoing refinement of your practice.

3. Cultural Encapsulation essay (due Sunday week 9)

4. Professional Portfolio (due Friday week 10)

Note: These items to be PHYSICALLY arranged in a 3-ring Binder that may be taken WITH you to interviews.

- a. Letter of Introduction (Candidate's Page)
- b. Revised Resume
- c. Philosophy of Teaching Paper (1-2 pages)
- d. Most current Classroom Management Plan
- e. Evidence of short-term planning (3-5 lessons, include examples from each endorsement if you have more than one)
- f. Evidence of long-term planning
- g. Sample Assessments: Pre, Formative, and Summative with explicit learning goal, answer keys, and scoring criteria
- h. Samples of Student Work with your feedback (with identities removed)
- i. 10 minute mini-lesson
- j. PGP evidence and critical reflection
- k. New/revised Professional Growth Plan using professional criteria (Revised for future development) (uploaded to Moodle as well as hard copy here)

5. Standard V Survey & End of Program Review: *by 5pm Monday June 9th (evaluation week).*

6. Self and Faculty evaluation submitted on line *by Thursday June 12th (day before graduation)*
Bring hard copies to evaluation meeting.

Masters in Teaching: Widening the Circle Student Teaching Spring 2014 – edTPA group

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- Document how you are using reflections, rubrics and feedback to reflect on and refine your work.
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- a. a plan for how you will: (i) learn about students' funds of knowledge; and (ii) to communicate & collaborate with families.
- b. a letter of introduction to families.

Finally:

- keep your log current

2. **Video:** Submit one video of a teacher facilitated discussion for peer critique during *weeks 5, 6, 7 or 8*. • The videos should focus on either engaging and deepening learning, or on classroom management issues.
 - You need to: (i) sign up for a showing time; (ii) bring video to seminar cued to spot for critique; and (iii) bring a set of written focus questions to guide our viewing and feedback.
3. **EdTPA:** due to Pearson no later than _____
 - You may use two days as writing days for the edTPA . Make sure to let your teacher & faculty know well in advance. *Plan your time accordingly -- do not skip any other lessons or school days in order to work on the edTPA submissions.*
 - Work due each week:
 - a) wk 1 (3/24): Task 2 review – carefully examine task prompts and rubrics. What do you need to be sure to include (i) in your lesson focus; and (ii) video clips in order to meet these rubric criteria? What do you need to understand? How are you going to address your questions?
 - b) wk 2a (3/31): Task 3 review (same as above)
 - c) wk 2b (4/7): Context for Learning - Task 1
 - d) wk 3 (4/14): Task 1 lesson plans & commentary

- e) wk 4 (4/21): Video lessons -Task 2
- f) wk 5 (4/28): Video commentary -Task 2
- g) wk 6 (5/5): Analysis of student learning and teaching-Task 3

4. **Cultural Encapsulation essay** (due Sunday week 9)

5. **EITHER Final Presentation Album** that includes: (i) Weekly overviews, lesson plans, reflections; and (ii) a demonstration and analysis of skills in constructivist lesson planning;

OR -- Professional Portfolio (due Friday week 10)

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