Student Teaching Seminar Syllabus
Course Title: EDU 600    Student Teaching Seminar
Seminar Instructor: Mrs. Diana Reed
Email: reedd@westminster.edu
Credits: 2

Course description:

The student teaching seminar is a required course that is concurrent with the student teaching semester. Its purpose is to provide opportunities for the student teacher to process the experiences that are occurring in the classroom and to strengthen professional growth. Broad topic areas for seminars include: design of instructional material, behavioral management, assessment and professional tools for exploring the job market. Emphasis is placed on guiding students from theory to the world of the professional, practicing educator.

Course Outcomes:

Seminar outcomes are based on Charlotte Danielson’s Framework for Teaching (2013), which is embedded in our School of Education mission statement. In this course, particular emphasis is focused on the criteria found in Domain Four of the Framework: Professional Responsibilities. The student teacher will be prepared to:

1. Reflect critically on teaching through accurate analysis of a lesson and ability to make adjustments to practice by implementing a repertoire of strategies;

2. Engage in a professional community through relationships with colleagues and involvement in a culture of professional inquiry;

3. Develop professional skills by enhancing content knowledge and pedagogical skills based on receptivity to feedback from supervisors and mentors;

4. Demonstrate practical skills needed to effectively conduct professional networking, writing and interviewing.

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<tr>
<th>Course Outcomes</th>
<th>Assessment</th>
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| To reflect critically on teaching through accurate analysis of a lesson and ability to make adjustments to practice by implementing a repertoire of strategies; | 1. Student Teacher “after-teaching” Reflections  
2. Student Teacher Binder  
3. Integrated Unit including: Pre- and post-tests with explanations of student misconceptions  
4. Sample of 3-4 formative assessment examples from placement |
| PDE CC: I.B, II.A, V.D V.E (Pennsylvania Department of Education Candidate Competencies) |                                                                                                 |
| To engage in a professional community through relationships with colleagues and involvement in a culture of professional inquiry; | 1. Student Teacher Journal Posts with focus on:  
   - Student Teacher participation in school events  
   - Student Teacher collaboration with colleagues  
2. Student Teacher “after-teaching” Reflections  
3. Student Teacher Summary and Discussion of In-Service Meetings at placements |
| PDE CC: III.C, V.C                                                               |                                                                                                 |
To develop professional skills by enhancing content knowledge and pedagogical skills based on receptivity to feedback from supervisors and mentors;

PDE CC: III.A, III.B, A, V.D V.K

To demonstrate practical skills needed to effectively conduct professional networking, writing and interviewing.

PDE CC: V. A-K

| Course Format: A combination of discussions, small group interactions, readings, presentations, video study, visiting guest speakers and professional conference attendance will be used to interpret and convey the content that accompanies the student teaching seminar. |
| Credits: 2 |

Journal Suggested Readings:
- American Educational Research Journal
- Child Development
- Developmental Psychology
- Early Childhood Research Quarterly
- Early Education and Development
- Journal of Applied Developmental Psychology
- Journal of Research in Childhood Education

Web Resources:
Pennsylvania Academic Standards and Common Core Standards
http://www.portal.state.pa.us/portal/portal/server.pt/community/state_academic_standards/19721

Pennsylvania Department of Education Standards Aligned System
http://pdesas.org/

National Association for the Education of Young Children (NAEYC) Program Standards

The Reading Teacher
https://www.jstor.org/journal/readingteacher

Educators Technology and Mobile Learning
http://www.educatorstechnology.com/

International Society for Technology in Education
http://www.iste.org/standards

PATTAN – Pennsylvania Training and Technical Assistance Network
http://www.pattan.net

How to do Action Research in the Classroom
Attendance, Participation, and Professionalism:
The success of this course strongly relies on student teacher’s attendance and participation. You are expected to attend all seminars. Please punctually arrive and be prepared to discuss the scheduled topic of the day and participate in group activities. Participation points are awarded at the end of the semester. If you have contributed to seminar discussion knowledgably and consistently, this will be counted in that portion of grading.

Notes on Seminar Policies:
- Students will complete all required assignments, on time and in an honest and comprehensive fashion (see Academic Honesty Guidelines). **Five points will be deducted for every day an assignment is late.**
- Students will leave all personal “crises” at the door. Seminars are reserved for topics related to course content.
- Professional behavior is always expected. Therefore, student teachers will be respectful, honest and open with one another: everyone’s participation and efforts will be welcomed, heard and valued.
- Final grade will be affected by the discretion of the instructor regarding the tenets of these requirements.

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact, within the first two weeks of the term, both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, 209 Thompson-Clark Hall, 724-946-7192.

Student Teacher Seminars
EDU 600

For every seminar, please bring your binder with up-to-date contents

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar #1</td>
<td>Student Teacher Seminar Instructor and Supervisors</td>
<td>Student Teacher Seminar Syllabus Review</td>
<td>- Bring labeled binder to seminar</td>
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<tr>
<td>Tuesday, Aug 29</td>
<td></td>
<td>Student Teacher Materials Review</td>
<td>- Be prepared to share electronic portfolio progress</td>
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<tr>
<td>Sem. 1 3-5 PM</td>
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<td>Tips from recent graduate</td>
<td>- <strong>Make an appointment with the Career Center to review resume (to prepare for Oct. 26th JOB FAIR)</strong></td>
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<td>Seminar #2</td>
<td>Susan E. McKinnis, B.S. Educational Specialist Crisis Shelter of Lawrence County</td>
<td>Mandated Reporter Training</td>
<td>- Read for seminar #3: <a href="http://files.eric.ed.gov/fulltext/ED524510.pdf">http://files.eric.ed.gov/fulltext/ED524510.pdf</a></td>
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<tr>
<td>Thursday, Sept. 7</td>
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<td>- Attend training to receive certification</td>
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<tr>
<td>3-5 PM Location TBA</td>
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| Seminar #3 | Thursday, Sept. 14 | 3-5 PM | Guest Speaker | Alex Taylor-Schroeder | Wilmington Area School District | IMPACT ON STUDENT LEARNING | Pennsylvania Standards for Professional Practice and Conduct | Integrated Unit | - Student Teacher Post-Lesson reflections (Weeks 1-3)  
- Read – Pennsylvania Standards for Professional Practice and Conduct (Student Teacher Handbook)  
- Begin to develop your Integrated Unit and pre and post assessments  
- Discuss Impact on Student Learning

| Seminar #4 | Saturday, Sept. 16 | 9 AM – 2 PM | Westminster College Orr Auditorium and Patterson Classrooms | Multiple alumni will be at this event to discuss job opportunities, job search tips and much more | PROFESSIONAL NETWORKING SYMPOSIUM | Required attendance – professional dress  
- Please visit website: https://www.westminster.edu/alumni/events/professional-networking-symposium/

| Seminar #5 | Thursday, Oct. 5 | 3-5 PM | Principal, School District | Preparing to be a professional  
- Analyzing pre-post measures  
- Discussing resume drafts and tri-folds |  - Student Teacher “after-lesson” Reflections (Weeks 4-6)  
- Student Teacher Resume (Draft)  
- Bring in three varied assessments you will or have used in your teaching or in your unit  
- Share your integrated unit theme ideas and be prepared to discuss your pre and post test  
- Due: Electronic Portfolio

| Seminar #6 | Thursday, Oct. 26 | Depart at 1:30 from Westminster College | EDUCATION JOB FAIR | AAEE Bridging Partnerships Career Fair | - Take several resumes and a tri-fold if you have one prepared  
- Bring in pre and post assessment you will use for one of your lessons

| Seminar #7 | Tuesday, Dec. 12 | 9:30 – 10:30 a.m. | Dr. Amy Camardese | Navigating TIMS application for teaching certification  
- Discuss PECT scores and GPA sliding scale  
- Ohio Certification | - Student Teacher “after-lesson” Reflections (Weeks 10-12)  
- Applying for Certification(s)

- TIMS 101
Assignments:
1. Student Teacher Active Participation in Discussion and Reflection – 50 total points awarded at the end of the semester
2. Student Teacher Candidate Resume - 50 points
3. Student Teacher Candidate Tri-fold - 50 points
4. Student Teacher Candidate Electronic Portfolio – 100 points

As a student of Westminster College, you must possess the necessary professional writing skills needed as an educator. All written assignments must be prepared in a professional manner identified in the *Publication Manual of the American Psychological Association, 6th edition.*

**Assignment Description for Resume:** 50 points
An excellent resume is your first introduction to a future employer. See this site for examples and descriptions. [https://www.livecareer.com/resume-examples/education/teacher](https://www.livecareer.com/resume-examples/education/teacher)

Please include:
- Personal information at the beginning of the resume 10 points
- Headings that are pertinent and well written 20 points
- References that are separate (at least three) 10 points
- Appearance is well organized and professional 10 points
- (Rubric will be provided)

**Assignment Description for Tri-fold:** 50 points
A personal tri-fold approach is targeted to your strengths and serves as an engaging piece, especially to hand out at a job fair with your resume. Please include:
- philosophy (of education and/or classroom management) 10 points
- no less than three pictures 10 points
- contact information 10 points
- quotes from references or from inspirational source 10 points
- clean, visually attractive display 10 points
[https://www.pinterest.com/explore/teacher-brochure/?lp=true](https://www.pinterest.com/explore/teacher-brochure/?lp=true)

**Assignment Description for ePortfolio:** 100 total points
1. Efolio, Portfoliogen, and Weebly are sites that allow you to post your electronic portfolio for free. However, rising in popularity are Google Docs and Pinterest. They are safe, free, "known", and reputable.

2. View the following information from the Schreyer Institute for Teaching Excellence. [http://siteeportfolio.weebly.com/](http://siteeportfolio.weebly.com/)

For this assignment you will include: 20 possible points for each page
a) A **Home page** that includes at least one image and information that allows the reader to know exactly what the portfolio is about.

b) An **About Me page** that includes a professional description about you. Please include a recent professional looking photo, your name, professional email address to be reached and TWO contacts for references. This page will introduce yourself to your reader. Include at least two descriptive paragraphs on this page.

c) **Experience** – this page is where you showcase your previous work/professional experiences. Please include the name of the professional experience, the location in which it took place
and the time of the experience. Begin with the most recent experience first. At least four photos should be included.

d) **Your own choice page** – this could be a description of research you have conducted, anything you may have published, your travel page, a blog site, favorite lesson plans, etc.
   Tailor this for your benefit.

**Written mechanics:**
There are no spelling, sentence structure or grammatical errors. **10 possible points**

**Visual appeal:**
Photos and graphics are well chosen, the font and layout of the text is clear and readable, and the website is easy to navigate and is professional in appearance. **10 possible points**

**Discussion and Reflection:** **50 total points**
Grades for discussion and reflection will be based on consistent participation, clear preparation based on the day’s topic, and the depth and breadth of the participant’s comments. The instructor will be taking notes based on the each seminar discussion.

**Grading:**
Based on the above assignments, your participation and professionalism, your grade will be determined. The grade distribution listed in the undergraduate catalog will be utilized. All projects are due during class on the day stated on the syllabus unless an alternative plan has been discussed with the instructor. Grading of late projects will result in a five point deduction per day.

**Grading Scale:**
A = 93 to 100% of all possible points
A- = 90 to 92.99%
B+ = 87 to 89.99%
B = 83 to 86.99%
B- = 80 to 82.99%
C+ = 77 to 79.99%
C = 73 to 76.99%
C- = 70 to 72.99%
D+ = 67 to 69.99%
D = 63 to 66.99%

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.
SUGGESTED SUPPLEMENTAL READING FOR STUDENT TEACHERS

Books


Articles


The Student Teacher Seminar outcomes are in accordance with Pennsylvania Department of Education Teacher Candidate Competencies, primarily Section V, Professionalism.

Based on the Educational Program Guidelines set by the Pennsylvania Department of Education (PDE) this section outlines the competencies required for certification by Chapter 354: “The preparing institution shall ensure that candidates complete a well-planned sequence of professional educator courses and field experiences to develop an understanding of the structure, skills, core concepts, facts, methods of inquiry and application of technology related to each academic discipline the candidates plan to teach or in the academic disciplines related to the non-instructional certificate categories in which they plan to serve.” (22 Pa. Code §354.25(b) (3)). The following is a summarization of the stated competencies required for student teacher candidates.

I. Development, Cognition, and Learning (Secondary Outcomes)
   C.1-12. Students will be able to identify PreK-4 education foundation, theory and policy.
   D.1-6. Students will be able to effectively understand and apply the principles and theories of child development including developmentally appropriate practice, constructivism, socio-cultural theory, attachment theory, activity theory and play.
   E.1-4. Students will be able to implement lessons based on early childhood education foundations, theory and policy.
   F. 1-3. Students will become familiar with the Pennsylvania Early Learning Standards, Common Core and NAEYC Standards (National Association for the Education of Young Children), when developing lesson plans and early childhood curriculum.
   G. 1-6. Students will be able to demonstrate understanding of the way in which classroom environments influence children’s learning.
   I. 2-8. Students will demonstrate an understanding to plan, implement and adapt, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies in an early childhood setting.

II. Subject Matter and Pedagogy (Secondary Outcomes)
   A-F. Students will be introduced to the following subject matter: language development,
early literacy foundations, early math foundations, science, social studies, arts and humanities, motor development and health.
  o Students will identify broad developmental and learning outcomes indicative of this age group.
  o Students will discuss various models of child development as they influence development and learning.
  o Students will examine current approaches and strategies used in an early learning environment.

III. Assessment (Secondary Outcomes)
  F.1-6. Students will discover ways of observing and assessing young children in the context of ongoing classroom life including an understanding of uses of formal and informal authentic assessment.

IV. Family and Community Collaboration Partnerships (Secondary Outcomes)
  A-D. Students will be made aware of the importance of the role of families and communities in children’s development.

V. Professionalism (Primary Outcomes)
  A. Candidates must identify and become involved with the Pre K-4 field and develop their leadership capacity by:
     1. Articulating the historical and philosophical underpinnings of early childhood education;
     2. Using Pennsylvania’s regulations and standards that serve programs from birth through fourth grade, including but not limited to, child care and Keystone STARS, Head Start, learning standards and school code;
     3. Identifying with the professional organizations, professional literature, technical resources and student organizations to enhance content knowledge and pedagogical skill;
     4. Identifying community services and resources and ways to connect families;
     5. Describing various types of state and federal early childhood program (e.g., Head Start, Even Start, Child Care, PA Pre K Counts, Full Day Kindergarten, Reading First, Science, It’s Elementary), including regulatory processes and program guidelines;
     6. Differentiating a range of developmentally appropriate PreK-4 curriculum models and programs, including their assets and limitations;
     7. Describing pre-primary and primary education instructional strategies.
  B. Candidates must know about and uphold ethical standards (e.g., NAEYC) and other professional guidelines including:
     1. Describing the implications for learning and educational programming as it relates to culture, language, religion, gender, disability, social-economic status, and sexual orientation of individuals;
     2. Developing professional dispositions with respect to students, parents and families including but not limited to communication, appearance and demeanor;
     3. Demonstrating integrity, ethical behavior and professional conduct as stated in Pennsylvania’s Code of Conduct and NAEYC’s Code of Ethical Conduct, identifying both the procedures and legal requirements for safeguarding student health and welfare.
  C. Candidates must engage in continuous collaborative learning to inform practice by:
     1. Collaborating with families, other educators, related service providers and personnel from community agencies in culturally responsive ways;
     2. Communicating respectfully, effectively and in a culturally appropriate manner with families, other agencies and the community at large to support learning and early childhood education;
     3. Making a commitment to lifelong professional development;
     4. Engaging in service learning to increase knowledge base and develop dispositions related to justice and appreciation for diversity;
     5. Developing collegial collaboration and team building within schools and with community programs including, but not limited to, consultation, coaching and co-teaching;
     6. Knowing ways to establish, develop, and sustain partnerships and community involvement to enhance the school program.
  D. Candidates must integrate knowledgeable, reflective and critical perspective on early education by:
     1. Implementing methods to remain current regarding research validated practice;
     2. Demonstrating the ability to access and evaluate research to inform practice and evaluate policy;
  E. Candidates must engage in informed advocacy for children and the profession by:
     1. Identifying state and federal public policy and the effect on children and families;
     2. Demonstrating advocacy skills including verbal and written communication in collaboration with others around common issues;
F. Candidates will implement ethical practices by:
   1. Using ethical guidelines and other professional standards related to pre-K through 4th grade practice;
   2. Becoming continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources;
   3. Being informed advocates for sound educational practices and policies.
G. Candidates demonstrate ethical behavior by:
   1. Practicing within the NAEYC Code of Ethical Conduct and other standards of the profession;
   2. Upholding high standards of competence and integrity and exercise sound judgment in the practice of the professional;
   3. Acting ethically in advocating for appropriate services;
   4. Conducting professional activities in compliance with applicable laws and policies;
   5. Recognizing signs of child abuse and neglect in young children and following reporting procedures.
H. Candidates must use their knowledge and understanding about diversity to:
   1. Commit to developing the highest education and quality-of-life potential of individuals with exceptional learning needs;
   2. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals;
   3. Access information on specific exceptionalities that children demonstrate in classroom settings.
I. Candidates must demonstrate a commitment to life-long learning by:
   1. Conducting self-evaluation of instruction;
   2. Reflecting on one’s practice to improve instruction and guide professional growth;
   3. Practicing within one’s skill limit and obtain assistance as needed;
   4. Participating in activities of professional organizations relevant to the field of Pre K-4 education;
   5. Developing, implementing, and evaluating a professional development plan relevant to one’s work with young children.
J. Candidates will be effective communicators and collaborators. They must:
   1. Use verbal, nonverbal and written language effectively;
   2. Apply models of team process in Pre K-4.
K. Candidates will stay current on research and apply new strategies and techniques. They must:
   1. Use child, family theories and principles to guide professional practice