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Department of Education Mission Statement

The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of American public education and other comparative systems. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling, and the social structures and cultural processes that comprise the broader context for education. In particular, we want to nurture in our students the development of these qualities:

- **! 43 Critical action and civic responsibility** –Because we want our students to develop a sense of social responsibility and concern for the common good, we encourage them to be involved in the local community and beyond through field work, service learning projects, policy analysis, student teaching, and empirical research.
- **Reflection and engagement** – In our vision of education, reflection and engagement work together to deepen students’ understanding and foster their personal growth.
- **Imagination and a passion for learning** - With imagination, a passion for learning, and the skills and knowledge that we help them develop, our students are well prepared to pursue their interests in education.
- **Commitment to social justice** – Throughout our program, we encourage students to recognize and address the influence of social context on the democratic possibilities of schooling.



Student Teaching I is the first required course for seniors who wish to be eligible for Maine certification as a teacher in grades 7-12. Other required courses include Ed 231 Perspectives on Education, Ed 362 Basic Concepts in Education, and an education elective, all prerequisites that you should have completed already, and Ed 447 Curriculum and Methods, Ed 448 Senior Seminar: Reflection and Engagement, and Ed 461 Student Teaching II, which you will take during the second semester. Although these courses will be listed on your transcript and graded separately, they comprise an integrated program team taught this year by Bates faculty, Anita, Anne, and Gretchen Feiss, Teacher-in-Residence.

To be eligible for certification, you must also earn passing scores on Praxis I tests in ! 784 Reading (176), Writing (175), and Math (175) as well as the Praxis II test in your discipline, get fingerprinted, and demonstrate proficiency (by the end of the second semester) in each of the following standards for beginning teachers in Maine:

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the disciplines) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines
3. Demonstrates knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.
4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.
5. Understands and uses a variety of instructional strategies and appropriate technologies.
6. Creates and maintains a classroom environme! nt which supports and encourages learning.
7. Demonstrates the ability to support students’ learning and well-being by engaging students, home, school, colleagues, and community.
8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.
10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.

In the first semester you will begin working with one class in your school. Next semester you will be in the school all day, gradually assuming more responsibility for teaching at least 3 classes.

Required Course Texts

M.C. Gore, *Successful Inclusion Strategies* (available in the college store)

! lphanum Lyceum (If you find useful web sites, let us know so we can put a link on Lyceum)

Other resources will include

Maine Learning Results

Promising Futures

Assigned readings, etc. in handouts and links on Lyceum

Extensive library of methods and other texts in Education Lounge (316 Pettengill)

Course Goals

1. To gain knowledge about the structure and culture of your school and its community.
2. To develop skills and knowledge about lesson planning, curriculum development, teaching methods (general and specific to your content area), assessment of learning, and classroom management and relationships; and to apply this knowledge by working with your host teacher to teach at least one class.
3. To develop and demonstrate skill in reflecting on your teaching effectiveness and student learning in order to determine what changes in practice are likely to lead to improvement.
- ! 4. To begin working towards meeting the Maine standards listed above.

Overview of Specific Course Requirements

- Attendance and participation in seminars and completion of reading and other work as assigned
- Pre-teaching: You will develop an understanding of the context for your student teaching through the following:
 1. The standards in your discipline from *Maine Learning Results*
 2. Your school's web site and the Maine Department of Education Web site, including information about the Maine Educational Assessment (MEA) in your discipline.
 3. Interviews, observations, and reading for your context essay
- Teaching and Planning / Posting on Lyceum/Journal Buddies: As you gradually assume more responsibility for teaching one class, you should consider yourself an integral member of the teaching staff by sharing in the planning and teaching of lessons, gathering information and ideas to support the teacher's curriculum, attending department meetings and relevant school activities, and learning about the context of the community, the school, and your class. Before the end of the semester you will create and teach a mini-curriculum unit.
 1. Log all time you spend preparing and teaching on the department log form. The completed form *with hours totaled* is due at midterm and again at the end of the semester.

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 2. tx360 Let your Bates supervisor know when s/he can visit your class and provide a lesson plan in advance.
 3. Maintain an archive of all lessons and activities. For each class you teach, you should write a lesson plan on the Bates form before you teach and write a thoughtful reflection afterwards. ***These lesson plans and reflections are due each Monday for the previous week.***
- School-Context Essay: This essay summarizes what you learned from exploring the community and school in which you are student teaching.
- Mini-Curriculum Unit: You will design and teach a mini-curriculum unit of 3-5 days that creatively and meaningfully engages your students in learning some topic. ! You and your cooperating teacher should decide on the specific topic for your unit by the end of September.

Syllabus 3

- Content-Area Methods Reading Reflections: For each reading about a teaching method, you will write a reflection to answer these questions: 1) How do I as a learner respond to this method? 2) How can this method be used in my discipline (specific examples best here)?
- Content-Area Notebook: You will keep all of your methods reflections in a notebook. You should also use this notebook to collect articles, handouts, printouts from the web, and other resources (maybe from your host teachers) you collect that may be useful for future curriculum development and lesson planning.
- Curriculum Essay: At the end of the semester you will complete an essay that provides a comprehensive overview of your discipline that summarizes the history, current trends, and contemporary tensions or debates in your discipline. (See details later in syllabus.)
- Checklists: Technology, Methods, Assessment: Complete these checklists at the beginning of the semester to document what you already know or can do. The other items show you what you need to work on during the fall and next semester. You will review these checklists again at the end of each semester and document your progress.
- Videotaped segments of your teaching (as discussed and assigned as part of technology standards).
- Midterm and End-of-Semester Portfolio will include the following (Midterm items are marked with an asterisk *):
 - *Journals/notes for all interviews and school visits
 - *Lesson plans and reflections
 - *School Context essay
 - *Content-Area Notebook reading reflections and resources
 - Curriculum Essay
 - Mini-Curriculum Unit with lesson plans and reflections for each class
 - Draft of your philosophy of education
 - Thoughtful, written reflection of your overall experience with fall student teaching
 - *Self-assessment with suggested grade
 - Program rubric documenting your progress towards meeting the Maine standards
 - Major goals (3-5) for second semester that includes what you need to do to meet all Maine standards

Criteria for a Course Grade

Your course grade will be based on the criteria included on the assessment rubric. [See copy later in syllabus.] We and you will assess your own work by completing this rubric in the middle of the semester and again at the end of the semester. Meeting the standards is a basic expectation for completing work in any course and does not necessarily guarantee an A, which is reserved for exceptional work.

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Criteria for Continuing in Student Teaching Second Semester

1. Take the Praxis I exam and earn scores at or above the Maine passing levels.
2. Demonstrate appropriate levels of progress toward meeting the ten performance standards for beginning teachers as listed above.
3. Meet all responsibilities for student teaching and seminars in the fall semester.

FYI - Maine Department of Education Requirements

1. Successful completion of Bates Teacher-Education program,
2. Hours for Student Teaching (the equivalent of 15 weeks of full-time student teaching):
 - 450 hours total (30 hours/week x 15 weeks) as follows:
 - 90 hours field experiences (Ed 231, 362, Ed elective)
 - 90 hours fall student teaching
 - 270 hours winter student teaching
3. Passing Scores on Praxis I and Praxis II*
4. Fingerprinting and background check
4. Application and fee of \$50 upon graduation

* “Cut scores” for Praxis I: Reading 176 Writing 175 Math 175

[**Applicants for initial career and technical teacher certification must achieve a composite score of 513 on the three sections of the PPST, with no single score on any section being more than three points lower than the required score above.]

“Cut scores” for Praxis II:

	<u>Exam</u>	<u>Scores</u>
Secondary English Language Arts	10041	160
Secondary Physical Science	20481	147
Secondary Life Science	20235	150
Secondary Social Studies	10081	157
Secondary Math	10061	126
French! ab	20173	157
German	20181	156
Spanish	10191	158

PROFESSIONAL DEVELOPMENT: CURRICULUM AND METHODS IN YOUR DISCIPLINE

The Bates teacher-education seminars address general perspectives on curriculum and methods, but you must document more intensive study of curriculum and methods in particular discipline. We want you to examine the existing literature and develop the habit of ongoing professional development.

Reflections on Methods Readings:

You will write reflections on methods addressed in seminar. For each reading about a teaching method, you will write a reflection to answer these questions: 1) How do I as a learner respond to this method? 2) How can this method be used in my discipline (specific examples best here)?

You may also do some additional reading to address issues in your class or as preparation for developing your mini-curriculum unit. Please document your additional reading and consider these questions: What did you learn that you didn't know before? How might you apply these ideas to your own practice? Consider also general questions about a) Curriculum (what we teach): What is being taught? What should be taught? For what purposes? and b) Methods (how we teach): What are different ways of teaching? How are the advantages and disadvantages of different practices? How is technology being used?

Content-Area Notebook: You will keep all of your methods reflections in a notebook. You should also use this notebook to collect articles, handouts, printouts from the web, and other resources (maybe from your host teachers) you collect that may be useful for future curriculum development and lesson planning. Notebooks will be checked at mid-term and again at the end of the semester.

Curriculum Essay (5-7 pp. due 12/1): In order to gain a comprehensive overview of teaching in your discipline, you should choose a methods book in your discipline! (available in Ed Lounge), review the table of contents, and begin planning how and when you will collect information for the essay due at the end of the fall semester.

Your essay (5-7 pages) should provide an overview of your discipline by answering the following questions: What is the history of trends in curriculum and methods in your discipline? What are some recurring issues? What are the topics of current debate?

Also try to find time to read some articles in professional journals, such as, *English Journal*, *Mathematics Teacher*, or *Social Education*. If you find a particularly useful article, you may want to make a copy for this notebook. Here you can also collect handouts, printouts from the web, and other resources you gather that may be useful for future curriculum development and lesson planning this year or when you have your own classroom after graduation. Some books and journals are in the Education Lounge and the schools where you student teach; many more are available through Ladd Library.

Most professional organizations in the disciplines also maintain Web pages with suggested readings, sample lesson plans, and discussion boards. As you plan lessons and find that you need more information about a particular method or aspect of curriculum, feel free to ask your cooperating teachers or professors.

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! PROFESSIONAL ORGANIZATIONS - WEB SITES AND PUBLICATIONS

ENGLISH. National Council of Teachers of English (NCTE). <http://www.ncte-in.org/index.asp> *English Journal, Voices from the Middle*

LANGUAGES. American Council on the Teaching of Foreign Languages (ACTFL) <http://www.actfl.org/> For links to other sites, go to http://www.heinle.com/worldlang_d/special_features/prof_res/profes_world.html

MATHEMATICS. National Council of Teachers of Mathematics (NCTM). <http://www.nctm.org/about/> *Mathematics Teacher, Mathematics Teaching in the Middle School.*

SCIENCES. National Science Teachers Association (NSTA). *Science Scope* (middle school) *The Science Teacher* (high school) For links to other specific science organizations, go to http://www.csun.edu/~vceed002/ref/professional_development/organizations.html

SOCIAL STUDIES. National Council for the Social Studies (NCSS). <http://www.ncss.org/> *Social Education*

CONTEXT REFLECTIONS AND ESSAY

You will begin the year by getting acquainted with the community and school through observations, interviews, and reading. This exploration will help you identify resources (people, places, things) for teaching, how practitioners approach pertinent educational issues, and what will be expected of you as teachers. Summarize what you learn and post your reflections each week on Lyceum.

With the help of your cooperating teacher, make arrangements to interview

- A guidance counselor
- Three teachers of your choice
- An ELL teacher
- A ! special-education teacher
- An administrator
- A librarian
- The curriculum coordinator (dept. head or other person who can give you an overview of school curriculum)

With the help of your cooperating teacher, make arrangements to observe

- Three different classrooms (two in your discipline plus one in another discipline)

Collect the following data (Links on Lyceum for some data):

- Community demographics from U.S Census data, e.g. population, racial/ethnic percentages, education levels
- School demographics, e.g. enrollment, racial/ethnic percentages, number of teachers and administrators, % ELL, free/reduced lunch, students going on to post-secondary schools, special ed, etc.
- MEA test score results

Read (skim all and carefully read relevant sections) the following (some online at school website):

- Faculty handbook
- Student handbook
- School curriculum in your discipline (including targets/standards for grade level(s) you are teaching)

Context Essay (10-15 pages due 10/6) - Use direct quotations from interviews and pseudonyms
Parts of this essay will be used in the introduction to your exemplar curriculum unit next semester.

- ! lphanumIntroduction to the community – general description and demographics
- Introduction to the school – general description and demographics
- The climate of the school: What do various constituents identify as strengths? Challenges? Areas of concern?
- Educational issues that surfaced in your research and their implications for or connections to school policies and practices

- Overview of the school curriculum in your discipline to provide a context for a more extensive description of the specific curriculum for the grade level/subject you will teach. This section should also include information about the ways in which the school assesses student progress re: Maine Learning Results.
- Resources (people, places, things) available in the larger community and the school for you and your students
- Questions generated by this research that you'd like to follow up on individually or as a group in seminar

MINI-CURRICULUM UNIT (written unit due 11/14; reflection (2 pp.) due 11/26)
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Using the Bates program unit and lesson plan forms, you will design and teach a mini-curriculum unit lasting 3-5 days. Please refer to the forms for specific requirements, such as, essential questions, objectives, Maine Learning Results addressed. You should plan to collect student feedback as part of your unit. After you have taught the unit and reviewed student responses, write a reflection: What went well? What didn't? What might you do differently if you were to teach the unit again? What did you learn? Please also compare the MLRs for your unit to the comparable national standards in your discipline. How (if so) do they align?

June 2005 - Web Exclusive <http://thejournal.com/magazine/vault/A5387.cfm>
(This web site has links to other sites for further info and tutorials for the skills listed below.)

20 Technology Skills Every Educator Should Have – Laura Turner

During the last 15 years, we in education have moved at light speed in the area of educational technology. Whether you are involved in higher ed, secondary ed, elementary ed, or special ed, all of us find it difficult to catch up, keep up, and put up with fast-moving computer-based technology. Not since the introduction of the blackboard have we seen a piece of equipment make such a difference in how we teach. Today, not only do we use computers, but we also have laptops, wireless laptops, and tablet PCs. In addition, we have the World Wide Web, scanners, CD burners, USB drives, digital cameras and digital video cameras, PDAs, as well as video and DVD players. And most educators use a variety of too! ls-including video, e-mail, desktop conferencing, online programs such as WebCT and Blackboard, as well as video conferencing-to teach. Thus, it is no longer acceptable for educators to be technology illiterate.

With that in mind, here is a comprehensive listing of the technology skills that every educator should have. Because as computer and associated technologies continue to change and evolve, educators must continue to strive for excellence in their work. Today that includes continued time and effort to maintain and improve their technology skills (as much as some educators do not want to admit).

Here are 20 basic technology skills that all educators should now have:

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| <ol style="list-style-type: none"> 1. Word Processing Skills 2. Spreadsheets Skills 3. Database Skills 4. Electronic Presentation Skills 5. Web Navigation Skills 6. Web Site Design Skills 7. E-Mail Management Skills 8. Digital Cameras 9. Computer Network Knowledge Applicable to your School System 10. File Management & Windows Explorer Skills 11. Downloading Software From the Web (Knowledge including eBooks) | <ol style="list-style-type: none"> 12. Installing Computer Software onto a Computer System 13. WebCT ! [Lyceum] or Blackboard Teaching Skills 14. Videoconferencing skills 15. Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.) 16. Scanner Knowledge 17. Knowledge of PDAs 18. Deep Web Knowledge 19. Educational Copyright Knowledge 20. Computer Security Knowledge |
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