New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning

Student Teaching Seminar in English/Language Arts (E11.1911/1922)
Spring 2012

An important message from the Dean regarding your rights:

Any student attending NYU who needs an accommodation due to chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212.998.4980, 240 Greene Street, www.nyu.edu/csd.

Meeting space: GCASL 379 (Global Center for Academic and Spiritual Life)
59 Washington Square South
Meeting time: Tuesday 2:00-4:45
Instructor: Anne Beitlers
E-mail: beitlers@nyu.edu

Seminar Design

The seminar is designed to support student teaching. It is based on the model of a cross-site professional learning community (PLC) for English teachers whose members advance in their knowledge and skills by opening their practice to other members’ questions and insights. Among the best examples of such communities are those associated with the National Writing Project (Lieberman & Wood, 2003). There is significant empirical evidence that PLCs – whether cross-site or school-based – benefit not only participating teachers’ professional development, but also their students’ learning (McLaughlin & Talbert, 2006; Bryk, Sebring, et al., 2010).

The seminar includes 13 sessions. Most seminar sessions will feature presentations of teacher and student work, and many will explore topics that members of the seminar have identified as relevant to their professional growth.

Grading Policy

One grade is assigned for student teaching and seminar, and is jointly agreed upon by the seminar instructor and supervisor, with input from the cooperating teacher. Student teaching and seminar share a focus on your successful development of entry-level teaching skills and professional habits. Your progress in this regard is assessed by means of observations by the supervisor and seminar leader, journal/log entries or other regular communication with the supervisor as assigned, your seminar presentation, and your portfolio and portfolio presentation. Another major requirement for both student teaching and
seminar is being there. For the seminar, this is a composite of faithful attendance, engaged participation in seminar activities, and demonstrated effort to make good use of the learning community.

Assignments

Seminar presentation of work in progress. Seminar members may choose one of three formats: Stuff & Vision Protocol, Tuning Protocol, or Collaborative Assessment Conference protocol. All have significant preparation demands, but will coincide well with teaching experiences. Work-in-progress presentations are due as assigned. Please note that the protocols require some participants to have roles, especially that of facilitator. In some cases, especially with the facilitator role, you will need to assign roles in advance of your presentation.

Teaching portfolio and roundtable peer review presentation. This assignment will prepare you for the job searching process. Portfolios will be presented the last two weeks of class.

Easy Grade Pro Exploration This assignment will encourage you to reflect on the grading process and will prepare you for a class discussion on the topic.

Important Dates
February 20-24      NYCDOE Midwinter Break
March 12-24         NYU Spring Recess
April 6-13          NYCDOE Spring Recess
April 24 / May 1    Portfolio Presentations
May 1               Last Day of Class

References


Recommended Resources

Assessment, background material:
http://steinhardt.nyu.edu/teachlearn/


English language learners, background material
http://steinhardt.nyu.edu/teachlearn/mms/english_language_learners


