

Student Teaching Seminar, Spring 2012

E14.1050, 2050, 1922, 2922

Instructors: Jason Blonstein, jb185@nyu.edu,

Dr. Robert Wallace rw56@nyu.edu

Seminar Schedule: Wednesdays, 3:30-5PM, Silver 412

There are two major departures from the fall seminar that distinguish this final seminar from the fall seminar. First, you will have complete responsibility for at least one class this semester at your placement, a more realistic approximation of the full time teaching experience. Second, you will have to prepare for your job search that will begin roughly in March, though your work thus far is certainly part of your campaign.

This semester's seminar therefore will include matters of curriculum development and implementation, collaboration with colleagues at your placement site, particular case studies of Special Education and ELL students, mock interviews with former Principals and active teachers and administrators, and the production of a job search portfolio, culled from your teacher portfolio with the addition of a CV and cover letter, and other items which will be discussed in seminar as they are raised by you.

Course Requirements

1. A weekly journal entry which focuses you and your readers on how you are experiencing your placement, what is "on my mind", the latter a general title for the journals. We will respond each week to build a conversation that guides us in our relationship of mentor and student, and in our relationship as future colleagues.
2. A teacher portfolio in which items from your placement (lesson plans, unit plans, student work), our seminar, your other courses, selected evaluations by your supervisor and cooperating teacher, and non-formal experiences are collected as a record of your growth and development as teachers.
3. Monthly evaluations by your cooperating teacher should be handed in at seminar, along with your annotations.
4. Completion of time sheets, cooperating teacher information, certification documents (fingerprinting and health forms), our policy regarding reporting incidents at the placement school, and an evaluation of your cooperating teacher and supervisor.
5. An action research project in which you will choose a particular class or small group of children, collect data on their behavior and/or performance, and present your findings to the seminar.

Seminars

Seminars will follow a format in which you will be asked to share particular events that occur during your placement, opening discussion among your

peers and mentors. We use the four domains described in the DROSTO-R protocol to define our discussions (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities), and endeavor to appreciate how the items in each domain reverberate both within a particular domain and among the four.

Your instructors will begin each discussion in the first month, then responsibility for opening the seminar will be assigned to particular groups of students. Issues of content and pedagogy, their relationship to each other and the problems and opportunities associated with each of them will be discussed.

We expect visits by several graduates of our program, some of whom are your cooperating teachers, and have become successful teachers in their early career.

We expect too that you share the resources that you find helpful on our Blackboard/Taskstream site to create a resource bank for your cohort. Mock interviews, CV and cover letter writing, criteria for appropriate schools, educational philosophy, and general progress through our Masters program will be discussed.

Resources.

Teach Like a Champion. (Lubov, 2010)

Differentiating Instruction in Middle School Science Classes. (Gregory, 2008)