EDU 425
Student Teaching in the Elementary Schools Seminar
Thursday 4:30-6:30
Fall, 2010

Indiana University Southeast
School of Education

Mission Statement: The mission of the Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

Instructor: Joanna Durham-Barnes
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Office: HH0001
Tel. No.: 941-2428 (telephone will be answered during office hours; voicemails will be checked on Tuesdays and Wednesdays. All other times, email will be the quickest way to get in touch with me).
*If you need to get in touch with me immediately due to a critical classroom situation or incident, you may call me on my cell phone at 812-371-5800.
Office hours: Tues. 9:30-12:45; Wed. 12:15-3:00; and by appointment.

Course Overview

This seminar focuses on classroom teaching and other activities associated with the work of a full-time elementary classroom teacher.

This seminar complements a teacher candidate’s classroom student teaching experience. Working together, the seminar affords all candidates opportunities to reflect on their experiences in the classroom while assisting each other to broaden current understandings of classroom teaching. The seminar will enhance the teacher candidate’s understanding and skills regarding positive classroom management and organization. Cultural awareness, critical understanding of human relationships, and the development of necessary skills to respond effectively to the educational needs of all students will be stressed.

The seminar will also provide the teacher candidates’ opportunities to seek advice, acquire successful interview skills, and revise and create a professional resume.

Course Goals
Candidates will...

- Explore ideas and strategies to better meet the needs of students in an elementary classroom.
- Reflect on the importance of their commitment to engage in the construction of knowledge, personal and professional growth, and social responsibility.
- Reflect on a variety of approaches to classroom management and creating an effective classroom community.
• Reflect on the experience of teaching in an elementary classroom.
• Demonstrate an ability to collect and reflect on student assessment data and plan for and implement follow-up strategies for students not demonstrating academic proficiency.
• Reflect on the roles and relationships in which administrators, teachers and students engage, and adopt a proactive and constructive posture within the classroom and school.
• Receive advice regarding school law and liability issues.
• Receive support in the use of local, state, and national standards in the curriculum and assessment.
• Receive preparation for the search of teaching positions and prepare to apply and interview for employment in elementary schools.

### Course Expectations

- All students are expected to complete assigned readings and tasks, participate in class discussions, and complete assignments and reflections.
- All students are expected to attend all classes.
- The performance expectations of the seminar reflect the Dispositions outlined by the School of Education at Indiana University Southeast. Indiana University and the School of Education support the preparation of teachers through the use of the set of INTASC principles. Students who complete this course can demonstrate and/or benefit from the following:

**INTASC PRINCIPLES**

- INTASC Principle 2.2 Provides learning opportunities that support student’s intellectual, social, and personal development. *Each of the course goals contributes to this, as do each of the evaluation tools.*
- INTASC Principle 3.2 Creates instructional opportunities adapted to diverse learners. *This is primarily evaluated through in-class assignments and the final project.*
- INTASC Principle 6.1 Understands effective verbal, nonverbal, and media communication techniques. *This is primarily evaluated through in-class discussions.*
- INTASC Principle 7.1 Plans appropriate instruction based on knowledge of subject matter, students, community, and school’s curriculum goals. *This is assessed primarily through in-class discussions and field observations.*
- INTASC Principle 9.1 Is a reflective practitioner who continually evaluates effects of his/her choices and actions on others (students, parents, other professionals in a learning community). *This is assessed through field observations.*

**SOE GUIDING PRINCIPLES**

- SOE Guiding Principle 1.1 Fosters a sense of community when teaching students. *This will be assessed primarily through in class discussions and field observations.*
- SOE Guiding Principle 1.2 Fosters a sense of community when working with colleagues and faculty members. *This will be assessed primarily through the in-class discussions and field observations.*
- SOE Guiding Principle 3.2 Appreciates the complexity of teaching and learning. *This will be assessed through all modes of assessment.*
- SOE Guiding Principle 4.1 Has observed and worked with students of varied ability levels in diverse settings. *This is primarily evaluated through the field experience component.*
SOE Guiding Principle 5.2  Understands how students can differ in their approaches to learning. Specifically with respect to culture, ethnicity, class, and gender. *All course evaluation tools are involved in examining this principle.*

SOE Guiding Principle 5.3  Is sensitive to students’ individual learning styles and their diversity. *All course evaluation tools are involved in examining this principle.*

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**Disabilities Statement**

Students with Disabilities: Indiana University Southeast is committed to providing equal access and opportunity to all campus programs and services for persons with disabilities. Students who are seeking classroom accommodations under the Americans with Disabilities Act, are required to submit appropriate documentation of their disability to, and register with the Office of Disability Services. The office is located in the Academic Success Center in UC South Room 207. The phone number is (812)941-2243. More information can be found online at [http://www.ius.edu/asc/disabilityservices](http://www.ius.edu/asc/disabilityservices). To receive academic accommodations for this class, please obtain the Faculty Accommodation Form from the Office of Disability Services and meet with your instructor at the beginning of the semester.

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**Technology Statement**

Students are encouraged to incorporate technology in presentations and assignments and are required to do so for their student assessment project. I will incorporate technology through the use of Oncourse, Powerpoint presentations, podcasts, and media.

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**Required Course Texts**

Baily, Becky A. *Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management.*

*Your choice of one of the following books:*

- Esquith, Rafe. *Teach like your hair is on fire: The methods and madness inside room 56.*

- Watson, M. *Learning to trust: Transforming difficult elementary classrooms through developmental discipline.*

- Codell, Esmé R. *Educating Esme: Diary of a teacher’s first year.*

- Kane, Pearl R. *My first year as a teacher.*

- Kozol, J. *Letters to a young teacher.*

*Additional readings will be available on online (web addresses provided) or on Oncourse under “Resources.”*
### Evaluation & Assignments

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<thead>
<tr>
<th>Assignments</th>
<th>Dates</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
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<tbody>
<tr>
<td>Professionalism/Participation/Cooperation in class</td>
<td>Ongoing</td>
<td>100</td>
<td></td>
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<tr>
<td>In-Class Assignments (reflective writing, in-class presentations, activities, etc.)</td>
<td>Ongoing</td>
<td>50</td>
<td></td>
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<tr>
<td>Group presentations on management</td>
<td>As assigned</td>
<td>50</td>
<td></td>
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<tr>
<td>Resume Trifold</td>
<td>10/21</td>
<td>50</td>
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<tr>
<td>Teacher Memoir/Book Club</td>
<td>11/18</td>
<td>100</td>
<td></td>
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<tr>
<td>Philosophy of classroom management</td>
<td>9/23</td>
<td>50</td>
<td></td>
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<tr>
<td>Student Assessment Project</td>
<td>TBA</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>600</strong></td>
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*All written work must be turned in as a hard copy in class unless otherwise stated.

^Failure to successfully pass the Student Assessment Project will result in a failure to pass your student teaching semester.

**Professionalism, Participation, and Cooperation**

Active participation is expected and participation contributes significantly toward your final course grade. Students are expected to attend all seminars. In-class assignments may not be made up. Student absences, preparation, and class contribution will all factor into this score.

Additionally, it is our clear expectation that all members of this learning environment will treat one-another with respect and consideration. In addition, in order to earn all points in this category, please understand that it is my expectation that students will:

- **Attend all classes, arrive on time** and stay for the entire class period or scheduled experience time, etc.;
- Not pack up early; please wait until you are dismissed to reduce disruptions;
- If you must miss a class due to illness or other IUS approved absence (religious holiday), you must email me before class with as much notice as possible;
- Behave responsibly and contribute completely to group work assignments and discussions;
- Keep cell phones turned off (unless there is a legitimate reason!);
- Not type, send or read text messages, read newspapers, write letters home, work on other assignments, sleep, etc.;
- Maintain your email account so that it is available and functioning—this is your responsibility and will be the main source of communication from me outside of class time.

Classroom Management Presentation
Due to the limited time available in the course and your busy schedules, each of you will be assigned to a chapter in the Conscious Discipline book. As a group, it will be your responsibility to pull out the important information from the chapter and present on the big ideas as well as provide a couple of examples from the text and an activity recommended by the author. Presentations should last 20-25 minutes.

Philosophy of Classroom Management
As you begin your full-time student teaching semester, each of you will need to reflect on your philosophy of classroom management. What do you believe about how a classroom should be run and the responsibilities of the students and teacher in a classroom? How do you plan on responding to and preventing behavior problems? What have you learned about classroom management from your cooperating teacher and/or the guest speakers or videos we’ve had in the seminar? Your paper should be 2-3 double-spaced pages.

Trifold Resume Assignment
Many school organizations do not have the time or interest to review a full teaching portfolio during interviews. Instead of constructing a bulky binder of work samples, this semester you will construct a trifold mini-portfolio with your resume as the basis. This can be sent out to potential employers. More information on this will be provided.

Teacher Memoir/Book Club
It is important to learn from and reflect on your own experiences as well as the experiences of others. This semester you will each choose a teacher memoir to read and reflect on. The choices of memoirs are included under the text book list on this syllabus. You can begin reading these at your leisure, but final papers are due during our last course meeting day. At this time you will have the opportunity to meet in book club groups to discuss your chosen text and then share what you learned with the rest of the class. More details to come!

Student Assessment Project!!!!
This is the most extensive assignment for your student teaching semester. It is a new requirement for NCATE, the accreditation group for education programs. You will be required to teach a unit in a content area, create and give a pre- and post-assessment, make a plan for students who don’t fully understand the academic content, and demonstrate that your plan was successful for these students. You will put together a paper and presentation to be presented to assigned faculty members from the elementary program. You MUST pass this assignment to pass student teaching!!!!

A note about the weather...
IU Southeast Plan for Weather-related Delays and Closings:
Any decision to cancel or delay classes is made as early as possible and we immediately begin the process of notifying the local TV stations. We have no control over when or how the media announce the decision. We will also send a notice via IU-Notify and will post notices on the
campus web site and on the campus phone system (812-941-2567). Note that the lodges will remain open even when the campus is officially closed.

We do not coordinate our decisions with those of area school corporations. However, if we have a class that meets in a school corporation building and that school is closed, the class will not meet, even if the IU Southeast campus is open. When classes on campus are cancelled, all off-campus classes are also cancelled.

A decision to cancel evening classes includes any class that starts before 6 pm but is still in session at 6 pm, as well as any class that starts at 6 pm or thereafter.

Class is cancelled due to weather only by order of the University. However, if it becomes impossible for me to travel to New Albany due to weather conditions, I will send out an email to the entire class by 8:00 a.m. alerting you to such. In this circumstance, class WILL BE HELD online. Powerpoints will be uploaded with voice, any online resources would be linked, our chat page will be active, and an online forum designed for ongoing class discussions will be set up. I will be available during class time in the chat room for any questions or discussion. Any “in class” assignments or discussions must be completed before the next scheduled class.

If you do NOT have access to the internet from home, please make arrangements with another student in the class to be called in case of an alternate schedule OR simply take advantage of the time to complete the class during the usual meeting time on campus using the public computers. Please remember, you will need headphones for use on public computers.

### Policy Regarding Religious Holidays and Observances

According to University policy students may be excused from attending classes on religious holidays. These absences will not be penalized and students will be allowed to make up missed work. Under IU policy, students must request accommodations for religious observances before, not after, a student misses a class or assignment and a reasonable time period will be allowed for students to make up missed work.

### Policy on Scholastic Dishonesty

Students are expected to be above reproach in their scholastic activities. Students who violate University rules regarding scholastic integrity are subject to disciplinary penalties, including possibility of failure in the course and dismissal from the University. Academic misconduct is defined as “any activity, which tends to undermine the academic integrity of the institution and undermine the educational process. Academic misconduct includes, but is not limited to, ….cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty” (Code of Students Rights, Responsibilities, and Conduct, p. 28). A copy of the Indiana University Code of Students Rights, Responsibilities, and Conduct can be downloaded from [http://campuslife.indiana.edu/Code/](http://campuslife.indiana.edu/Code/)
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/4</td>
<td>Introduction to student teaching &amp; classroom management. <em>Conscious Discipline</em> pp. 11-22 “Introduction to Conscious Discipline” and “Summary”</td>
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<td>2</td>
<td>8/5</td>
<td>Classroom management continued. <em>Read Chapter 2 in Conscious Discipline</em></td>
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<tr>
<td>3</td>
<td>8/26</td>
<td>Introduction to student assessment. <em>Chapters 1, 3, &amp; 4 Presentations</em></td>
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<tr>
<td>4</td>
<td>9/9</td>
<td>Follow-up on student assessment &amp; classroom management. <em>Chapters 5-7 Presentations</em></td>
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<td>6</td>
<td>10/7</td>
<td>Resume writing.</td>
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<td>7</td>
<td>10/21</td>
<td>Mock interviews. <em>TRIFOLD RESUME assignment due.</em></td>
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<tr>
<td>8</td>
<td>11/11</td>
<td>Licensing requirements.</td>
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<tr>
<td>9</td>
<td>11/18</td>
<td>End of semester wrap-up. <em>Teacher memoir – REFLECTION DUE.</em></td>
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<tr>
<td>Week of</td>
<td>12/6-12/11</td>
<td>Scheduled Exit Interview with assigned faculty.</td>
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