

## *Seminar Curriculum for Student Teaching*

In the interest of serving the needs of interns during their student teaching field experience, the University Supervisors Committee, with assistance from the Office of Field Services, has designed this seminar curriculum. The purpose of seminar in the student teaching experience is to allow student teaching interns the opportunity to discuss and obtain feedback on the high and low points of their experiences as they attempt to move from theory into practice. This feedback is seen as highly valuable and in many cases validating for the intern. This curriculum guide, based on data from interns, supervisors, mentors, and individual departments within the College of Education and Human Services, is to be implemented by all University Supervisors during the student teaching semester.

### *When running an effective seminar:*

Do	Don't
Allow interns to steer the conversations and discussions	Allow an intern or group of interns to dominate the seminar
Establish a safe and productive atmosphere	Assign readings or homework outside this curriculum guide or the course syllabus
Clarify interns' concerns regarding college policies and deadlines	Change college or university policies based on personal preferences
Encourage risk taking	Allow "tourists"
Offer interns the opportunity to discuss their frustrations and success stories and recognize their discussions as part of the learning process	Lecture
Have interns complete one portfolio for the semester which serves as both their college outcomes portfolio and their employment portfolio	Have interns complete two separate portfolios
Have interns complete reflection sheets in lieu of a more formalized journal	Have interns write in a traditional reflective journal/diary
Inform OFS of any potential concerns about seminar in a timely fashion	Dismiss interns' complaints or venting as inexperience or immaturity
Provide interns with examples of standards-based, Praxis-formatted lesson plans	Encourage interns to use a non-compatible lesson plan format
Discuss and share the Conflict Resolution (CRETE) activities listed in this curriculum	Repeat prior Conflict Resolution (CRETE) training activities
Invite interns to share classroom materials and portfolio artifacts	Show movies/videos, except for brief, relevant clips.

### **Seminar One: first meeting at orientation**

1. Review match information for each intern and obtain updated contact information
2. Distribute syllabus packet & review briefly
3. Inform interns of date, time and location of future seminar meetings
4. Explain mandatory nature of seminar and that attendance is non-negotiable
  - a. Good time to reiterate importance of the Intern Attendance form (salmon sheet)
5. Discuss roles & responsibilities of mentor and how to seek assistance from the University Supervisor regarding conflicts
6. Review lesson plan formats and procedures
7. Introduce conflict resolution with classroom management focus
8. Review student teaching reflection sheets
9. Ask interns to share two artifacts from their teaching at the next seminar and to be prepared to discuss how a course artifact meets a college outcome
  - a. One artifact should be an assignment from the course syllabus
  - b. One artifact should be chosen by the intern and may not necessarily fit an assignment from the course syllabus
  - c. Artifacts might be a lesson plan, a piece of student work, etc...
  - d. Remind interns they are to be collecting artifacts throughout the semester
10. Open discussion to address intern concerns, directing them to OFS if you are unable to address their concerns/questions
11. Remind interns of observation and evaluation procedures and begin to schedule initial observations with interns

### **Seminar Two:**

1. Discuss portfolio process and meeting college outcomes
  - a. Interns may download the latest handbook from:  
<http://www.csuohio.edu/coehs/students/portfolios/>
  - b. See sheet titled "Portfolio System Student Responsibilities"
  - c. See sheet titled "Portfolio Assessment – Checkpoint 4 Student Teaching – Supervisor Responsibilities"
2. Establish a date no later than the eleventh week of the semester for submitting checkpoint four college portfolios
3. Ask interns to share two artifacts from their teaching at the next seminar and to be prepared to discuss how a course artifact meets a college outcome
  - a. One artifact should be an assignment from the course syllabus
  - b. One artifact should be chosen by the intern and may not necessarily fit an assignment from the course syllabus
  - c. Artifacts might be a lesson plan, a piece of student work, etc...
  - d. Discuss required and intern selected artifacts and collect one for assessment
  - e. Remind interns they are to be collecting artifacts throughout the semester and this activity will be repeated during each seminar
4. Conflict resolution activity: Helpful Hints for Empowering vs. Enabling p 231~232 Admin Guide
5. Open discussion using reflection sheets for interns to share:
  - a. Highlights of their own or their observations of their mentor's teaching
  - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
  - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
6. Remind interns of observation and evaluation procedures and follow up with interns regarding next observations and 7-week evaluations as necessary

### **Seminar Three:**

1. Remind interns of the date for submitting final college portfolios
2. Ask interns to share two artifacts from their teaching at the next seminar and to be prepared to discuss how a course artifact meets a college outcome
  - a. One artifact should be an assignment from the course syllabus
  - b. One artifact should be chosen by the intern and may not necessarily fit an assignment from the course syllabus
  - c. Artifacts might be a lesson plan, a piece of student work, etc...
  - d. Discuss required and intern selected artifacts and collect one for assessment
  - e. Remind interns they are to be collecting artifacts throughout the semester and this activity will be repeated during each seminar
3. Conflict resolution activity: Logical Consequences p 237 Admin Guide
4. Have interns review the "Friendly Feedback" form and ask them to consider using it in their classroom
5. Open discussion using reflection sheets for interns to share:
  - a. Highlights of their own or their observations of their mentor's teaching
  - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
  - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
6. Remind interns of observation and evaluation procedures and follow up with interns regarding second/third observations and 7-week evaluations as necessary

### **Seminar Four:**

1. Remind interns of the date for submitting final college portfolios
2. Ask interns to share two artifacts from their teaching at the next seminar and to be prepared to discuss how a course artifact meets a college outcome
  - a. One artifact should be an assignment from the course syllabus
  - b. One artifact should be chosen by the intern and may not necessarily fit an assignment from the course syllabus
  - c. Artifacts might be a lesson plan, a piece of student work, etc...
  - d. Discuss required and intern selected artifacts and collect one for assessment
  - e. Remind interns they are to be collecting artifacts throughout the semester and this activity will be repeated during each seminar
3. Conflict resolution activity: Outcomes of Conflict: Constructive or Destructive p O-29 7-12 Guide
4. Open discussion using reflection sheets for interns to share:
  - a. Highlights of their own or their observations of their mentor's teaching
  - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
  - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools

5. Remind interns of observation and evaluation procedures and follow up with interns regarding third/fourth observations and 15-week evaluations as necessary

### **Seminar Five:**

1. Collect College Portfolios
2. Conflict resolution activity: Brainstorming Options When We Disagree & Learning How to Disagree Constructively p O-31-34 7-12 Guide
3. Open discussion using reflection sheets for interns to share:
  - a. Highlights of their own or their observations of their mentor's teaching
  - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
  - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
4. Remind interns of observation and evaluation procedures and follow up with interns regarding fourth observations and 15-week evaluations as necessary
5. Distribute mentor evaluations or direct interns to the online evaluation form (URL TBD)
  - a. Collect mentor evaluations if intern completes a paper copy
6. Remind interns to have mentor complete evaluations of supervisors, OFS, etc...
  - a. Paper copies or online format
7. Distribute course evaluation and ask an intern to take the completed forms to OFS
  - a. No supervisor is to be present in the room as interns complete the evaluations
  - b. As an alternative, you may dismiss the interns 15 minutes early after providing instructions for completing the online course evaluation

### **Seminar Six:**

1. Collect mentor evaluations
2. Conflict resolution activity: Parent/Child Conflicts based on Needs p O-43-46 7-12 Guide
3. Open discussion using reflection sheets for interns to share:
  - a. Highlights of their own or their observations of their mentor's teaching
  - b. Lowlights or challenging events from intern's teaching or their observations of their mentor's teaching
  - c. Burning issues and pressing concerns that have arisen in the weeks since the last seminar, during interns' time in the classroom and schools
4. Remind interns of observation and evaluation procedures and follow up with interns regarding fourth observations and 15-week evaluations as necessary
5. Return portfolios if assessed as meeting the outcomes
6. Debrief any end-of-semester concerns with interns