UAS CTE graduates will be informed, reflective, and responsive teachers within diverse classroom, school, and community contexts

**ED 691 M.A.T. Seminar**
Spring 2010 – Juneau       9:00 - 12:00 Fridays

**Instructor:** Dr. David Marvel  
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E-mail: jfdm@uas.alaska.edu

**UAS Technology Support Help Desk:** 465-6400 or 1-877-465-6400 and  
http://www.uas.alaska.edu/helpdesk

**UAS CTE Office:** 1-866-465-6424, 1-907-465-6424 or 465-6424

**UAS Online Class Site:** Go to [http://www.uas.alaska.edu](http://www.uas.alaska.edu), click on “A-Z” in upper right corner, click on the letter “U,” click on “UAS Online!,” type in “ed691,” click on “ED691-J01” – you’re there! Go the “Homesite,” and add your e-mail to the list. Under “Resources” you will find a variety of documents for you to use. Check this site from time to time.

**Course Context**  
This course is designed to complement and enhance your in-school internship. It will provide a forum for you to discuss your new knowledge and experiences with your peers and instructor. It is a required course for those enrolled in the Master of Arts in Secondary Education.

**Text:**  
*Teaching with the Brain in Mind* - 2nd edition  
Eric Jensen, January 2005
**Learning and Teaching: Research-Based Methods - 5th edition**  
Donald P. Kauchak, Paul D. Eggen, May 2006

**Relationship to Conceptual Framework**  
This course will help students to examine and reflect upon their internship experience. Management, teaching and assessment strategies will be discussed along with current research regarding teaching and learning. Candidates will work together to document evidence of meeting the nine goals of the conceptual framework and preparing the exit portfolio.

**Instructional Methodologies**  
This course includes reflective videos, discussions, group research and presentations, discussion-based lectures, cooperative learning, peer teaching, structured observations, group presentations, classroom simulations, reflective field reports, teaching demonstrations, video analysis and reflective written applications of class activities and readings.

**Diversity:** Dealing effectively with the range of diversity (culture, gender, ethnic, developmental, physical, etc.) found in our public school classrooms is one of the greatest challenges facing the teaching profession today. As you begin your field experience you will be asked to draw upon the knowledge gained in Multicultural Education and Advanced Educational Psychology to address the educational needs of all of your students. The very nature of our discussions and work in class will cause us to focus on meeting the needs of our diverse student body. Your materials and observations will also address the issue of diversity as you plan instruction with the needs of all students in mind.

**Disability Support Services:** If a student has a documented disability for which they require academic or programmatic accommodations, please contact the Disability Support Services (DDS) office @ 465-1298 as soon as possible.

**Purpose**  
The primary purpose of this course is to give the prospective educator instruction and practice in the following areas of teaching:  
1. Developing a philosophy of education and teaching  
2. Reflecting upon and analyzing the internship experience  
3. Documenting evidence of teaching excellence  
4. Creating and using a repertoire of teaching strategies  
5. Planning and implementing a teaching episode  
6. Building resources for future teaching
KNOWLEDGE, DISPOSITIONS & PERFORMANCES ASSESSED

M.A.T. Internship Seminar I & II

Knowledge of Content
4a. Demonstrate knowledge of the content area taught, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge. (K),
4b. Connect the content area to other content areas and to practical situations encountered outside the school. (P),
4c. Commit to professional discourse about content knowledge and student learning of content. (D),

Dispositions
1c. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D),
2c. Appreciate unique thinking processes of learners at different stages of development. (D),
3d. Appreciate multiple perspectives and value individual differences. (D),
4c. Commit to professional discourse about content knowledge and student learning of content. (D),
5c. Value assessment and instruction as integrated processes. (D),
6c. Commit to ensuring student well being and development of self-regulation and group interaction skills. (D),
7c. Recognize the school as an integral part of the community and value parents as partners in promoting student learning. (D),
8d. Value professional ethics, democratic principles, and collaborative learning communities. (D),
9c. Value technology as a tool for student and teacher lifelong learning. (D)

Professional and Pedagogical Knowledge
1a. Support their philosophy of education with research-based theory and evidence. (K),
1b. Apply philosophy, beliefs, and theory to practice. (P)
5a. Understand how to plan for instruction that is based on student needs and curriculum goals. (K),
5b. Plan, teach, and assess for optimal student learning. (P),
6a. Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn. (K,P)

**Pedagogical Content Knowledge**

4a. Demonstrate knowledge of the content area taught, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge.(K),
4b. Connect the content area to other content areas and to practical situations encountered outside the school. (P),
4c. Commit to professional discourse about content knowledge and student learning of content. (D)

**Impact on Student Learning**

4c. Commit to professional discourse about content knowledge and student learning of content. (D)
5a. Understand how to plan for instruction that is based on student needs and curriculum goals. (K),
5b. Plan, teach, and assess for optimal student learning. (P),
5c. Value assessment and instruction as integrated processes. (D),

**ASSIGNMENTS**

**Portfolio 4a,4b,4c,1a,5a,5b,6a**

One of the major foci for the second semester will be the creation of the portfolio. Many of the activities done in class will directly relate to the competencies and outcomes stated in the Alaska State Teacher Performance Standards, and will be reflected in your portfolio.

**Resource of Strategies & Methods 5a,5b**

Each intern will submit at least five methods/strategies/teaching ideas with instructions for implementation. One page is usually sufficient to convey the idea and instructions for use. The strategies will be compiled into a list and made available for the class via a website.
Micro - Teaching Episode 4a,4b,4c,5a,5b

Interns have seen many different models, styles, methods and strategies of teaching as part of their university classes and their internship experiences in the public schools. However due to the constraints of the intern's particular classroom, the intern may not have had the opportunity to specifically choose one of these strategies and practice its use. The in-class microteaching session will allow the intern to choose a particular method of interest, create a 30 minute lesson using that strategy, and implement the lesson using their peers as "students".

Teacher Work Sample 4c, 5a, 5b, 5c

The TWS is a teaching/research project which will enable you to demonstrate that your teaching has a “positive impact on your students’ achievement”. In general the project requires you to design a unit of study, pre-test the students on the content, deliver the unit, post-test, and analyze the data. You will plan the project during first semester and implement it during spring semester.

Quizzes

There will be one or two announced quizzes on specific content knowledge from the book and class discussions. There will be objectives handed out prior to each quiz.

ATTENDANCE

Due to the discussion nature of the course, and the fact that many of these discussions should cause the student to examine their own beliefs and attitudes about education in America, attendance will constitute a portion of the student's grade in the course.

Due to the nature of the M.A.T. experience, there will be occasions when special occurrences in the schools will pose a conflict with attending class. These instances should be discussed with the instructor prior to missing class and we will attempt to be flexible. Excessive unannounced absences will be discussed with the student and if they persist, will begin to affect the grade. When you do miss a class, a one to two page synopsis of the material covered during your absence will be due during the next class session.
You are also expected to be on time for class. Consider it practice for the teaching world and as general respect for the learning of your peers in class. Excessive lateness will be discussed with the student and, if it persists, will begin to affect your grade.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade Percents</th>
<th>Knowledge, Dispositions &amp; Performances Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Work Sample</td>
<td>25%</td>
<td>4a, 4b, 5a, 5b, 5c</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>15%</td>
<td>4a, 4b</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
<td>1a, 1b, 4a, 4b, 5a, 5b, 6a</td>
</tr>
<tr>
<td>Micro Teach</td>
<td>15%</td>
<td><strong>4a, 4b, 4c, 5a, 5b</strong></td>
</tr>
<tr>
<td>Assigned Writings</td>
<td>10%</td>
<td>6a</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
<td>4c, (all dispositions)</td>
</tr>
</tbody>
</table>

**Assessment Scale** (UAS does NOT mail final grades to students; go to UAS Online for your grades). Students can check with me at any time for a progress report.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90</td>
<td>(90-100%)</td>
</tr>
<tr>
<td>B</td>
<td>80</td>
<td>(80-89%)</td>
</tr>
<tr>
<td>C</td>
<td>70</td>
<td>(70-79%)</td>
</tr>
</tbody>
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**Tentative Juneau Class Dates Sp 2010**

Guest speakers will be involved in a few of the class discussions I have outlined for this semester. Due to their schedule changes I may have to reassign dates as the semester progresses.

Jan 15 - Review of Syllabi & Assignments  
           Resume Writing  
           Intern Eval Form and Subject Eval Form  
           Rural Experience  

Jan 22    Middle Grades - Chapter 1
Jensen Chapters 1 & 2 - Review
Resume review
Discuss TWS

Jan 29  -  Micro/Demo Teach –  (GP) =
Jensen 3
Middle Grades Chapter 2

Feb 5  -  NO Class
Work on Portfolio
Work on Content Specific Intern Evaluation Form
Work on TWS

Feb 12 --  Micro/Demo Teach – (Who?)
Jensen 4
Middle Grades Chapter 3

Feb 19  -  NO Class
Work on Portfolio
Work on Content Specific Intern Evaluation Form
Work on TWS

Feb 26 -  Micro/Demo Teach – (Who?)
Jensen 3
Middle Grades Chapter 4

Alaska Teacher Placement Meeting
Melissa Hill
Presentation on Feb 26,  Room 218 Egan at 4:00

Gathering at Stan Lujan’s house – 6:00ish

March 5 -  Micro/Demo Teach -- (Who?)
Lorber Chapter 8 (Handout from me)
- Cooperative Learning
Jensen Chapter 4

March 12  Micro/Demo Teach -- (Who?)
Middle Grades Chapter 5
Jensen Chapter 5 & 6
March 19 - No Class - Last day of school before Spring Break  
You need to be teaching on this date

March 27 - Spring Break

April 2 - Micro/Demo Teach - (Who?)  
Middle Grades Chapter 9  
Interviewing skills and questions

April 9 - Micro/Demo Teach - (Who?)  
Middle Grades Chapter 10  
Jensen Chapter 7 & 8

April 16 - No Class – Job Fair

April 16 - 18 Job Fair

April 23 - Rural Expereince – No Class

April 30 - Rural PowerPoint Presentations (4)  
Jensen Chapter 9 & 10

May 7 - Jensen Chapter 11 & 12  
Rural PowerPoint Presentation (4)

May 14 - No Class - Last Day in Schools