



Welcome and Introductions

- Welcome-Sandy Brownscombe
- Introductions
 - EMU Education Faculty
 - EMU Faculty
 - EMU Adjunct Faculty
 - Sara Halteman
- Prayer / Dinner

EASTERN MENNONITE UNIVERSITY
Becoming teachers who teach boldly in a changing world through an ethic of care and critical reflection.



Departmental Updates

1. Revised Conceptual Framework (pp. 5-13)

“Becoming teachers who teach boldly in a changing world through an ethic of care and critical reflection.”

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Mission and Beliefs: We believe...

- in a reflective teaching model that cultivates inquiry in teaching, promotes an ethic of care, and ensures learning for each learner.
- that our students have the power to serve as collaborative change agents with an ethical obligation to meet the needs of each learner.

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- in the integration of theory and critical reflective practice through purposeful and systematic P-12 experiences.
- that it is important for all of our students to respect and value cultural diversity, and to relate to their students and communities in culturally appropriate ways.

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www.emu.edu/education/mission/

Departmental Updates

Knowledge Base

- Ethic of care
- Constructivism
- Reflective Practice
- Expanding Literacies for the 21st Century



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Departmental Updates

Candidate Performance Outcomes (p. 10)

Scholarship	Caring
Inquiry	Communication
Professional Knowledge	Leadership

Dispositions (p. 11)



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EMU Education Dispositions

- **Responsibility**
 - Takes responsibilities for actions
- **Relationships**
 - Promotes justice in relationships
- **Scholarship and Inquiry**
 - Considers issues from multiple perspectives
- **Reflective Action**
 - Responds well to criticism or suggestions

<http://www.emu.edu/education/dispositions/>



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Departmental Updates

2. NCATE on-site visit: November 17-19, 2013
3. National Education Association visited us in August 2012
4. Thank you for your partnership and dedication to teacher education at EMU.



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EMU Education Department Websites

[EMU Student Teaching Documents](#)

[Student Teaching Performance Reference Guides](#)

<http://www.emu.edu/education/>



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Reference Guide Sample Questions

C7. PROVIDES APPROPRIATE ACCOMMODATIONS FOR DIVERSE LEARNERS

Does the student teacher communicate content equitably for females and males, students of different ethnic or economic groups, students with exceptionalities, students of limited English proficiency?



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C7. PROVIDES APPROPRIATE ACCOMMODATIONS FOR DIVERSE LEARNERS

4. Does the student teacher select, adapt, and use specialized instructional methods to strengthen and compensate for various learning needs?
1. Does the student teacher provide additional challenges or remediation for individual students (skilled, unskilled, overweight, developmentally delayed)?



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C8. PROVIDES OPPORTUNITIES FOR CONTENT APPLICATION

1. Does the student teacher use higher order questioning?
2. Does the student teacher give students a variety of ways to use content?
5. If applicable, does the student teacher provide instruction in community-based settings?



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C8. PROVIDES OPPORTUNITIES FOR CONTENT APPLICATION

2. Does the student teacher apply the content through different teaching methods (guided discovery, peer teaching, cooperative learning, child design, modified games/activities)?
3. Does the student teacher modify learning activities, space, equipment, number of participants, or rules?



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MidValley Consortium Lesson Plan Components

- Lesson Topic
- Standards – SOLs / Professional Standards
- Content Outline or Task Analysis
- Lesson Objectives
- Assessments
- Materials



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MidValley Consortium Lesson Plan Components

- Resources
- Differentiation of Instruction
- Set Induction or Anticipatory Set
- Lesson Body (guided practice and/or independent practice)
- Teacher Questions
- Closure
- Reflection



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Documentation of Student Learning during First Student Teaching Placement

- Teach at **least** five consecutive lessons from one block or content area and from a *single unit of instruction* in which you will *assess and document student learning*
 1. Introduction
 2. Lesson Plans
 3. Examples of Student Work



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Documentation of Student Learning

4. Documentation of student learning

- Describe and **provide data** showing how you know that your students achieved the learning outcomes for each of the lessons
- Using the examples of student work, describe and **provide data** showing how many students achieved the *unit outcomes* (identified in the introduction). For those who did not, why not?



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Documentation of Student Learning

5. Reflection of your impact on student learning

- How did you as the teacher enhance the learning of each of your students?
- What changes did you make throughout to adapt your instruction to meet different learning styles and levels of ability?
- What would you do differently to improve student learning the next time you teach this unit or content?



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The courage to teach is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able so that the teacher and students and subject can be woven into the fabric of community that learning, and living, require.

Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass, (p. 11).



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It (*teaching*) is the dance of the spiraling generations, in which the old empower the young with their experience and the young empower the old with new life, reweaving the fabric of the human community as they touch and turn.

Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass, (p. 25).



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Transition to Cooperating Teacher Training

Elementary and Early Childhood, Health and Physical Education: move up to the front with Sandy Brownscombe

Secondary (6-12), Art, Music, Spanish, Special Education: Move to Strite Auditorium with Cathy Smeltzer Erb

Principals and Administrators: excused



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Our Prayer for you...

Good teaching is an act of hospitality toward the young, and hospitality is always an act that benefits the host even more than the guest.

Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass, (p. 50).



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