

Eastern Mennonite University
ED 411 Reflective Teaching Seminar & Portfolio
Spring 2013

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

Tuesday, January 8, 2013 CC 201 4:30-6:30 pm

- *Organizing for Success*: Introductions, Goal Setting, Evaluation Procedures, Lesson Plan Notebook, Intro to Reflection Teaching Seminar & Portfolio Course Requirements
- **Introduction to Student Teaching Reporting Protocols**
- Critical Reflection Protocol
- Introduction to the Documentation of Student Learning
- Preparation for Cooperating Teachers' Dinner (**Thursday Jan 10, 2013; 5:00-7:00 pm**)

Tuesday, January 22, 2013 CC 201 4:30-6:30 pm

- Critical Reflection Protocol
- Documentation of Student Learning
- Introduction to Student Teaching Portfolio

Monday January 28, 2013 MAC LAB 4:30-6:30 pm

- **4:30 – 5:15** Preparing Interviews & Job Search: Jennifer Litwiller
- **5:30 – 6:30** Preparing for a Job Interview: Gary Painter and Mark Miller, HCPS

Monday January 28, 2013 *The following artifacts are DUE by 11:59 pm in TaskStream:*

- o *Transcript*
- o *Praxis II Scores*
- o *VRA Scores* (if required)
- o *VA Technology Licensure*
- o *Capstone Philosophy Paper*
- o *3 R's: Caring Capstone Dispositions Reflection*

Tuesday, February 12, 2013 CC 201 4:30-6:00 pm

- Documentation of Student Learning Presentations
- Critical Reflection Protocol
- Transitioning to your Second Placement
- Revisiting Goals from 1st Placement and Creating Goals—2nd Placement

Tuesday, February 26, 2013 CC 201 4:30-6:00 pm

- Critical Reflection Protocol
- Discussion Topic to be determined
- **5:15-6:00** “What it is Like to Teach in a Private Mennonite School” Paul Leaman

Monday, March 11, 2013 *The following artifacts are DUE by 11:59 pm in TaskStream:*

- o *Documentation of Student Learning*
- o *Caregiver Communication from Student Teaching*
- o *VA Child Abuse Recognition and Intervention Certificate*

Tuesday, March 12, 2013 CC 201 4:30-6:30 pm

- **4:30 – 6:30 p.m.** Virginia Child Abuse Seminar
- Bring a copy of your VA Child Abuse Certificate to class for licensure documentation

Sunday March 17, 2013: The following artifacts are Due by 11:59 pm in TaskStream:

- *Final ST Evaluation (CT1) from your First Student Teaching Placement*
- *Final ST Evaluation (UC1) from your First Student Teaching Placement*

Tuesday, March 19, 2013 CC 201 4:30-5:30 pm

- Critical Reflection Protocol
- Transitioning to your Second Placement
- Connection between the EMU ***Documentation of Student Learning*** and VA 2011 Uniform Performance Standards

Monday, March 25, 2013 The following artifacts are DUE by 11:59 pm in TaskStream:
(this means that ALL artifacts should be submitted except the Final Student Teaching Evaluations from your second placement)

- o *Capstone Scholarship/Inquiry/Professional Knowledge Reflection*
- o *Capstone Communication/Caring/Leadership Reflection*

Tuesday, April 9, 2013 Final Day for resubmission of Documentation of Student Learning Revisions by 11:59 p.m. in TaskStream

Tuesday, April 16, 2013 CC 201 4:30-6:00 pm

- **4:30 - 4:50** Complete VDOE Licensure Application—Sara Halteman
- **5:00 - 5:45** Developmental and Emotional Stages of Beginning Teaching—Dr. Cathy Smeltzer Erb
- Sharing Rewards & Challenges of Student Teaching
- Evaluating Goals-2nd Placement

Tuesday, April 23, 2013 MAC LAB 4:30-5:30 pm

- Submission of all of your paperwork except *Final ST Evaluations (CT2 and UC2) for Second Student Teaching Placement*

Thursday, April 25 The following artifacts are DUE by 11:59 pm in TaskStream:

- *Final ST Evaluation (CT2) from your First Student Teaching Placement*
- *Final ST Evaluation (UC2) from your First Student Teaching Placement*

Friday, April 26 Student Teaching Celebration Breakfast 8:30-12:00 Noon
West Dining Room

Eastern Mennonite University
ED 411 Reflective Teaching Seminar & Portfolio
Spring 2013

Sandy Brownscombe, Ed. D.
Office: CC-210
Cell phone number: 540-746-0012

Email: sandy.brownscombe@emu.edu
Office phone number: 432-4638

Course Description: Reflective Teaching Seminar and Portfolio, consists of sessions scheduled throughout the semester, is an integral part of the student teaching semester. The seminar encourages students to practice the reflective teaching model and provides support for students as they complete their student teaching and prepare for the first years of teaching. Seminar sessions provide opportunities for electronic portfolio development and the creation of documentation of student learning during the first student teaching placement. The

Teacher Candidate Performance Outcomes:

The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Disability Statement

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Course Outcomes: Students will:

- Design personal goals for student teaching [C, I, Ca, L]
- Pose relevant questions to guide the reflective teaching process and contribute in positive ways to small group discussions and reflections [C, I, Ca]
- Demonstrate the ability to create and use appropriate and effective measures in planning, teaching, assessing and reflecting upon student learning [S, PK, I, C]
- Complete the Virginia Child Abuse Module [PK, C, Ca, L]
- Demonstrate the integration of knowledge, skills, and dispositions with EMU Teacher Education program outcomes [S, PK, C, Ca, I, L]
- Reflectively analyze his/her professional growth for the purpose of improving teaching practice and demonstration of student learning [I, L]
- Identify the key components of the hiring process [C, L]
- Develop an electronic portfolio to demonstrate the professional achievements of the candidate [S, PK, C, Ca, I, L]

Course Requirements:

1. Attendance and active participation at **ALL** reflective teaching seminar sessions.
2. Appropriate completion and revision of forms concerning goal setting and self-assessment of effective teaching.
3. Completion of the VA Child Abuse Recognition and Intervention Training Module **DUE DATE: Monday March 11, 2013.**
4. Documentation of Student Learning: presentation to a small group and completion of a peer assessment assignment during class **DUE DATE: Tuesday, February 12, 2013.**
5. Receive a “Competent” or higher on all criteria on the Documentation of Student Learning assignment **DUE DATE: Monday March 11, 2013, by 11:59 pm via TaskStream.**
6. Complete all artifacts in the EMU Student Teaching Portfolio to “Competent” or higher level. **DUE DATE: Thursday April 25, 2013 at 11:59 pm**
7. A passing grade for ED 411 cannot be submitted until **Evidence of Virginia Passing Scores** on **Praxis II, VCLA and VRA** (if required) have been received in the education department and submitted for assessment in TaskStream in your Student Teaching Portfolio. (See the EMU Student Teaching Handbook for required passing scores.)

Course Evaluation Criteria:

1. Credit for the course is awarded on a pass/fail basis upon satisfactory completion of ALL the requirements listed above. Criteria for individual requirements will be distributed in class.
2. Attendance at ALL sessions is required and missing a part of a session or an entire session for any reason will require completion of an alternate assignment.
3. Work that is not of professional quality will need to be resubmitted, this is the semester that you are transitioning from becoming a student to a teacher and will need to develop your own standards of professional quality. If you have high standards you probably will only do an assignment one time, lower standards may provide you the opportunity to complete the assignment multiple times. You choose.
4. An unsatisfactory Portfolio component means the student will be directed to resubmit the portfolio to meet the standard requirements before receiving a passing grade for the course and applying for teacher licensure. **All documents in the Capstone Portfolio must meet the “Competent” level to receive a passing grade in ED 411 Reflective Teaching Seminar & Portfolio.**
5. A passing grade for ED 411 cannot be submitted until **Evidence of Virginia Passing Scores on Praxis II, VCLA and VRA** (if required have been received in the education department and submitted for assessment in TaskStream in your Student Teaching Portfolio. (See the EMU Student Teaching Handbook for required passing scores.)
6. *Please read your EMU email account on a daily basis*, as this is primary way that the education department and I will communicate with you outside of class.

Reflective Practice

The philosophical base is also informed by the understanding that reflection is at the heart of practice (McEntee et al., 2003). Reflective practice is an “iterative process rather than a one-off event, involving repeated cycles of examining practice, adjusting practice and reflecting upon it, before trying it again” (Grushka, McLeod, & Reynolds, 2005, p. 239). The reflective process, both reflecting-in-action and reflecting-on-action (Schon, 1993), allows the teacher to create meaning around practice. The new understanding that comes from reflection acts as the starting point for adapting one’s practice (Kahn et al., 2006). Reflective teachers are able to carefully examine and analyze their teaching with the goal of gaining new insight and understanding into their own teaching, which increases their own capacity for learning as knowledge, skills, and dispositions change, and use the new understanding to improve student learning (Costa & Garmston, 2002).

Such reflective action and teaching, seen as a cycle of critical praxis intended to transform, requires support and development for candidates over the span of the program. Coming to see teaching, learning, and schooling from multiple perspectives and defined by competing agendas creates cognitive dissonance for many becoming teachers. The literature suggests there is a strong tendency for candidates, despite the philosophies of their teacher education programs, to revert to the teaching styles they experienced as K-12 students (Yost, Sentner, & Forlenza-Bailey, 2000). Duncan-Andrade and Morrell (2008) note that this return to familiar models reproduces what Freire (1970) calls the banking model. Through a combination of coursework, collaborative processes, individual reflection, and consistent practicum experiences throughout the program, our candidates are nurtured in critical reflection in order to see and respond to elements of schooling that often go unnoted. The EMU program demonstrates

commitment to developing critical reflection through which candidates move beyond descriptive awareness of classroom events to critical reflective action. Such action includes acknowledgement of productive tensions and transformative action in teaching and learning.

Critical reflection is the process of analyzing, reconsidering and questioning experiences within a broad context of issues related to social justice, curriculum development, learning theories, politics, and culture (York-Barr, Sommers, Ghore, & Montie, 2006). Critical reflection requires an acknowledgement that teaching can empower or oppress. With an intentional focus on critical reflection, teachers can begin to question their assumptions about power structures within the classroom, create conditions where all voices are heard and where educational processes are open to negotiation, and create connections between educational outcomes and students' values and experiences (Brookfield, 1995). It is through the application of critical reflection that caring teachers will have the courage and competences to become effective agents for just learning communities (York-Barr et al., 2006).

EMU Education Conceptual Framework 2012

References

- Amstutz, L. S., & Mullet, J. H. (2005). *The little book of restorative discipline for schools: Teaching responsibility; creating caring climates*. Intercourse, PA: Good Books.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Costa, A. L., & Garmston, R. J. (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Dewey, J. (1938). *Education and experience*. New York: Touchstone Books.
- Duncan-Andrade, J., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. New York: Peter Lang.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury.
- Grushka, K., McLeod, J. H., & Reynolds, R. (2005). Reflecting upon reflection: Theory and practice in one Australian university teacher education program. *Reflective Practice*, 6, 239-246.
- Kahn, P., Young, R., Grace, S., Pilkington, R., Rush, L., Tomkinson, B., & Willis, I. (2006). *The role and effectiveness of reflective practices in programmes for new academic staff: A grounded practitioner review of the research literature*. York, UK: The Higher Education Academy.
- McEntee, G. H., Appleby, J., Dowd, J., Grant, J., Hole, S., & Silva, P. (2003). *At the heart of teaching: A guide to reflective practice*. New York: Teachers College Press.
- Schon, D. A. (1993). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- York-Barr, J., Sommers, W., Ghore, G., & Montie, J. (2006). *Reflective practice to improve schools: An action guide for educators* (2nd ed.). Thousand Oaks, California: Corwin Press.
- Yost, D. S., Sentner, S. M., & Forlenza-Bailey, A. (2000). An examination of the construct of critical reflection: Implications for teacher education programming in the 21st century. *Journal of Teacher Education*, 51(1), 39-49.

Documentation of Student Learning from the First Student Teaching Placement

Select and teach at **least** five consecutive lessons from one block or content area (the same class of students) and from a single unit of instruction in which you will assess and document student learning (see Rubric on pages 8 and 9).

Each section should be a single document/link titled: 1) Introduction; 2) Lesson Plans; 3) Examples of Student Work; 4) Documentation of Student Learning; and 5) Reflection

1. Introduction

- Description of the students and school (**use pseudonyms**): number in the class, age, cultural profile, academic profile, and a brief description of the school. Contact your teacher for information about your school. (<https://p1pe.doe.virginia.gov/reportcard/> and http://www.doe.virginia.gov/statistics_reports/enrollment/index.shtml)
- Learning environment: describe the room set up, length of class, and resources available for your unit
- Prior knowledge: task analysis, description of how you determined their prior knowledge
- Outcomes for the total learning experience (*unit outcomes*) that relate directly to your assessment of student learning
- Describe your plan for support/differentiation of instruction to meet the diverse learning needs of your students

2. Lesson Plans

- Submit at least five consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction and include at least one rubric
- Align outcomes for each lesson to Virginia SOLs/IEPs
- In each lesson clearly identify your plan to support/differentiate instruction to meet the diverse learning needs of ALL students (you know these students—be specific)
- In each lesson clearly identify your assessment strategies

3. Examples of Student Work

- Provide examples of high, middle, and low achieving student work to support your claim of student learning. Specify the achievement level for each example.

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?

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?

Documentation of Student Learning Rubric

Requirements	Exemplary 3	Competent 2	Does Not Meet Expectations 1
Introduction			
Description of the students and school	Explicit description of the number of students, age, cultural profile, academic profile, and thorough description of the school (use pseudonyms)	Complete description of the number of students, age, cultural profile, academic profile, and brief description of the school	Incomplete or missing description of the number of students, age, cultural profile, academic profile, and brief description of the school
Learning environment	Explicit description of the room set up, length of class, and available resources	Complete description of the room set up, length of class, and available resources	Incomplete or missing description of the room set up, length of class, and available resources
Prior knowledge/ task analysis	Precise and complete description of how you determined the prior knowledge of your students	Complete description of how you determined the prior knowledge of your students	Incomplete or missing description of how you determined the prior knowledge of your students
Unit outcomes	Outcomes for the total learning experience relate directly to the assessment of student learning throughout all of the lessons	Outcomes for the total learning experience relate to the assessment of student learning throughout all of the lessons	Outcomes for the total learning experience relate somewhat to the assessment of student learning throughout some of the lessons
Differentiation of Instruction	Explicit description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students	Complete description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students	Incomplete or missing description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students
Lesson plans			
Five consecutive lesson plans from one block or content area	Five or more consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction	Five consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction	Less than five consecutive lesson plans from one block or content area (the same group of students) or from a single unit of instruction
Align outcomes for each lesson to an SOL/IEPs	Outcomes for each lesson are aligned to Virginia SOL/IEPs		Outcomes for some of the lessons are aligned to Virginia SOL/IEPs
Each lesson clearly identifies your plan to support/differentiate instruction	Each lesson includes a clear & complete description of the plan for support/differentiation of instruction to meet the diverse learning needs of ALL students	Each lesson includes a description of the plan for support/differentiation of instruction to meet the diverse learning needs of ALL students	One or more lessons does not include a description of the plan for support/ differentiation of instruction to meet the diverse learning needs of your students
Assessment Strategies	Each lesson clearly identifies the assessment strategies that are aligned with the outcomes of the lesson	Each lesson identifies the assessment strategies that are aligned with the outcomes of the lesson	One or more of the lessons does not include assessment strategies or are not aligned with the outcomes

Documentation of student learning			
Student Achievement of the Learning Outcomes	Complete and accurate description of documenting how students achieved the learning outcomes of the lessons	A description documenting how students achieved the learning outcomes of the lessons	A description documenting how students achieved the learning outcomes of the lessons is missing or incomplete
Examples of Student Work	Several examples of high, middle, and low achieving student work are provided to support your claim of student learning; the achievement level for each example is clearly identified	One example of high, middle, and low achieving student work is provided to support your claim of student learning; the achievement level for each example is clearly identified	Examples of high, middle, and low achieving student work do not support your claim of student learning, or are missing, and/or the achievement level for each example is not indicated
Number and explanation of students achieving the outcomes	Clearly indicates number of students achieving/not achieving the outcomes; detailed explanation of why students did or did not achieve outcomes	Indicates number of students achieving/not achieving the outcomes; explanation of why students did or did not achieve outcomes	Number of students achieving/not achieving the outcomes is incomplete or missing; incomplete explanation of why students did or did not achieve outcomes
Reflection of your impact on student learning			
Enhancement of Student Learning	Answer indicates an understanding of differentiated instruction and the diverse needs of learners; clearly articulates how you as the teacher enhanced the learning of each student	Answer indicates an understanding of differentiated instruction and the diverse needs of learners; provides evidence of how you as the teacher enhanced the learning of each student	Answer lacks or does not indicate an understanding of differentiated instruction, the diverse needs of learners, and/or does not provide evidence of how you as the teacher enhanced the learning of each student
Changes Made Throughout	Several examples of significant changes made throughout to adapt instruction to meet different learning styles and levels of ability	One example of a significant change made throughout to adapt instruction to meet different learning styles and levels of ability	Examples of a significant change made throughout to adapt instruction to meet different learning styles and/or levels of ability are missing
Changes I Would Make the Next Time	Examples of what you would do differently the next time the unit or content is taught clearly demonstrates how to improve student learning	Examples of what you would do differently the next time the unit or content is taught demonstrates how to improve student learning	Examples of what you would do differently the next time the unit or content is taught does not demonstrate how to improve student learning, or is missing
Total			
/45 30+ pts, No score below 2			

Student Teaching Portfolio 2012-13 *Program Exit Requirement Completed during ED 411 Reflective Teaching Seminar/Portfolio			
Artifact	Outcomes	Artifact Origination	Evaluator
Scholarship/Inquiry/Professional Knowledge			
• Capstone Final Transcript	Scholarship	Student created pdf file from myEMU	Education Advisor
• Praxis II scores	Scholarship	ED 411 Reflective Teaching Seminar/Portfolio; scanned in by student	Course Instructor
• VRA scores (PreK-3, PreK-6, SPED)	Scholarship	ED 411 Reflective Teaching Seminar/Portfolio; scanned in by student	Course Instructor
• Capstone Philosophy of Education	Inquiry	ED 401 Examining Foundations of Education or EDS 451 Educational Foundations & Due Process	**ED 401 or EDS 451 Course Instructor
• Documentation of Student Learning	Professional Knowledge	ED 411 Reflective Teaching Seminar/Portfolio	Course Instructor
• Capstone VA Licensure Technology Standards	Professional Knowledge	Student created pdf file or document scanned in by student	Sandy Brownscombe
• Capstone Scholarship/Inquiry/Professional Knowledge Reflection	Scholarship, Inquiry, & Professional Knowledge	Completed for Student Teaching Portfolio	Education Advisor
Communication/Caring/Leadership			
• Caregiver Communication from Student Teaching	Communication	ED 411 Reflective Teaching Seminar/Portfolio	Course Instructor
• VA Child Abuse Recognition and Intervention Training Certificate	Caring	ED 411 Reflective Teaching Seminar/Portfolio	Course Instructor
• 3 Rs: Caring Capstone Dispositions Reflection	Caring	Completed for Student Teaching Portfolio	Education Advisor
• Final ST Evaluation: Cooperating Teacher (2)	Leadership	ED 411 Reflective Teaching Seminar/Portfolio	***University Consultant
• Final ST Evaluation: University Consultants (2)	Leadership	ED 411 Reflective Teaching Seminar/Portfolio	***University Consultant
• Capstone Communication/Caring/Leadership Reflection	Communication, Caring, & Leadership	Completed for Student Teaching Portfolio	Education Advisor

*All TaskStream submissions for the Student Teaching Portfolio must be passed with a “2” rating except final student teaching evaluations.

**Assuming all other Student Teaching Portfolio 2012-13 requirements have been met, the student will receive a Pass grade for ED 411. The Philosophy of Education paper is a course requirement for ED 401 or EDS 451.

***Submit to ED 411 Course Instructor if University Consultant’s name is not in TaskStream.

Submission of documents from your Teacher Education Admission Portfolio will considered as plagiarism