**IL 2824**

**Student Teaching Seminar**

**Spring 2021**

**Course information**

**Meeting times:** Wed 7:15-8:05 on Zoom

**Course credits:** 1

**Instructor information**

**Instructor:** Michelle Sobolak

**Email**: mjsobolak@pitt.edu

**Office hours:** By appointment only

**Course content:**

This course will fulfill the following goals:

1. Candidates will be prepare to enter the teaching profession
   1. Understanding PA certification
   2. Learning about PA teacher evaluation
   3. Preparing for a job search and interviewing
   4. Understanding expected professionalism standards
2. Candidates will continue to develop skills to meet the needs of all learners and to engage with the greater school community
   1. Working with students who identify as LGBTQIA+
   2. Understanding schooling and engagement from student perspectives
   3. Engaging with community resources and partners

**Course Assignments/Evaluation:**

Resume 10 points

Cover letter 10 points

Community involvement assignment 15 points

Participation, discussion posts, and class discussion65 points (5 pts/week)

100 points

**FINAL GRADE (H/S/U)**

H: 90-100 points

S: 80-90 points

U: <80 points

***By the end of the course, students should demonstrate the following competencies:***

IIID: Professionalism: Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students

***Course schedule***

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| **Date** | **Topic** | **Content and assignments** |
| Week 1  Jan 20 | Introduction to course & internship reflection |  |
| Week 2  Jan 27 | Resumes,  Cover letters, and PERC Job Fair | **Discussion post due Tuesday, midnight**  Career Services workshop: “Writing resumes and cover letters and Overview of PERC Job Fair”  Bring current resume to class to begin to workshop |
| Week 3  Feb 3 | Parent communication and home-school connections | **Discussion post due Tuesday, midnight**  **Readings:** Choose 2 articles from the list given on Canvas, read them, and be prepared to discuss in class  **Assignment 1: Upload resume to Canvas** |
| Week 4  Feb 10 | Alumni panel | **Discussion post due Tuesday, midnight**  Guest speaker panel: Pitt Education Program Alumni  The virtual job search and first year of teaching |
| **\*\*\* By February 15th: Upload PDE 430 Formative entries for supervisor** | | |
| Week 5  Feb 17 | Supporting students who identify as LGBTQIA+ | **Discussion post due Tuesday, midnight**  Guest speaker: Devin Browne, PPS |
| **\*\*\* By April 21: Upload PDE 430 Summative Assessment (sign off online) and signed Spring Final Evaluation to taskstream by midnight** | | |
| Week 6  Feb 24 | Job Interviewing | **Discussion post due Tuesday, midnight**  Career Services workshop: “The Job Interview and Interviewing Skills” |
| Week 7  Mar 3 | Job Interviewing | **Discussion post due Tuesday, midnight**  Administrator Panel Discussion: Preparing for job interviews  **Assignment 2: Upload Cover letter to canvas** |
| Week 8  Mar 10 | Teen Bloc: Teach-in | **Discussion post due Tuesday, midnight**  Guest speakers: Teen Bloc |
| Week 9  Mar 17 | Community Engagement | **Discussion post due Tuesday, midnight**  How can we engage in communities outside of school? How can we engage in professional educator communities? |
| Week 10  Mar 24 | **No seminar class** | **Student self-care day**  **PERC Job Fair** |
| Week 11  Mar 31 | Understanding PA Teacher Evaluation | **Discussion post due Tuesday, midnight**  Guest speaker: Kellie Skweres, PPS  **Assignment 3: Community involvement assignment** |
| Week 12  Apr 7 | **No seminar class** | **Social Justice Curriculum Fair** |
| Week 13  April 14 | Teen Bloc: Teach-in | **Discussion post due Tuesday, midnight**  Guest speakers: Teen Bloc |
| **\*\*\*By April 14: PDE 430 Summative entries completed for supervisor** | | |
| Week 14  April 21 | Understanding your PA certification | **Discussion post due Tuesday, midnight** |
| **\*\*\*By April 21: Upload PDE 430 Summative Assessment (sign off online) and signed Spring Final Evaluation to taskstream by midnight**  **PYs: Upload TIMS cover sheet and lesson plan, student work and reflection** | | |
| Week 15  April 28 | Wrap-up | **Discussion post due Tuesday, midnight** |

**Class Policies:**

***Attendance:*** This course is an opportunity for you to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating.  To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities.  Final grades **will be** lowered because of absences and lack of participation and collaboration.  Each absence will result in a 3-point loss to the final grade.  Arriving to class late and leaving early will count as absences. Any student absent two or more times cannot earn an H. If you attend all classes on time, and participate **actively** in discussion posts and face-to -face class discussions, you will receive all 70 participation points (5 points per class).

***Academic Integrity:*** Academic honesty and integrity are expected of all students.  Any work that you or your team submits must be your own work.  Any ideas, information, approaches, or formats that you use based on the work of others must be acknowledged by citing the appropriate sources in APA (6th ed.) style.

***Course Assignments:***Course assignments are due on the date indicated.  It is the expectation that all assignments will be submitted on time regardless of class attendance.  Late assignments will result in a 10% loss of points for each day late (weekends included).  Late assignments will not be accepted after three days past the due date and the assignment will be scored zero. In addition, all assignments are to be free of grammatical and typographical errors.

***Synchronous format and guest speakers:*** During the COVID-19 pandemic, we are all asked to spend significant time online and on camera. This course will utilize Zoom.  We encourage you to be on camera during each course session, however, we understand if there are times when Dr. Hendry or Dr. Sobolak are teaching that you need to turn off your camera and still stay engaged in the class.  This course has many guest speakers from the School of Education, local districts, recent alumnus, administrators, and PK-12 students and community members.  These guests are graciously offering their time and expertise to join our class and learn with us.  Because of this, when we have guest speakers all class participants must stay on camera to ensure our guests feel welcomed and know that we are engaged with their content.  Thank you for adhering to this policy.

***Professionalism:*** Professionalism and engagement are core components of the course, as they are a reflection of the entire program. Your colleagues are counting on the combined preparedness, enthusiasm, engagement and commitment to your education. Thus, in this course, you will be held to the highest of professional standards and treated as such. Please consider this course is an extension of the professional environment at the school site. Language usage should also reflect your goal of developing a professional demeanor.It is presumed that cell phones will be kept on silent and not used during class time. Likewise, although laptops may be used for note taking, it is unprofessional to be surfing the web during class time. Additionally, working on other work during class time (i.e. working on other homework, checking emails) is unprofessional and may affect your grade.

***Civility Commitment***

As future teachers, we will operate from a standpoint that everyone believes that all students deserve a quality education in a safe setting.  The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount.  When you are uncomfortable with an idea, it is your right to speak up about that.  As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas.  Carefully consider your language choices to ensure that all learners feel safe and valued.  If at any time, you are uncomfortable please feel free to speak out and/or speak to me privately.

**Department Policies:**

***Disabilities:*** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

***Academic Integrity:*** Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

***Statement on Classroom Recording:*** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

***DIL Departmental Grievance Procedures:*** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr. Sheila Conway).
4. If needed, the student should next talk to the SOE associate dean of students
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer

***Food/Housing Insecurity***

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with me if you need support in contacting the right people/offices:

* **Pitt Pantry** (Food Pantry available to the wider University community)
  + <https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>
* **Off-Campus Housing Office:**<http://www.ocl.pitt.edu/>