**TLL 2824**

**Student Teaching Seminar**

**Spring 2023**

**Course information**

**Meeting times:** Wed 7:00-7:50

**Course credits:** 1

**Instructor information**

**Instructor:** Heather Hendry

**Email**: heh15@pitt.edu

**Office hours:** By appointment only

**Course content**

**This course will fulfill the following goals:**

1. Candidates will prepare to enter the teaching profession by:
	1. Preparing for a job search and interviewing
	2. Understanding expected professionalism standards
	3. Understanding PA certification
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 equitable and culturally responsive schooling for culturally diverse communities
	3. Understanding and school and community engagement from student and family perspectives
	4. Engaging with community resources and partners

**Course Assignments/Evaluation:**

Resume 10 points

Cover letter 10 points

Family and community engagement assignment 15 points

Participation and class discussion65 points (5 pts/week)\*\*

 100 points

**\*\*Weekly Participation and class discussion**

 Discussion board 3 points

 Weekly feedback survey 1 point

 Participation and class discussion 1 point

 5 points per week

**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 *(subject to change)***

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| --- | --- | --- |
| **Date** | **Topic** | **Content and assignments** |
| Week 1Jan 11 | Introduction to course and internship reflection |  |
| Week 2Jan 18 | Supporting students who identify as LGBTQIA+ | **Guest speaker:** Devin Browne, French and Russian Teacher, Brashear High School, Pittsburgh Public Schools**Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| Week 3 Jan 25 | Establishing and supporting a culture of belonging | **Guest speaker:** Dr. Chuck Herring, Director of Diversity, Equity, and Inclusion, South Fayette Township School District**Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| Week 4Feb 1 | Resumes, Cover letters, and PERC Job Fair | **School of Education, Career Services workshop:** “Writing resumes and cover letters and Overview of PERC Job Fair” **Bring current draft of resume to class** **Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| **\*\*\* By February 13th: PDE 430 Formative entries to Canvas for supervisor**  |
| Week 5Feb 8 | Reimagining Student and Family Engagement  | **Guest speaker:** Scott Miller, Principal, Avonworth School District**Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| **\*\*\* By February 20th: Signed Spring Midterm Evaluation to Canvas by midnight**  |
| Week 6Feb 15 | Resume workshop | **Time workshop and receive peer feedback on resume/cover letters****Assignment 1: Upload REVISED resume to Canvas, applying tips from Career Services workshops** **Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| Week 7Feb 22 | Job Interviewing | **Career Services workshop:** “The Job Interview and Interviewing Skills” **Assignment 2: Upload Cover letter to canvas, applying tips from Career Services workshop****Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| Week 8Mar 1 | Preparing to be a future-ready educator and reimagining family engagement | **Guest speaker:** Dr. Tom Ralston, Assistant Professor and Director, Forum for Western PA School Superintendents**Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| Week 9Mar 8 | **No seminar class** | **Pitt Spring Recess** |
| Week 10Mar 15 | First year of teaching and the job search  | **Guest speakers:** Pitt Teacher Education Program Alumni panel **Assignment 3: Family and community engagement****Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| Week 11Mar 22 | **No seminar class** | **PERC Job Fair** |
| Week 12Mar 29 | Supporting Culturally Diverse Students in Urban Settings  | **Guest speaker:** Dr. Russell Patterson, Principal Faison Homewood, Pittsburgh Public Schools**Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| Week 13April 5 | Understanding your PA certification | **Guest speaker:** Dr.Michelle Sobolak, Associate Professor and Director of Teacher and Professional Education, University of Pittsburgh **Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| **\*\*\*By April 10th: PDE 430 Summative entries completed for supervisor** |
| Week 14April 12 | Reimaging student and family engagement: TeenBloc Teach-in | **Guest Speakers:** Crista Drew, TeenBloc Creative Lead & Youth Developer, A+ Schools, and team**Discussion post due Tuesday, midnight****Exit slip survey due after class** |
| **\*\*\*By April 17th: Spring Final Evaluation to Canvas by midnight** **PYs: Upload TIMS cover sheet and lesson plan, student work, and reflection** |
| Week 15April 19 | **No seminar class**  | **Freedom and Justice Gathering** |

**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. If you attend all classes on time, and participate **actively** in discussion posts and face-to -face class discussions, you will receive all 65 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.

***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.

***TLL 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 TLL 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 TLL
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/>