

TLL 2824: Student Teaching Seminar

Spring 2024

Course information

Meeting times: Tuesdays 5:00-5:50

Meeting location: 1501 WWPH

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) Students will prepare to enter the teaching profession by:
 - a. Preparing for a job search and interviewing
 - b. Understanding expected professionalism standards
 - c. Understanding PA certification
- 2) Students will discuss how to utilize Social-Emotional Learning Strategies to attend to their own emotional well-being as teachers as well as the social-emotional needs of their students
- 3) Students will develop skills to meet the needs of all learners and engage with the greater school community by:
 - a. Discussing how to support students with different identities
 - b. Understanding equitable and culturally responsive schooling for culturally and linguistically diverse communities
 - c. Viewing and school and community engagement from student and family perspectives
 - d. 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 discussion	65 points (5 pts/week)**
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	100 points

**Weekly Participation and class discussion

Weekly feedback survey	2 points
Participation, attendance, and class discussion	3 points
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	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)

Date	Topic	Content and assignments
Week 1 Jan 9	Introduction to course	
Week 2 Jan 16	Supporting students who identify as LGBTQIA+	Guest speaker: Devin Browne, French and Russian Teacher, Brashear High School, Pittsburgh Public Schools Exit slip survey due after class
Week 3 Jan 23	The Job Search and Interviewing	Guest speaker: School of Education, Career Services Exit slip survey due after class
Week 4 Jan 30	Writing resumes and cover letters and Overview of PERC Job Fair	Guest speaker: School of Education, Career Services Exit slip survey due after class
*** By February 12th: PDE 430 Formative entries to Canvas for Coach		
Week 5 Feb 6	Social Emotional Learning Strategies (SEL)	Guest speaker: Melissa Butler, Founder and Educator, Reimagining Project, LLC (Hendry section) Meet from 4:15-5:50 Guest speaker: ATTACK Theater (Gabel section) Meet at regular class time: 5-5:50 Assignment 1: REVISED Resume Due applying tips from Career Services workshops Exit slip survey due after class
*** By February 19th: Spring Midterm Evaluation to Canvas by midnight		

Week 6 Feb 13	Social Emotional Learning Strategies (SEL)	NO CLASS MEETING FOR GABEL SECTION (CLASS TIME BORROWED FOR LONGER CLASS MEETING) Guest speaker: ATTACK Theater (Hendry section) Exit slip survey due after class
Week 7 Feb 20	Social Emotional Learning Strategies (SEL)	Guest speaker: Melissa Butler, Founder and Educator, Reimagining Project, LLC (Hendry section) Meet from 4:15-5:50 Guest speaker: ATTACK Theater (Gabel section) Meet at regular class time: 5-5:50 Assignment 2: Cover Letter Assignment Due applying tips from Career Services workshop Exit slip survey due after class
Week 8 Feb 27	Social Emotional Learning Strategies (SEL)	Guest speaker: Melissa Butler, Founder and Educator, Reimagining Project, LLC (Gabel section) Meet from 4:15-5:50 Guest speaker: ATTACK Theater (Hendry section) Meet at regular class time: 5-5:50 Exit slip survey due after class
Week 9 Mar 5	Social Emotional Learning Strategies (SEL)	NO CLASS MEETING FOR HENDRY SECTION (CLASS TIME BORROWED FOR LONGER CLASS MEETING) Guest speaker: Melissa Butler, Founder and Educator, Reimagining Project, LLC (Gabel section) Meet from 4:15-5:50 Exit slip survey due after class
Week 10 Mar 12	NO SEMINAR CLASS MEETING	PITT SPRING RECESS: REMEMBER TO REPORT TO YOUR STUDENT-TEACHING/INTERN IF THE ARE IN SESSION

Week 11 Mar 19	Reimagining Parent and Family Engagement	Guest speaker: Dr. Scott Miller, Principal, Avonworth School District
Week 12 Mar 26	First year of Teaching and the Job Search	Guest speaker: Teacher Education Program Alumni and First-Year Teacher Panel
Week 13 April 2	Establishing and Supporting a Culture of Belonging	Guest speaker: Dr. Chuck Herring, Director of Diversity, Equity, and Inclusion, South Fayette Township School District Assignment 3: Family and Community engagement Assignment Due
***By April 8th: PDE 430 Summative entries completed for Coach		
Week 14 April 9	Supporting students who identify as LGBTQIA+	Guest speaker: Devin Browne, French and Russian Teacher, Brashear High School, Pittsburgh Public Schools Exit slip survey due after class
***By April 15th: Spring Final Evaluation to Canvas by midnight PYs: Upload TIMS cover sheet and lesson plan, student work, and reflection		
Week 15 April 16	TBD	
Week 16 April 23	Continuing Your Certification	Guest speaker: Dr. Michelle Sobolak, Director of Teacher Education, University of Pittsburgh

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, listening, 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, submit the exit slips surveys, and participate **actively** in the 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 to Canvas 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. However, if you have a personal circumstance in which you need an extension on an assignment, please email me prior to when the assignment is due, and an extension can be negotiated. It is important to be proactive rather than reactive with deadlines and due dates.

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.sustainable.pitt.edu/student-organizations/pitt-pantry/>
 - **Off-Campus Housing Office:** <http://www.ocl.pitt.edu/>