

TLL 2824/2858: Student Teaching Seminar Spring 2025

Course information

Meeting times: Tuesdays 5:00-5:50

Meeting location: 1500 WWPH

Instructor information

Instructor: Heather Hendry

Email: heh15@pitt.edu

Office hours: By appointment only



Course content

This course will fulfill the following goals that are aligned with our Teacher Education Program pillars above:

- 1) Students will prepare to enter the teaching profession by:
 - a. Preparing for a job search and interviewing
 - b. Engaging in reflective practice
 - c. Understanding PA certification
 - d. Understand PDE Model Code of Ethics for Educators (MCEE)
- 2) Students will discuss and experience how to utilize Social-Emotional Learning (SEL) strategies and care-based approaches to attend to their own social-emotional well-being as teachers as well as the social-emotional needs of their students
- 3) Students will engage with community resources and partners to discuss how to meet the needs of all learners, honor diverse ways of knowing, and unsettle and remake unjust systems, structures, practices, and norms. In particular, we will discuss:
 - a. How to validate and support students with different identities
 - b. How to provide equitable and culturally responsive schooling for culturally and linguistically diverse communities
 - c. How to reimagine school and community engagement from student and family perspectives

Course Assignments/Evaluation:

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| Resume | 10 points |
| Cover letter | 10 points |
| Family and community engagement assignment | 5 points |
| Model Code of Ethics for Educators (MCEE) assignment | 5 points |
| Participation and class discussion | 70 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 (guest speaker dates subject to change)

| Date | Topic | Content and assignments |
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| Week 1 Jan 14 | Introduction to course | Course content, introducing reflective protocols, resume assignment |
| Week 2 Jan 21 | Reflective Practice with SEL protocols | Guest speaker: Melissa Butler, Founder and Educator, Reimagining Project, LLC |
| Week 3 Jan 28 | Reflective Practice SEL protocols | Guest speaker: Melissa Butler, Founder and Educator, Reimagining Project, LLC Assignment 1: Resume Assignment Due (see Canvas for guidelines) |
| Week 4 Feb 4 | Supporting students who identify as LGBTQIA+ | Guest speaker: Devin Browne, French and Russian Teacher & Advocate for LGBTQ students, Brashear High School, Pittsburgh Public Schools |
| Week 5 Feb 11 | Resume workshop | Guest speakers: Elisabeth Estes and Jorden King, School of Education, Career Services & Erin Wheeler, University of Pittsburgh Career Center |
| Week 6 Feb 18 | Interview workshop | Guest speakers: Elisabeth Estes and Jorden King, School of Education, Career Services & Erin Wheeler, University of Pittsburgh Career Center |
| Week 7 Feb 25 | Reimagining Parent and Family Engagement | Guest speaker: Dr. Scott Miller, Principal, Avonworth School District Assignment 2: Cover Letter Assignment Due (see Canvas for guidelines) |

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| Week 8 Mar 4 | NO SEMINAR CLASS MEETING | PITT SPRING RECESS: REMEMBER TO REPORT TO YOUR STUDENT-TEACHING/INTERNSHIP IF THEY ARE IN SESSION |
| Week 9 Mar 11 | Social Emotional Learning Strategies (SEL) | Guest speaker: ATTACK Theater |
| Week 10 Mar 18 | Social Emotional Learning Strategies (SEL) | Guest speaker: ATTACK Theater Assignment 3: Reimagining Community and Family Engagement Assignment |
| Week 11 Mar 25 | Establishing and Supporting a Culture of Belonging | Guest speaker: Dr. Chuck Herring, Director of Diversity, Equity, and Inclusion, South Fayette Township School District Please review this link prior: |
| Week 12 April 1 | The Job Search and First Year of Teaching | Guest speakers: Alumni panel |
| Week 13 April 8 | Topic: TBD | Guest speakers: Dr. Tom Ralston, Assistant Professor of Practice in Educational Leadership, former Superintendent of Avonworth School District and Director of the Forum for Western PA School Superintendents and Dr. Bart Rocco, Assistant Professor of Practice in Education Leadership, former Superintendent of Elisabeth Forward School District and Executive Director of Tri-State Area School Study Council |
| Week 14 April 15 | Continuing Your Certification and Model Code of Ethics for Educators (MCEE) | Guest speaker: Dr. Michelle Sobolak, Director of Teacher Education, University of Pittsburgh |
| Week 15 April 22 | Reflective Practice | Closure and final remarks |

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 unexcused absence will result in a 10-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 the 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 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/>