TLL 2824: Student Teaching Seminar
Spring 2026

Course information
Meeting times: Tuesdays 5:00-5:50
Meeting location: 5602 WWPH

Instructor information
Instructor: Heather Hendry
Email: heh15@pitt.edu
Office hours: By appointment only

Course content

In this course, we will act as a Professional Learning Community (PLC) to fulfill the following goals that are aligned with our Teacher Education Program pillars:

1) Students will participate in weekly reflective practice and collaborative problem-solving of practical teaching issues that are related to their field-site student teaching.

2) Students will prepare to enter the teaching profession by:
    a. Preparing and practicing for the job search
    b. Understanding and applying for PA certification
    c. Understanding PDE Model Code of Ethics for Educators (MCEE)

3) Students will engage with community resources and partners to discuss how to meet the needs of all learners, engage in radical care, 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 support students through trauma-informed approaches
    c. How to reimagine school and community engagement from student and family perspectives

Course Assignments/Evaluation:

Model Code of Ethics for Educators (MCEE) assignment	10 points
Resume	10 points
Cover letter	10 points
Family and community engagement assignment	10 points
Midterm and Final Field work paperwork uploaded to Field Guide	20 points
Participation, reflective journal, and class discussion	70 points (5 pts/week)
	130 points

FINAL GRADE (H/S/U)
H: 100-110 points
S: 90-100 points
U: <90 points

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

- IIID: Professionalism: Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students
- PA Model Code of Ethics for Educators (MCEE) and Professional Ethics (PE 1-8)

Course schedule *(subject to change)*

Date	Topic	Content and assignments
Week 1 Jan 13	**Introduction to course**	Course content and introducing reflective protocols
Week 2 Jan 20	**Reflective practice:** Field site experiences	Reflective protocols (in-class field site discussion)
Week 3 Jan 27	**Reflective practice:** Classroom management	**Guest speaker:** Micah Downs, Falk teacher **Assignment 1: Model Code of Ethics for Educators (MCEE) asynchronous module Due Sunday, Feb 1, midnight**
Week 4 Feb 3	**Reflective practice:** Trauma-informed approaches	**Guest speaker:** Melissa Nelson, Assistant Professor of Practice, University of Pittsburgh School of Education
Week 5 Feb 10	**The Job Search:** Resume and Cover Letter workshop	**Guest speaker:** Erin Wheeler, Senior Career Consultant for Liberal Arts, University of Pittsburgh Career Center
Week 6 Feb 17	**The Job Search:** Resume and Cover Letter workshop	In-class resume workshop **Assignment 2:** Resume Assignment Due (see Canvas for guidelines)
Week 7 Feb 24	**The Job Search:** Mock interview practice	In-class mock interviews: Prepare questions to participate in mock interviews **Assignment 3:** Cover Letter Assignment Due (see Canvas for guidelines)
Week 8 Mar 3	**MOCK INTERVIEWS**	**NO CLASS MEETING, PLEASE PLAN TO SIGN UP AND ATTEND THE MOCK INTERVIEWS (see email from Jorden King in SOE Student Services)**
Week 9 Mar 10	**NO SEMINAR CLASS MEETING**	**PITT SPRING RECESS: REMEMBER TO REPORT TO YOUR STUDENT-TEACHING IF YOUR SCHOOL IS IN SESSION**
Week 10 Mar 17	**The Job Search and First Year of Teaching**	**Guest speakers:** Alumni panel

Week 11 Mar 24	**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 12 Mar 31	**Topic TBD**	**Guest speaker:** Lauren Bruene, Principal, Hempfield School District
Week 13 April 7	**Reimagining Parent and Family Engagement**	**Guest speaker:** Dr. Scott Miller, Principal, Avonworth School
Week 14 April 14	**Applying for PA certification**	**Guest speaker:** Elisabeth Estes, **Assignment 4: Reimagining Community and Family Engagement Assignment**
Week 15 April 21	**Continuing Your Certification and Teacher Unions**	**Guest speaker:** Dr. Michelle Sobolak, Director of Teacher Education, University of Pittsburgh
Week 16 April 28	**Reflective Practice and final class celebration**	Closure and final remarks **Assignment 5: Midterm and Final Field work paperwork uploaded to Field Guide**

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/