



**EDIS 5872: Seminar: Teaching Internship-English Ed**  
CISE  
Concurrent Enrollment in EDIS 5882

3 Credit Hours  
Fall 2015

Seminar: August 10-December 11, 2015  
Wednesdays 6:00-8:30pm, Ruffner #123

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**Chalk and Wire Support**

**Step 1:** User Guide: <http://userguide.chalkandwire.com/>  
**Step 2:** Meredith McCool [mlm4af@virginia.edu](mailto:mlm4af@virginia.edu)

**Description**

Designed to accompany the teaching internship (i.e., student teaching semester). Focuses on special issues and concerns that grow out of that experience, including such topics as classroom management, parent-teacher conferences, and school-community relations. Seminar sections are aligned with specific program/endorsement areas and meet the guidelines for the approved licensure program in the Commonwealth of Virginia.

### **Learning Objectives**

In their article, “Cultivating an Inquiry Stance in English Education: Rethinking the Student Teaching Seminar,” Meyer and Sawyer (2006) compare the more typical student teaching seminars to “Lunch Rooms” or “Group Therapy,” where it is easy to dissolve into idle banter (particularly after a long day of teaching) or to offer quick-fix solutions to complex problems. My hope, however, is to foster a context that furthers inquiry-based, reflective, principled practice (Applebee, 1996; Schön, 1983), a space that simulates “professional learning communities” as they are currently practiced in schools, where topics or problems are discussed, possible action plans generated, and actions taken are later debriefed. This seminar will also encourage experimentation with new ideas and provide support for those risks. And of course, if a little group therapy is in order on days when we’re overloaded or otherwise stressed, a little therapy we’ll have.

#### ***Interns will understand that:***

- Effective instruction is a *system of thinking* that centers on *how students learn*. It requires attention to knowing your learners; knowing your subject matter and how to structure and make content accessible to diverse learners; knowing how to elicit and assess student thinking in a variety of ways; knowing how to create a classroom culture that fosters a growth mindset for students; and knowing how you fit into both your classroom and school culture.
- Teaching is a profession that requires active learning, purposeful inquiry, continuous reflection, and on-going growth and development towards expertise.

#### ***Interns will be able to:***

- Actively participate (share insights, reflect, generate questions/ideas, listen) in class discussions.
- Create a teacher learning community
- Develop an inquiry-oriented stance toward knowledge and teaching
- Bridge the perceived gap between pedagogical theory and teaching practice
- Engage in collaborative learning and reflective practice through blogging.
- Communicate their professional expertise effectively in a teaching portfolio.
- Develop a model set of lessons, simulations, etc. that incorporate content into instructional practice.
- Analyze on-going feedback; develop “next steps” in lessons, teaching goals, career, etc.

### **Instructional Methods**

This seminar will use a variety of instructional methods, including, whole class and small group discussion, direct instruction, guest speakers, inquiry workshops, and peer feedback workshops. We will also use Chalk & Wire as a digital platform for collaborative inquiry and reflection. Essential to course instruction is the university’s digital platform for courses called Collab (<https://collab.itc.virginia.edu/portal>). Students are expected to activate their UVa ID and use it for access to the class site. Collab will be used as a repository for sharing resources, readings, and student work among students, university supervisors, and the instructor. All assignments will be submitted there; the gradebook will allow individuals to keep track of their performance in the course. All readings will be available on the Collab site as downloadable documents.

**Confidentiality:** Due to the nature of this course, it is assumed that any communications between student and instructor (verbal or written) are **confidential**. Also, any conversations during class discussions are confidential.

**Course Texts**

You will be drawing on many of the texts from EDIS 5400 & 5401 as you develop your classroom environment, student relationships, instruction, and assessment. When you are stuck, or need inspiration, return to those texts. They were purposefully selected to be useful resources in your career as a teacher—not just as a student.

*Recommended*

Additionally, many student interns have found the two texts below to be helpful, especially as they work to implement routines that promote positive student behaviors.

- Thompson, J. G. (2010). Discipline survival kit for the secondary teacher. San Francisco: Jossey-Bass.
- Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college. San Francisco: Jossey-Bass.

**Course Outline**

*Note: The seminar foci and readings are subject to change in relation to the emergent and specific interests and needs of the Teaching Interns.*

<b>Class</b>	<b>Date</b>	<b>Seminar Foci</b>	<b>Assignments</b>
1	8/12/15	<b>Seminar Introduction:</b> Orientation to purpose & procedures <b>Preparing for the Year:</b> What can/should happen before the students arrive?	
2	8/19/15	<b>Modeling:</b> Resource Sharing <b>Classroom Routines:</b> What are the routines that are being established in the classroom. How are you introducing them to the students? <b>Guests:</b> Dr. Ferree, re. 7991 data collection	<b>Challenge:</b> Pre-school week checklist 1 <sup>st</sup> Blog entry due
3	8/26/15	<b>The Professional Portfolio:</b> Its components and assessment rubrics; Introduce the Student Survey Analysis assignment. <b>Motivation &amp; Engagement:</b> What are you learning about your students' motivations? How are you and your Mentor considering engagement as you plan instruction?	<b>Challenge:</b> Students 2 <sup>nd</sup> Blog entry due

4	9/2/15	<p><b>Modeling:</b> The Teaching Inquiry (TI)  <b>Parent/Guardian Communication:</b>                  What are the ways in which you can practice communicating with parents/guardians? How do you decide when and about what to communicate to  <b>Guest:</b> Abby Baum, re. TI model</p>	<p><b>Challenge:</b> Parent/Guardian Communication 3<sup>rd</sup> Blog entry due  <b>Portfolio:</b> Resume draft due  <b>Resource Sharing:</b> ____</p>
	9/9/15	<b>No Seminar</b>	4 <sup>th</sup> Blog entry due
5	9/16/15	<p><b>Assessing Student Understanding and Planning for Differentiation:</b> What are the ways in which you are assessing student understanding, and how can you put that knowledge to use in planning instruction?  <b>Workshop:</b> Behavior Management belief statement</p>	<p><b>Challenge:</b> Student Voices 5<sup>th</sup> Blog entry due  <b>Portfolio:</b> Behavior management belief statement due  <b>Teaching Inquiries:</b> __ &amp; __  <b>Resource Sharing:</b> ____</p>
6	9/23/15	<p><b>Collaboration in the Field</b>  <b>Workshop:</b> Differentiation belief statement  <b>Guest:</b> XXXX, re. SPED collaboration</p>	<p><b>Challenge:</b> Differentiation  <b>Teaching Inquiries:</b> __ &amp; __  <b>Resource Sharing:</b> ____                  6<sup>th</sup> Blog entry due  <b>Portfolio:</b> Differentiation belief statement due  <b>Student Survey Part I due</b></p>
	9/30/15	<b>No Seminar</b>	7 <sup>th</sup> Blog entry due
7	10/7/14	<p><b>Debriefing the PD Day</b>  <b>Workshop:</b> The Resume</p>	<p><b>Challenge:</b> Exit Slip  <b>Teaching Inquiries:</b> __ &amp; __  <b>Resource Sharing:</b> ____  <b>Portfolio:</b> Resume draft due                  8<sup>th</sup> Blog entry due</p>
8	10/14/15	<p><b>Technology Integration</b>  <b>Workshop:</b> Technology belief statement</p>	<p><b>Challenge:</b> Counting Pages  <b>Teaching Inquiries:</b> __ &amp; __  <b>Resource Sharing:</b> ____                  9<sup>th</sup> Blog entry due  <b>Portfolio:</b> Technology belief statement due</p>
	10/16-10/18/15	<p>VATE Annual Conference: Attendance strongly recommended.  <a href="http://vate.org/annual-conference/">http://vate.org/annual-conference/</a></p>	<p>Two of you will present at the Student Teachers Panel; all can attend the conference. No seminar on 10/21 to make up for time spent at VATE.</p>
	10/21/15	<b>No Seminar</b>	10 <sup>th</sup> Blog entry due
9	10/28/15	<b>VATE de-briefing</b>	<p><b>Challenge:</b> Catch-up week  <b>Teaching Inquiries:</b> __ &amp; __  <b>Resource Sharing:</b> ____</p>

			11 <sup>th</sup> Blog entry due <b>Portfolio:</b> Assessment belief statement due
10	11/4/15	<b>Portfolio Workshop</b> <b>Guests:</b> Students, re. What you always wanted to know about the student experience.	<b>Challenge:</b> Winter/Summer Reading list <b>Resource Sharing:</b> _____ 12 <sup>th</sup> Blog entry due <b>Portfolio:</b> Lesson plans/ artifacts for #4, 5, 6, and 2 from #7
11	11/11/15	<b>Grading</b>	<b>Challenge:</b> Catch-up week <b>Resource Sharing:</b> _____ 13 <sup>th</sup> Blog entry due <b>Portfolio:</b> Reflective teaching belief statement due
12	11/18/14	<b>Music &amp; Visual Art as texts</b> <b>Guests:</b> 2012 cohort, re. the job search	<b>Resource Sharing:</b> _____ 14 <sup>th</sup> Blog entry due Student Survey Analysis due
	11/25/15	<b>No Seminar</b>	
13	12/2/15	<b>Portfolio Workshop</b>	15 <sup>th</sup> Blog entry due <b>Resource Sharing:</b> _____ <b>Portfolio:</b> Lesson plans/ artifacts for #1, 2, 3, and 2 from #7 <b>Student Survey Part II due</b>
14	12/9/15	<b>Course Wrap Up:</b> A gallery walk of Portfolios; reflection and re-envisioning: the transition to “your practice” <b>Guests:</b> the CI’s, re. Sharing portfolios	<b>Professional Portfolio due</b> Final TI Document due

### Grading

Students in EDIS 5872 are expected to complete all assignments and will be graded according to the following scale:

A+	98 and up	C+	78-79%
A	94-97%	C	74-77%
A-	90-93%	C-	70-73%
B+	88-89%	D	60-69%
B	84-87%	F	<60%
B-	80-83%		

Grades will be based upon the total points received from the assignments listed below—there will be no curve.

<b>Assignment</b>	<b>Points Possible</b>
Attendance & Punctuality	10

Preparation & Participation	10
Teaching Inquiry	20
Reflective Teaching Blog	20
Professional Portfolio	20
Resource Sharing	5
Student Feedback Surveys/Analysis	15

### Assessments

The seminar is a graded course. Final grades are based on assessment of the following:

- **Attendance & Punctuality:** Attendance of and punctuality for all class sessions is assumed. School-related absences (parent-teacher conferences, open houses) are “free,” but you *must notify me* before these events take place via e-mail or telephone. Open and clear communication is key to professionalism; while everyone understands that real-life can get in the way of perfect attendance and timeliness, you are expected to act professionally by communicating any obstacles you face. Please contact your US, your CI, and your seminar instructor regarding any pre-planned or emergency absences. Your active presence is crucial to your professional growth and, ultimately, the seminar’s success.

*Appendix A outlines the grading criteria.*

*Due: Ongoing*

- **Participation & Preparedness:** The success of EDIS 5872 is dependent on the preparation and participation of its group members. *Bring your “best self” to each seminar.* Wednesdays will be long days for you. Teaching, in general, means long days. *Plan ahead for Thursdays* so that you aren’t facing lengthy preparation when you get home and can be more “present” in seminar. Invested, respectful participation, through which you demonstrate your commitment to others’ well-being and success as well as to your own, is an essential ingredient of a professional learning community. While differences can enrich and deepen all encounters, unity is what makes that possible. There is simply no time for divisive behavior; you are all in this rite of passage together.

*Appendix B outlines the grading criteria.*

*Due: Ongoing*

- **Teaching Inquiries (TI’s):** Over the course of the semester, each Intern will present one Teaching Inquiry (TI), a brief, thoughtful write-up that describes the context of a concern/problematic situation, frames it with specific questions, and illustrates it with one or more artifacts, such as an assignment, an example of student work, a rubric, a record of a conversation, etc. Part of the process will be to follow up on the actions you made over the course of the semester to address the concern you presented. You will receive a Teaching Inquiry exemplar and the process will be modeled. The initial TI document will be posted in the Resources section of our Collab Site. The final TI document will be posted in Drop Box of our Collab site.

*See Appendix C for more detail.*

*Due: Sign up in class for a specific date. Final document is due on 12/9/15*

- **Reflective Teaching Blog:** Each intern will set up and keep a reflective blog related to her teaching internship experiences. This blog will support collaborative inquiry and reflective teaching practices. There will be a minimum of 15 weekly entries. This blog will be kept private over the course of the semester, shared only with the student's University Supervisor, the instructor, and one or more classmates. Student, school, and CI names will all be pseudonyms or initials.  
*See Appendix D for more detail.*  
**Due:** Ongoing
- **Professional Portfolio Development:** The culminating "product" for this seminar and your Internship is a teaching portfolio intended for your use in the job search that you undertake this spring. Part of our time together in seminar will be used to focus on the development of these portfolios.  
*Appendix E provides explicit criteria for meeting the expectations for this portfolio.*  
**Due:** 12/9/15
- **Resource Sharing:** This seminar provides dedicated time for sharing your successes: those activities, lessons, texts, and projects that have worked for you. You will have the opportunity to gather fresh and innovative ideas from your peers and to share your own. By the end of the semester, you will have added to your treasure-trove of ideas for use in your future classrooms. Each intern will share one "resource" over the course of the semester, and the instructor will model the process at the start of the semester. You will post your resource (or a link to it) on our Seminar Collab site in "Resources/Resource Sharing."  
*Appendix F Provides explicit criteria for meeting the expectations for sharing a resource.*  
**Due:** Sign up in class for a specific date
- **Student Feedback Survey and Analysis:** This is a two part assignment. During the second week of full-time teaching of one or more of your classes, please administer the pupil survey (or an adapted version) and respond in narrative form to the analysis questions. Then, in the final week of teaching that class/es, administer the survey again and respond to the second set of analysis questions. The first analysis and the final analysis papers should be posted in Chalk and Wire.  
*Appendix G for the grading rubric.*  
**Due:** Part 1: 9/23/15                      Part II: 12/2/15

### Field Placement Requirements

For more details:

- ✓ TA Handbook: <http://curry.virginia.edu/teacher-education/teaching-associateship-handbook>
- ✓ Chalk & Wire Field Placement Portfolio
- ✓ Placement Calendars for ACPS/CCS (Appendix G)
- **Observations**
  - 6 lessons will be observed and follow the complete observation protocol

- **Student Survey Assignment Papers:**
- Upload to Chalk & Wire by 9/23/15 & 12/2/15
  
- **Evaluations (Midterm and Final):**
  - Find in Chalk & Wire
  - Midterm and Final Self Evaluations
  - Final - US and CI evaluations

### **University Email Policy**

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

### **University of Virginia Honor System**

All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information please visit <http://www.virginia.edu/honor/>.

### **Special Needs**

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC: 434-243-5180 (Fax - 434-243-5188); Email: [SDAC@Virginia.edu](mailto:SDAC@Virginia.edu); Website: <http://www.virginia.edu/studenthealth/sdac/sdac.html>.

### **Class Attendance and Excused Absences**

Regular attendance in all classes is expected. Absences traditionally excused are those that occur because of death in a student's family, important religious holidays, or authorized University activities. Students who anticipate absence for cause should obtain permission from the instructor in advance of the absence. Unforeseen absences resulting from sickness, or from other circumstances considered to be emergencies, may be excused by the instructor and arrangements may be made with the instructor to complete the assignments missed.



### Students in Distress

Services for students in various forms of distress are offered by Counseling and Psychological Services (<http://www.virginia.edu/studenthealth/caps.html>) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (**434-972-7004**) is available. In addition, if you are concerned about another student, call **434-243-5150** during business hours, and request the consulting clinician.

### Classroom Civility Statement

Students are asked to refrain from conducting private conversations (both in-person and electronically) in class, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. See <http://www.virginia.edu/president/speeches/12/message120621.html>

### Student Safety

As members of the Curry School of Education faculty, we are concerned for your safety and support a caring and violent-free environment on Grounds. We concur with the University's intolerance of power-based violence and encourage all of us to maintain a safe community.

We care about your well being. If you or someone you know is feeling overwhelmed, stressed, or isolated, there are many individuals who want to provide help. You can make an appointment to talk with any of your instructors. Or the Student Health Center also offers Counseling and Psychological Services (CAPS) for all students. Call 434-243-5150 or the after hours number at 434-972-7004 to schedule an appointment. If you prefer to speak anonymously and confidentially over the phone, call Madison House's HELP line any time of the day at 434-295-8255.

There is also support if you or someone you know experiences stalking, partner violence or sexual assault. Resources can be found at <http://www.virginia.edu/sexualviolence> and [www.virginia.edu/justreportit/confidential\\_resources.pdf](http://www.virginia.edu/justreportit/confidential_resources.pdf). We believe everyone in our community plays a role in preventing violence and isolation. We all need to make choices to reach out to others.

## Appendix A Rubric: Attendance & Punctuality in Seminar Meetings

### Attendance & Punctuality Rubric (10% of final grade)

	<b>Exemplary 1</b>	<b>Proficient .8</b>	<b>Approaching Proficiency .6</b>	<b>Unacceptable 0</b>
<b>Attendance &amp; Punctualit</b>	No unexcused absences and almost always punctual.	One unexcused absence and almost always punctual	Two unexcused absences and/or regular unexcused tardiness	Three unexcused absences and/or frequent unexcused tardiness

**Appendix B**  
**Rubric: Preparedness & Class Participation**

**Preparedness & Class Participation Rubric (10% of final grade)**

	<b>Exemplary 1</b>	<b>Proficient .8</b>	<b>Approaching Proficiency .6</b>	<b>Unacceptable 0</b>
<b>Participation/ Preparedness</b>	Always contributes (in large and/or small groups); completes all tasks on time; brings texts and laptop to class when appropriate;	Frequently contributes and completes all but 1 or 2 tasks. May forget texts and/or computer a couple of times.	Occasionally contributes; completes most tasks; brings texts and computer most of the time.	Rarely contributes or completes tasks; frequently forgets computer and/or texts.

The following list outlines the specific responsibilities in preparation for the seminar meetings.

1. **TI Preparation:** On the Tuesday night prior to its presentation, post your completed TI text in Collab. *Bring 10 copies of your TI and related artifact(s) to class with you on Wednesday evening.*
2. **Resource Sharing:** On the Tuesday night prior to its presentation, post a hard copy/link of the resource you will share with the class the following evening. *Bring a hard copy or be prepared to share electronically your resource in class on Wednesday evening.*
3. **Journaling:** You are responsible for a minimum of one journal entry each week. These journals can be completed *anytime* during the week, but *must be posted before midnight on the Tuesday before class the next evening.*
4. **Portfolio Development:** Some seminars (see the course calendar for specific dates) involve bringing a hard copy of a specified portfolio piece that you are developing. Seminar time will be focused on the development of these pieces.
5. **Readings, Free-writes, & Guest Presenters:** If/when these occur, you are expected to prepare as directed and actively engage in these topical group activities.

## Appendix C Teaching Inquiries (TIs)

Over the course of the semester, everyone will present one Teaching Inquiry (TI), a brief, thoughtful write-up that describes the context of a topic or problematic situation, frames it with specific questions, and illustrates it with one or more artifacts, such as an assignment, an example of student work, a rubric, a record of a conversation, etc. You will develop, present, and follow-up on one teaching inquiry over the course of the semester.

In **developing** your TI, you will use the template provided (on Collab) and write up:

- A description of the issue/problematic situation,
- The classroom and larger school context, and
- “Framing questions” to spark a discussion.

You will also provide an artifact that supports the presentation and/or discussion of the inquiry issue. Depending upon the particular context, an example artifact *might* be:

- A recent assignment (e.g., writing, reading, research, media) you’ve developed
- A sample of a student’s work and your written response to it
- A recreated portion of an in-class discussion or a discussion you had with one of your students/colleagues or a parent that was a key part of a learning experience
- A copy of your school’s vocabulary guidelines or conduct rules

In **presenting** your teaching inquiry, you will follow the protocol of the TI facilitator (typically an instructor or US):

1. Presenter distributes and reads aloud “write up” & artifact(s). This write up includes description of issue, classroom and school context, and “framing questions” to spark a discussion (**5-7 minutes**).
2. Respondents ask “clarifying questions;” presenter briefly responds to all clarifying questions (**5-7 minutes**).
3. Respondents engage in discussion about the artifact and framing questions. Presenter listens silently while taking notes (**20-25 minutes**).
4. Presenter summarizes discussion, comments on key ideas, issues raised, and actions to pursue (**3-5 minutes**).

In **following-up** on your teaching inquiry, you will spend 5-7 minutes the week following your TI presentation to de-brief your peers on the actions you took (and the subsequent outcomes) in relation to the issue of your TI. You will continue to document relevant, ongoing events and outcomes as they occur, resulting in a final TI document (see Template in Collab) that will be posted at the semester’s end.

### **Grading Criteria for Teaching Inquiry**

- **(6 pts) Preparation/Presentation**
  - TI document complete with sufficient details for presenting issue/situation to class (Template #1-5)
  - Uploaded to Collab by midnight the Tuesday before presentation
  - Brought 10 hard copies to class for presentation
  - Followed TI protocol in class (e.g., read document aloud, did not participate in discussion)
  
- **(2pts) Debriefing**
  - Completed #6 & #7 on TI document
  - Uploaded to Collab by midnight the Tuesday before debriefing
  - Used only allotted time to debrief class (5-7 minutes)
  
- **(6 pts) Follow-Up**
  - In each week following your TI presentation, you reflected on the actions, outcomes, and next steps taken using the TI document.
  - Uploaded final version after 12/2 and before or on 12/9/15 to the Seminar Collab Drop Box
  
- **(6 pts) Reflection**
  - Your reflection narrates your final and detailed understanding of your experiences with the inquiry process as well as what you learned related to your teaching practice and the specific issue itself.
  - Uploaded final version after 12/4 and before or on 12/10/14 to TA Seminar Collab Drop Box

## Appendix D Reflective Teaching Blog

### Setting Up Your Reflective Teaching Blog:

1. **Create a Blog** dedicated to your teaching Internship (this can be the same blog as the one you kept in EDIS 5401 or you can start all fresh—up to you),
2. **Set it to “private”** (When you are logged into your Word Press account and in “My Site(s),” scroll down the left hand side until you see “Settings.” Click on that and then click on the Site Visibility option that says, “I would like my site to be private, visible only to users I choose”
3. **Invite your blogging partner** (Click on “Users” and then “invite new” and then put the email address in)
4. **Invite your instructor** ([nam3c@virginia.edu](mailto:nam3c@virginia.edu))
5. **Invite your University Supervisor:**
  - a. John Romig [jer4nf@virginia.edu](mailto:jer4nf@virginia.edu)
  - b. Marie Black [meb2kn@virginia.edu](mailto:meb2kn@virginia.edu)
  - c. Praise Oh [cpo7re@virginia.edu](mailto:cpo7re@virginia.edu)

### Important to know:

- Mentor teacher, student, and school names should all be pseudonyms or use initials if that is easier..
- You will *not* be sharing these posts with your CI or anyone else from your field school.
- You are required to comment on your partner’s blog posts. This should promote collaborative learning as well as provide insight into the potential for dialogic learning in your own classroom.
- You will have one required blog entry per week; *however*, if you discover that blogging helps you process what is happening at school, by all means, post as many entries as you like!

### Requirements:

A detailed, *critical* reflection on what is happening in the field. Really, this is *your* space to think critically about what you are experiencing, so you may write about almost anything! **Description only is *not* enough.** Your reflection may include some or all of the following...

- Struggles you are experiencing (Why? How? Next steps?)
- Questions that are emerging
- Discussion of your Mentor’s practice related to specific activities, strategies, students, texts, etc. What are you thinking? Wondering?

- Concerns you are having about specific students
  - Your ideas
  - Successes you are experiencing (Why? How? Next steps?)
- You may choose to meet the requirements (bullet above) in one or more posts over the course of the week.
  - You may pose questions for your US in your journal.
  - If I must respond to the question, “How long should my blog post be?,” I would say less than the equivalent of a double-spaced, full page of text would **not** be enough to fully reflect on the different questions, issues, feelings, ideas, frustrations you have had over the course of the week. You can, of course, write on multiple days over the course of the week.
  - These posts can be completed *anytime* during the week, but *must be completed and posted before midnight on the Tuesday before class the next evening*. Your US will respond before midnight on the Friday of each week.

### Grading:

Your Reflective Teaching Blog is 20% of your overall Seminar grade.

Each week you are responsible for at least one blog post and at least one response to your partner’s Blog posts.

If the post does the following...

- Provides a thorough and detailed, critical reflection of your experiences that week, and
- Is posted before midnight on the Tuesday before class,

And the response post extends the conversation begun by the original writer, then

You will receive full credit

Your US or Seminar Instructor will let you know if you need to make any changes in your Blogging practice for this assignment.

- If I must respond to the question, “How long should my journal be?,” I would say less than a full page (if there were not two columns) would not be enough to fully reflect on the different questions, issues, feelings, ideas, frustrations you have had over the course of the week. You can, of course, write on multiple days over the course of the week.

- These journals can be completed *anytime* during the week, but *must be completed and posted before midnight on the Tuesday before class the next evening*. Your US will respond before midnight on the Friday of each week.

	<b>Exemplary 1</b>	<b>Proficient .8</b>	<b>Approaching Proficiency .6</b>	<b>Unacceptable 0</b>
<b>Reflective Teaching Blog</b>	Provides a through, detailed, critical reflection of each of the 15 weeks' experiences; develops an ongoing dialogue with the University Supervisor, seminar faculty, and blogging partner; total writing for the week is a minimum of one full page; always posted before midnight on Tuesdays.	Provides a detailed, critical reflection of most of the weeks' experiences (may be missing a post or a response); develops an sporadic dialogue with the University Supervisor, faculty, or blogging partner; total writing for the week is a minimum of one full page; almost always posted before midnight on Tuesdays.	Provides a reflection of 13-15 of the weeks' experiences; may include more summary than critical reflection; occasionally responds back and forth to the US and blogging partner; total writing for the week is usually a minimum of one full page; and/or frequently posted on Wednesdays.	Provides a reflection of fewer than 13 of the weeks' experiences; includes more summary than critical reflection; does not develop an ongoing dialogue with the University Supervisor and/or blogging partner; total writing for the week is usually under one full page; and/or frequently posted after midnight on Tuesday.

## **Appendix E: The Professional Teaching Portfolio**

### **Purpose**

The culminating “product” for this seminar and your teaching internship is a teaching portfolio intended for your use in the job search that you will most likely embark on beginning the semester following. This product can be used at job fairs as well as on individual interviews—both in person and long distance.

### **Objectives**

Your professional portfolio is intended to provide a prospective employer insight into your individual teaching practice: your interests, range of experiences, and expertise. More than a simple résumé, your portfolio illustrates representative, detailed snapshots of your planning, instruction, assessment, reflection, and attention to students.

### **Design**

Because of the time in which you live, a time where digital products are in use and prevalent in many school systems, but almost non-existent in others, your portfolio will be published digitally (as a web-page). You will appreciate the portfolio as a reference point when speaking of your work in interviews, and then later when you wish to send a follow-up email to thank a principal and can include the web-site for his/her further perusal. Your professionalism will astound and impress!

### **Components**

Because the portfolio must illustrate the range of your experiences and expertise, it will be made up of a variety of genres:

1. Lesson Plans (full detail plans using the lesson plan template) *Note: You may annotate these lesson plans to highlight/describe/discuss a specific focus*
2. Belief Statements (“philosophy of...”)
3. Résumé
4. Cover Letter
5. Representative Artifacts (e.g., assignments, rubrics, reflections, student work, blog entries, responses from student survey feedback, any teacher-created document) *Note: You may annotate these artifacts to highlight/describe/discuss a specific focus*

Your Portfolio will be organized into seven sections. Beneath the name of each section is a list of the requirements for that section. For some, there are specific documents required, but for others you will need to find the appropriate evidence from your planning documents, assessments, student work, your blog, etc.

#### **1. Professionalism**

- a. Résumé
- b. Cover letter
- c. In the future (i.e. once you begin teaching), you can include your teaching license in this section as well as any documentation of your involvement in professional development, committee work, professional organizations, etc.

#### **2. Reflective Practice**

- a. Belief statement
- b. Evidence of data analysis in your practice



- c. 2-3 Artifacts that show evidence of your reflective practice (e.g., lesson plan reflections, blog entries)
3. **Assessment**
  - a. Belief statement
  - b. 2-4 Artifact(s) and/or lesson plan(s) that illustrate the types of assessments you use in your practice.
4. **Differentiation**
  - a. Belief statement
  - b. 2-3 Lesson plan(s) and/or artifact(s) that illustrate how you have differentiated instruction and/or assessment.
5. **Technology**
  - a. Belief statement
  - b. 1-2 Lesson plan(s) that illustrate students working with technology in your classroom
  - c. Optional: Artifacts that illustrate your own use of technology in the classroom (e.g., Ppts, websites, Prezi's you created)
6. **Behavior Management**
  - a. Belief statement
  - b. 2-3 Artifact(s) and/or lesson plan(s) that illustrate your behavior management practices
7. **English Language Arts**

Choose 4 of the following ELA strands to highlight in your portfolio:

  - a. *Writing instruction*
  - b. *Discussion*
  - c. *Grammar/syntax instruction*
  - d. *Literature study*
  - e. *Vocabulary instruction*
  - f. *Reading comprehension*

For each, include the following:

- a. 1-2 lesson plan(s) that illustrate your best practices related to the specific strand
- b. 1-3 artifact(s) that provide evidence of your practices and beliefs related to instruction and/or assessment of the specific strand.

**Final Due Date:** December 9, 2015

**Points Possible:** 20

**Portfolio Assessment Rubric**

	<b>Professionalism</b>	<b>Reflective Practice</b>	<b>Assessment</b>	<b>Differentiation</b>	<b>Technology</b>	<b>Behavior Management</b>	<b>ELA Strand 1:</b>	<b>ELA Strand 2:</b>	<b>ELA Strand 3:</b>	<b>ELA Strand 4:</b>
<p><b>Exemplary = 1</b>                      Any reader of this portfolio section thinks, “Wow!” The section unequivocally demonstrates thoughtful choice of evidence to reflect the TA’s range of experiences, personal beliefs, and reflection related to the specific portfolio component. Annotations and/or narrative statements demonstrate thoughtful analysis of materials and portfolio component.</p>										
<p><b>Strong = .85</b>                      The TA has demonstrated thoughtful choice of evidence to reflect her range of experiences, personal beliefs, and reflection related to the specific portfolio component. Annotations and/or narrative statements need to push towards more nuanced, insightful analysis of materials and portfolio component.</p>										
<p><b>Satisfactory = .7</b>                      This portfolio component features some evidence; however, they do not reflect the TA’s full range of experiences, personal beliefs, and reflection related to the specific portfolio component. Neither are the annotations and/or narratives nuanced enough to provide insightful analysis of materials &amp; portfolio component.</p>										
<p><b>Unsatisfactory = 0</b>                      This aspect of the portfolio needs to rise from sparseness to include evidence of the TA’s range of experiences, personal beliefs, and reflection related to the specific portfolio component. There is a lack of clarity in relating the chosen evidence to the specific portfolio component. The commentary on the annotations and/or narrative statements must move beyond the brief and general to the degree of specificity that more fully informs an outside reader.</p>										

**Appendix F**  
**Rubric: Resource Sharing**

This seminar provides dedicated time for sharing your successes: those activities, lessons, texts, and projects that have worked for you. You will have the opportunity to gather fresh and innovative ideas from your peers and to share your own. By the end of the semester, you will have added to your treasure-trove of ideas for use in your future classrooms. Each student will share one “resource” over the course of the semester, and the instructor will model the process at the start of the semester. You will post your resource (or a link to it) on our TA Seminar Collab site in “Resources/Resource Sharing.”

	<b>Exemplary 1</b>	<b>Proficient .8</b>	<b>Approaching Proficiency .6</b>	<b>Unacceptable 0</b>
<b>Resource Sharing</b>	On the scheduled date, you enthusiastically and clearly presented an activity, text, website, etc. that you have used with your students; you shared at least one artifact of this resource (e.g., a handout, student samples, assignment sheet); before the class period for your sharing, you posted to the Collab folder an artifact or description of your resource so that your peers might use it themselves.	On the scheduled date, you presented an activity, text, website, etc. that you have used with your students; you shared at least one artifact of this resource (e.g., a handout, student samples, assignment sheet); you posted to the Collab folder an artifact or description of your resource so that your peers might use it themselves.	You presented an activity, text, website, etc. that you may or may not have used with your students; you failed to share at least one artifact of this resource; and/or you failed to post to the Collab folder an artifact or description of your resource.	Missing

**Appendix G:  
 EDIS 5872 Student Survey Assignment Rubric**

	<b>Exemplary - 4</b>	<b>Proficient - 3</b>	<b>Needs Improvment - 2</b>	<b>Unacceptable - 1</b>
<b>Mechanics and Context</b>				
Demographics (10%)	Description of student population is complete including information regarding race, gender, ELLs, and special education students. Paper gives a clear description of the student population surveyed.	Description of student population addresses areas of race, gender, ELLs, and special education students. However, specific details about the populations are not complete.	Description of student population includes information about some of the groups, but one group is missing. Information is missing that makes it difficult for reader to understand the students.	Description of student population is incomplete. More than one group is missing and the groups included are incomplete.
Influencing Factors (10%)	A complete description of influencing factors is included. The paper explains the survey environment in sufficient detail so that it is clear what factors may have impacted responses.	The description explains the testing environment and includes an incomplete discussion of how the environment may have impacted student responses.	The description explains the testing environment, but is not thoughtful about what factors may have impacted student responses.	There is no description of the testing environment or factors that may have influenced student responses to the survey.
Writing Quality (5%)	The paper is structured logically with good transitions, headings, and no grammatical errors. The paper is between 3 and 5 pages long, not including any tables used to present the demographic analysis. <a href="#">APA style</a> needs no editing.	The paper is structured logically, but the transitions are not always smooth between ideas and there are some grammatical errors. The paper is between 3 and 5 pages long, not including any tables used to present the demographic analysis. APA style is consistent.	The paper has some structure, but could be structured in a more logical way. Grammar and transitions distract from the content of the paper. The paper needs editing to cover the topics in 3-5 pages not including any tables used to present the demographic analysis. APA style is not consistent.	The structure, transitions, and grammar in the paper are such that it is difficult to understand the content. The paper is longer than 5 pages or under 3 pages, not including any tables used to present the demographic analysis. APA style is not used.
<b>Analysis</b>				
Reflection on Knowledge of Subject (15%)	The paper discusses survey responses addressing subject knowledge in depth. Analysis is based on data collected and is more than a listing of questions and responses, indicating deep reflection. Post-survey analysis is based on data collected and is more	The paper discusses survey responses addressing subject knowledge and analysis is based on data collected. Assertions are generally based on data, but the connections between reflections and data are not always clear. Post-survey analysis	The paper addresses subject knowledge, but does not generally base reflections on data—or reflection lacks depth and is mostly a recitation of survey responses.	The paper simply lists the student responses to survey items with making limited or no attempt to generate general reflections on responses.

	than a listing of changes and possible reasons for changes, but includes evidence of deep reflection.	is based on data collected, but connections between reflections and data are not always clear.		
Reflection on Pedagogical Knowledge (15%)	The paper discusses survey responses addressing pedagogical knowledge in depth. Analysis is based on data collected and is more than a listing of questions and responses, indicating deep reflection. Post-survey analysis is based on data collected and is more than a listing of changes and possible reasons for changes, but includes evidence of deep reflection.	The paper discusses survey responses addressing pedagogical knowledge and analysis is based on data collected. Assertions are generally based on data, but the connections between reflections and data are not always clear. Post-survey analysis is based on data collected, but connections between reflections and data are not always clear.	The paper addresses pedagogical knowledge, but does not generally base reflections on data—or reflection lacks depth and is mostly a recitation of survey responses.	The paper simply lists the student responses to survey items with making limited or no attempt to generate general reflections on responses.
Caring and Responsive Teacher (15%)	The paper discusses survey responses addressing the caring and effective nature of teacher in depth. Analysis is based on data collected and is more than a listing of questions and responses, indicating deep reflection. Post-survey analysis is based on data collected and is more than a listing of changes and possible reasons for changes, but includes evidence of deep reflection.	The paper discusses survey responses addressing the caring and effective nature of teacher and analysis is based on data collected. Assertions are generally based on data, but the connections between reflections and data are not always clear. Post-survey analysis is based on data collected, but connections between reflections and data are not always clear.	The paper addresses teacher caring and effectiveness, but does not generally base reflections on data—or reflection lacks depth and is mostly a recitation of survey responses.	The paper simply lists the student responses to survey items with making limited or no attempt to generate general reflections on responses.
Improvement Steps (30%)	Detailed and specific steps are explained to improve practice based on survey results. Steps are based on evidence-based practices.	Specific steps are explained for improving practice but lack some detail and may not be clearly tied to survey results. Improvement is based on evidence-based practices.	Vague or general improvement is mentioned but isn't fully based in survey responses. Steps are based on evidence-based practices.	Vague or general improvement steps are mentioned, but are not based on survey responses and not supported by evidence-based practice.

**Appendix H**  
**Field Placement Time-Lines**

Calendar for University Supervisors, Mentor Teachers, & English Ed Teaching Interns in Albemarle County & Charlottesville City Schools						
	Week	Seminar Date	Some Noteworthy Dates	Standard Pacing	Supervisor Timeline	Lesson Planning
1	8/10-8/14	8/12/15	8/13, WMS, MoHS, AHS, & WAHS Open Houses  8/14, JJMS New student orientation	Pre-Service work with Mentor Teacher	1 <sup>st</sup> Triad to be completed by 8/28	Each week for the first 5 weeks of school with students, the Interns will submit plans for the upcoming week. These plans are due to the Mentor teacher and Dr. Heny by Sunday at 9pm. They need to be submitted as Word docs via email to Dr. Heny. They may be submitted as a Google Doc to the Mentor teacher if that is preferred.
2	8/17-8/21	8/19/15	8/17, MuHS Open House  8/18, SMS Open house  8/19, first day w/ students	Observe, plan, & teach individual lessons—daily activities.		
3	8/24-8/28	8/26/15	8/27, JJMS Back-to-School night			
4	8/31-9/4	9/2/15	9/3, SMS Back-to-School night			
	9/7-9/11	<b>No seminar</b>	9/7, holiday  9/8, MoHS Back-to-School night  9/9, MuHS & WAHS Back-to-School night  9/10, WMS, AHS Back-to-School night; JJMS Parent-teacher conferences	Plan & teach one prep or class; observe, plan, & teach individual lessons in the other classes as determined with your Mentor Teacher  <i>In the second week of your full responsibility for one class, administer the Student Survey of Teacher Performance.</i>	1 <sup>st</sup> US Observation due by 9/11	
5	9/14-9/18	9/16	9/17, JJMS, Parent-teacher conferences		2 <sup>nd</sup> US observation due by 9/25	
6	9/21-9/25	9/23/15		Plan & teach 2 preps or classes; observe, plan, & teach individual lessons in the other classes as determined with your Mentor Teacher	3 <sup>rd</sup> US observation due by 10/9	After the 5 <sup>th</sup> week of school, the planning practices of each Interns will be assessed by the US, Mentor teacher, and Dr. Heny. Three things could occur:  1. the Intern no longer has to submit the weekly plans ahead of time
7	9/28-10/2	<b>No Seminar</b>	9/28, PD day  9/30, WAHS & AHS parent-teacher conferences  10/1, SMS & WMS parent-teacher conferences		Mid-Point Triad due by 10/9	
	10/5-10/9	10/7/15	10/6, SMS & WMS parent-teacher conferences			

			<p>10/7, Curry PD day (no school)</p> <p>10/8, AHS parent-teacher conferences</p>			<p>2. the Intern will continue to submit the weekly plans until further notice</p> <p>3. the Mentor, US, Intern, &amp; Dr. Heny will create an alternative plan for supporting the planning practices of the Intern</p>
8	10/12-10/16	10/14/15	<p>10/16-10/18, VATE</p> <p>10/15, WAHS Parent-teacher conferences</p>	Plan and teach full load.	4 <sup>th</sup> US observation due by 10/23	
	10/19-10/23	No seminar	10/23, end of 1 <sup>st</sup> 9-weeks		5 <sup>th</sup> observation due by 11/13	
9	10/26-10/30	10/28/15	10/30, Teacher work Day		(Schedule with Dr. Heny)	
10	11/2-11/6	11/4/15	11/2-3, work day & PD			
11	11/9-11/13	11/11/15				
12	11/16-11/20	11/18/15	11/20-22, NCTE	Slowly lessen your teaching load.	6 <sup>th</sup> US observation due by 12/4	
	11/23-11/27	No seminar	11/25- 27, Thanksgiving Break	<p>In the final week of teaching the class where you administered the <i>Student Survey of Teaching Performance</i>, administer the survey again.</p> <p>Begin scheduling in-house observations with other teachers.</p> <p>Have all observations scheduled before leaving for Thanksgiving break.</p>	Final Triad done by 12/4	
13	11/30-12/4	12/2/15		Observation Week		
				Final week of Internship		
14	Exam	12/9/15 (Invite Mentor Teachers)		Not in the classroom		