

The Handbook for Teacher Workshop

Minnesota State University, Mankato

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Designed by

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Dear Colleague:

We'd like to take this opportunity to thank you for your willingness to work with pre-service teachers. Your attitudes, skills, and insights are greatly appreciated and will make a significant contribution to the professional growth of these future educators.

Preface

This booklet is designed to guide pre-service teachers and classroom teachers participating in Teacher Workshop. Teacher Workshop is founded on the idea that learning to teach is a great deal like learning to write. That is, learners need to be fully engaged in the process and learn the skills along the way as they are ready for them. Also like writing, the skills of teaching are developed over time with instruction, practice, response, and reflection. This reflects a holistic learning philosophy.

During Teacher Workshop pre-service teachers will be immersed in a classroom setting three days a week and back on campus one day for instruction. The course instructor will spend time observing students and providing brief bits of instruction out in the field. These observations will also be used to inform on-campus instruction.

Teacher Workshop Goals

Field experiences play an important role in helping pre-service teachers become qualified educators. To this end, the following goals have been adopted for Teacher Workshop:

1. Students will observe, participate, and teach in a variety of settings.
2. Students will be exposed to various classroom strategies and teaching styles.
3. Students will learn appropriate professional teaching behaviors.
4. Students will be able to make decisions about education as a career choice.
5. Students will observe the relationship between theory and practice.
6. Students will experiment with the various pedagogical methods.
7. Students will plan literacy learning experiences.
8. Students will be engaged in thoughtful reflection.

Teacher Workshop Objectives

As a result of this experience, the pre-service teacher should be able to:

1. plan and implement effective literacy learning experiences.
2. reflect upon learning experiences, identifying strengths and weaknesses.
3. begin to develop and be able to describe a management philosophy and style.
4. begin to develop and be able to describe various methods for evaluating learning.
5. begin to develop and be able to describe a literacy learning philosophy and style.
6. demonstrate organization, professional behavior, and commitment to the field of education.

Responsibilities of the Classroom Teacher - A True Partnership

The goal of Teacher Workshop is to develop a true partnership with you and give classroom teachers a voice in helping to prepare the next generation of teachers. Therefore, you should use your professional expertise in deciding what kinds of experiences these pre-service teachers need to best prepare them. Some suggestions include: (a) working with advanced students or those in need of remediation, (b) helping with any classroom duties such as playground, hall monitoring, bulletin boards, or grading, (c) helping students in learning stations, (d) helping during reading or writing workshop, (e) teaching in small groups, (f) providing whole class instruction, (g) reading to the class, (h) helping students with homework or special projects, (i) sharing a piece of their writing, (j) helping students revise or edit their writing, or (k) other.

Time

One or two students will come into your room in the morning, Monday through Wednesday, for two to four hours. This will occur at two different times during the semester: (a) five weeks starting in January and (b) five weeks starting in April. The specific dates will be worked out as soon as possible.

Flexibility

This is the first time a methods course has been run like this at MSU. This is a pilot program, thus, we can expect that there will be some bugs along the way that need to be addressed. Your flexibility and continued input are very much valued.

Understanding, Observing, and Reflecting

You might be able to assist the pre-service teacher assimilate this experience by doing some or all of the following:

1. Discuss daily lesson plans prior to teaching.
2. Have the pre-service teacher observe and comment on various parts of a lesson, i.e. introduction, input, supporting activities, closure, etc.
3. Discuss ways to accommodate individual differences within the boundaries of the classroom and the curriculum.
4. Help the pre-service teacher become familiar with various teaching and curriculum materials.
5. Familiarize the pre-service teacher with duties that are apart from the actual teaching.
6. Help the pre-service analyze discipline cases that arise. Here, the teacher will discuss possible sources of the problem and various proactive/reactive strategies.

Feedback and Response

At the end of the experience, you will need to fill out the practicum assessment sheet (Appendix A). Aside from that, any feedback that you want to give is a matter of personal preference. Keep in mind that these pre-service teachers have yet to student teach. This will be their first extended visit into a classroom. I encourage pre-service teachers to try new ideas and thus, I expect them to make some mistakes as a result of taking these first steps towards becoming master teachers.

Responsibilities of the Pre-service Teacher

Contact and Communication

Pre-service teachers will be expected to contact you and make arrangements to meet with you at least one week prior to the start of the field experience. During this meeting you can outline your expectations, discuss possible lesson ideas, and decide on the best time for arrival and departure. Pre-service teachers will be responsible for communicating with you in all phases of this experience.

Punctuality and Preparedness

Professional behavior includes punctuality and preparedness. Pre-service teachers will be expected to be on time and be prepared. Tardiness will not be tolerated. It is okay to make mistakes; however, it is not okay to be unprepared. If there is any deviation from this, please contact me as soon as possible.

Lesson Plans

Pre-service teachers are to write a formal lesson plan for every one of their teaching experiences. These will need to be presented to the classroom teacher one day ahead of time or as you see fit. The MSU lesson plan format is presented at the end of this booklet (see Appendix B). All lesson plans are to be kept in a file, folder, or three-ring notebook which must accompany pre-service teachers every day they are in the classroom (some may choose to leave theirs in the classroom). All lesson plans should include reflection on the back. For reflection, the pre-service teacher will describe the following: (a) what was successful, (b) what surprised you, and (c) what you would change or add.

Daily Journal

Pre-service teachers will bring spiral bound notebook for daily journal entries. Here they will write (in legible handwriting) one paragraph each day describing thoughts, feelings, ideas, emotions, insights, philosophies, funny things, not-funny things, or anything else that is being experienced internally. I will also be asking pre-service teachers to observe and record specific things along the way.

Instructor Responsibilities

Observing and Responding

The university course instructor will be in the schools every day in which these pre-service teachers are present. The instructor will be visiting as many of them as possible each day, taking field notes, responding in their journals, providing feedback on their lesson plans, and responding to their teaching (see Appendix C). Your ideas are greatly appreciated here. It is hoped also that you will continue to provide feedback along the way.

Grading

Grades for this practicum experience will be based on the following, (a) attendance, reliability, and dress; (b) professional behavior; (c) lesson plans and reflections, (d) daily journal, (e) classroom teacher evaluation, and (f) instructor on-site observations.

Minnesota Board of Teaching Standards

The Minnesota Board of Teaching describes standards that must be met in teacher preparatory programs. Twelve standards have been assigned to this course. The student shall:

D 1, 3, 6 - Instructional Strategies

1. understand Minnesota's graduation standards and how to implement them.
2. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies.
3. demonstrates flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

F 1, 9, 10 - Communication

1. understand communication theory, language development, and the role of language in learning.
2. support and expand learner expression in speaking, writing, and other media.
3. know how to ask questions and stimulate discussion in different ways for particular purposes, such as probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping student to question.

G 7 - Planning Instruction

1. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

H 1, 7 - Assessment

1. be able to assess student performance toward achievement of the Minnesota graduation standards.
2. use a variety of formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.

I 4, 9 - Reflection and Professional Development

1. know major areas of research on teaching and of resources available for professional learning.
2. use professional literature, colleagues, and other resources to support her/his own development as a learner and a teacher.

J 10 - Collaboration, Ethics, and Relationships

1. understand the concept of the "whole learner."

APPENDIX A

Minnesota State University, Mankato
Practicum Assessment- Classroom Teacher
 Level III

Student: _____

Semester: _____

School and Grade: _____

Subject: _____

Classroom Teacher: _____

	yes	no	sometimes
1. The practicum student contacted you and met with you before the practicum began.			
2. The practicum student arrived on time and assisted in class as needed.			
3. The practicum student dressed, spoke, and behaved in a professional manner.			
4. The practicum student worked effectively with students individually and/or in small groups.			
5. The lessons showed adequate planning.			
6. The lessons demonstrated appropriate pacing.			
7. The practicum student submitted lessons a timely fashion <i>prior to</i> teaching.			
8. The lessons were developmentally appropriate.			
9. The lessons were based on sound theory.			
10. The learners were actively engaged.			
11. The practicum student used open-ended questions and activities.			
12. The practicum student spoke using appropriate rate, volume, and inflection.			
13. The practicum student was reflective and receptive to feedback.			
14. The practicum student was able to relate to all students.			
15. The practicum student demonstrated an understanding of the teaching/learning process.			
16. The practicum student was sensitive to issues related to culture, diversity, and gender.			
17. Based on your experience with this student, would you recommend continuation in education?	yes	no	maybe

* We would appreciate a description of the strengths this student displayed during this practicum experience and goals to work on for the next experience.

APPENDIX B

Lesson Plans

Effective teaching does not happen by accident. It takes careful thought and planning. An effective lesson plan should be written so that a substitute teacher could pick it up and teach from it.

MSU Lesson Plan Form

Elements or parts of a lesson plan may vary. Listed below are a basic set of lesson plan parts that can be used flexibly to construct any type of lesson. When writing a lesson plan, start with a specific objective. In your lesson, be complete, descriptive, and sequential. Let the reader know exactly what you are trying to accomplish and how.

1. Objective. This is a definition of what exactly you want students to know or be able to do as a result of your instruction. What is it exactly that you want to teach? Students should be able to tell their parents what they learned in school that day, and their description should sound fairly close to your objective. (Note: I do not promote the use of behavioral objectives. See Johnson, A. (1999). Effective lesson planning for effective skills instruction. Journal of Reading Education, 24, 15-19.)

2. Introduction. This is a quick way to introduce students to the concept or material in your lesson. An introduction should link the new material to known concepts, arouse curiosity, and create interest. These are relatively brief (1 to 3 minutes), and are usually written last.

3. Input. List in outline form, exactly what you are going to teach. Questions for students should be recorded here. The reader of your lesson plan should be able to pick up your lesson plan and know exactly what the lesson is about, what information is going to be covered, and in what order. If you are teaching a skill or using an activity to teach a concept, the steps should be written out in sequence. Keep in mind the developmental level of your students. Don't try to confuse or astound students. Good teaching makes learning easy.

4. Activity. This is the manipulation of the input. Sometimes input and activity merge. Older students (high school and college) may be able to use more abstract activities to manipulate, although this is generally not the preferred method. Younger students need to physically manipulate or interact with the input in some fashion. Examples include: creative writing, drawing, simulation, discussion, problem solving, drama, graphing, worksheets, games, experiments, homework assignments, or thinking skills.

5. Closure/Review. This element varies, depending on the type of lesson. It is generally short, describing the main points covered in the lesson and sometimes, a preview of the next day's lesson.

MSU Lesson Plan Format

Grade: _____ Date: _____ Time: _____ Subject: _____

I. Objective:

II. Input:

III. Activities:

IV. Closure - Review:

Materials Needed:

Reflection: Use the back side for post-instructional planning and reflection. Specifically, answer the following three questions: (a) What part of this lesson worked well? (b) What surprised you? (c) What would you do differently?

Reading Lesson Plan

The objective of this lesson plan is to get students to read and enjoy the story or, if it is expository text, to read and understand the text. All reading experiences should contain pre-reading, during-reading, and post-reading activities.

Criteria	Yes	No
1. The pre-reading experience gets student ready to read the story.		
2. The during-reading experience is described so that the reader knows exactly what you are doing.		
3. The post-reading activity manipulates some of the ideas found in the story.		
4. The post-reading activity is reflective of the aesthetic approach (imagination instead of burping up details).		
5. All parts of the reading lesson plan are included (objective, pre-reading, during-reading, post-reading).		
6. All lesson plan parts are labeled.		
7. A sub could pick up your lesson and teach the lesson.		

Teacher-Directed Writing Lesson Plan

The objective of this lesson plan is to get students to write or to write about something. In these types of lessons, students engage in only the first two steps of process writing: (a) pre-writing and (b) drafting. At the end of the lesson students should have a draft copy which they can put in a portfolio. If they choose, they will revise and take this to the publishing stage at another time. At the end of the lesson there should also be some kind of post-writing sharing (buddy, small group, or large group).

Use the following checklist:

Criteria	Yes	No
1. The teacher models or primes the pump.		
2. A pre-writing activity is included.		
3. There is some type of sharing or post-writing activity.		
4. Students are asked to write from within themselves (their ideas, experiences, or observations).		
5. All parts of the lesson plan are included. (Include an Objective. Pre-writing belongs in Input. Writing and sharing belong in Activity.)		
6. All lesson plan parts are labeled. Outline form is used.		
7. A sub could pick up the lesson and teach.		

Skills Lesson Plan

The objective of this lesson plan is to teach any kind of skill.

Criteria	Yes	No
1. Your objective states exactly what students are to know or be able to do.		
2. Input provides specific instruction.		
3. You use a sufficient amount of input.		
4. You define your skill and give examples.		
5. You use language children can understand.		
6. You include guided practice.		
7. Independent practice is practice of something already learned.		
8. All lesson plan parts are labeled.		
9. A sub could pick up your lesson and teach the lesson.		
10. You use list or outline form.		

APPENDIX C

MSU Practicum Observation Form

Student: _____

Semester: _____

School and Grade: _____

Subject: _____

Key

✓ is present

- is present to a **lesser** degree+ is present to a **greater** degree.

let's talk

Comments/Observations

Level I

- ___ 1. contacts classroom teacher before practicum begins.
- ___ 2. arrives on time and assists in class as needed.
- ___ 3. dresses, speaks, and behaves in a professional manner.
- ___ 4. conducts a focused observation with reflection and analysis.*

Level II -- All the above plus:

- ___ 5. works with students individually or in small groups.

Level III – All the above plus:

- ___ 6. creates lessons using the required lesson plan format.
- ___ 7. lessons show adequate planning.*
- ___ 8. lessons show adequate reflection.*
- ___ 9. lessons given to the classroom teacher before teaching.
- ___ 10. lessons are developmentally appropriate.
- ___ 11. lessons are based on sound learning theory.
- ___ 12. learners are actively engaged.
- ___ 13. lessons uses open-ended questions and activities.
- ___ 14. uses adequate pace, inflection, and volume.
- ___ 15. Teaches at least 1 lesson to a large group (for CI 334).

* = Students will include samples at the end of the practicum.

Teacher/Evaluator: _____