

Project Exploration 2010 Learning to Teach

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Course description

In the “Learning to Teach” offering, students will learn important educational theory and how to write effective lessons. In pairs, students will write their own science or history lessons and create authentic materials and assessment tools for a kindergarten class. They will have two opportunities to teach these lessons, reflect on their experiences, and improve upon their lessons. Students will also travel to Seton Hall’s department of education, visit story time at the library, listen to guest speakers, and have experience looking for supplies at a teacher supply store. As a culminating project, students will create a presentation documenting their three-week journey to become teachers.

Course Objectives and Skills

By the end of these three weeks, students will possess the following skills:

- ❖ Understand and utilize educational theory
- ❖ Learn the importance of connecting learning with literacy
- ❖ Write a lesson using “backwards planning,” in which the students begin planning with explicitly stated standards, objectives, and assessment tools
- ❖ Effectively deliver an engaging lesson
- ❖ Create one worksheet, prepare to read a children’s book aloud, and develop appropriate assessments
- ❖ Improve lessons as a result of peer feedback and self reflection
- ❖ Develop and deliver a presentation that documents the journey of learning to teach

Product

After expressing gratitude to appropriate organizations, teachers and schools, students will prepare a presentation that will display for their showcase audience the entire process of learning, creating, teaching, reflecting, and revising during Project Exploration. This will include student-generated PowerPoint presentations, other visuals, final lesson plans, verbal synopses of lessons, video footage of student teaching, and a Q&A session.

Timeline

February 16th and 17th: Observe a Kindergarten Class

Discover what it's really like to teach a kindergarten class by spending the morning observing a classroom at Gill.

On the alternate day, watch *Mr. Holland's Opus*. Set up binder and classroom for Project Exploration. Research Seton Hall University.

In the afternoon, learn about Piaget's developmental stages and Gardner's theory of Multiple Intelligences. Watch footage of, read about, and discuss what prominent theorists have determined what is important in education.

February 18th: Visit Seton Hall University

Explore what it's like to be in college studying to be a teacher.

February 19th: Visit Childtime Center

Observe a pre-kindergarten class to contextualize your experience at Gill and observe the difference in developmental stages.

February 19th-26th: Write Your Lesson Plan

Discover what it takes to write an effective lesson using backwards planning.

Learn how to choose appropriate standards, objectives, and assessment tools for any lesson.

Find out what age and subject you'll be teaching. Begin to write the lesson for your student teaching experience.

Learn how to turn a great lesson on paper into a fantastic class.

Finish creating, practice delivering, and receive feedback about your lesson.

Revise and finalize your lesson.

Make final preparations for teaching the following week.

February 22nd: Visit Clarence Dillon Library

Attend story time to learn about the best methods for oral reading.

Pick out books that will enhance your lesson.

February 23rd: Ana Cruz, Guest Speaker

Learn the path that one educator took to become a teacher.

February 24th: Visit the Teacher Supply Store

Then take a trip to a teacher supply store to gather materials for your lesson.

March 1st-3rd: Teach and Reflect

Travel to Gill and Willow School to teach your lesson.

Observe your peers, reflect on your experience, and improve your lessons each day.

March 3rd: Write Final Lesson Plan and Express Gratitude

Make any final revisions to your lesson plan and submit.

Express gratitude to the schools, teachers, and your peers.

March 4th-5th: Wrap Up and Get Ready for Showcase

Submit journals, take a book quiz, and participate in career exploration activities.

Create presentations, divide up responsibilities, and practice presenting.

March 6th: Project Exploration Showcase

Present what you've learned, show off your accomplishments, and answer audience questions.

Reading Component

Students will read nightly from *The Passionate Teacher* by Robert L. Fried. Informal discussions will take place each morning to reflect on this book about the art of teaching and connecting with students. A reading comprehension test will be given to assess understanding of the reading from this book.

Students will also read various articles and excerpts from books in class to gain insight about pedagogy, theory, and effective teaching.

Writing Component

Students will write daily in a journal. All entries will be reflective; some prompts will be open-ended about a student's topic of choice, and some will require students to think critically about a specific topic.

Students will write, edit, receive feedback, and revise several drafts of their lessons.

The Showcase presentation will also require some writing and editing, as students will display their work and reflections. Additional text will need to be created to summarize the content of the course and present it in a PowerPoint presentation to the showcase audience.

Evaluation

Students are evaluated on the following areas:

Skills Acquisition/Development-20%

Journals/Readings- 25%

Participation (preparation, attendance, attitude, cooperation)- 25%

Final Product/Showcase- 30%

Materials Needed for Class

- ❖ 3-ring binder
- ❖ 5 dividers
- ❖ Loose-leaf paper and/or a spiral-bound notebook
- ❖ *The Passionate Teacher* by Robert L. Fried