

STUDENT TEACHING NEWS & VIEWS

Issue 3

Fall 2010/Spring 2011

STUDENT TEACHING SUCCESS STORIES: PHILADELPHIA URBAN EXPERIENCE HAS IMPACT

Each spring, Edinboro University students and faculty travel to Philadelphia to engage in a two-week seminar and field experience. This unique teaching placement offers students an opportunity to expand their awareness of urban cultures, specifically inner-city schools in a highly diverse setting. For Edinboro University students Nhi Chau, Craig Kubiak, and Amy Dine, the Philadelphia Urban Seminar Experience 2009 has given them new perspectives on teaching, which they have taken with them into their student teaching semester.

Nhi Chau, who was placed at Penny-Packer Elementary School in Philadelphia, went to Philadelphia with a common bond to her students. Chau grew up in Los Angeles, California, and was easily able to relate to her students and their often difficult surroundings in the city. When asked how her experience in Philadelphia has impacted her student teaching, Chau replies: "I was able to apply what I learned in Philadelphia to teaching in the Erie School District. I was able to be tougher and not let students' attitudes or what they say affect my mood and my teaching styles." Chau would like to teach in an urban setting someday because she likes the challenge of teaching students of different cultures. Chau writes, "I would recommend Philadelphia for future students because it would be beneficial for students to see a whole new world outside of northwestern PA...Don't be afraid to try something new, see something new, and learn something new."

Placed at F.S. Edmunds Elementary School in Philadelphia, Craig Kubiak learned quite a bit about teaching and his own teaching style. A native to the Erie area, Kubiak was not accustomed to the diversity he encountered in Philadelphia, but found that his students really were not much different than the students back in northwestern Pennsylvania. He states: "I learned that American children are American children, and there are many similarities between urban, suburban, and rural children." Craig enjoyed his time in Philadelphia and recommends it to other students: "...it is quite a lot of fun and an opportunity to make friends in a place other than northwest PA."

Amy Dine loved every moment of her experience in Philadelphia. She was placed at Clara Barton Elementary, where she learned quite a bit from her students: "The kids are still just like any other kids. They just live in a very different environment than children around here...They are still great children who can learn and they just want someone to trust, someone who cares for them. A teacher may be the most stable person in their lives." While her student teaching experience in Millcreek is very different from her experience in Philadelphia, Dine feels that her experience and the confidence she gained in Philadelphia was invaluable. Dine wholly recommends the Philadelphia Urban Seminar: "It's eye opening, go in with an open mind. You may think that urban teaching isn't for you, but you could be very surprised by the time you leave."



Inside this issue:

Cover Story: Student Teaching Success Stories	1
Positive Feedback for EUP Student Teachers	2
New Perspective on Teaching: Spring Practicum 2010	2
Certification Questions	3
EUP Educator of the Year	3
In the Spotlight: Profiles	4
Strategy	5

Dates of Interest:

Student Teaching Practicum—
Pogue Center:

FALL 2010: August 30, 2010

SPRING 2011: January 18, 2011

Report to First Assignment:

FALL 2010: August 31, 2010:

SPRING 2011: January 19, 2011

Last Day of Student Teaching:

FALL 2010: December 16, 2010

SPRING 2011: May 5, 2011

News and Views

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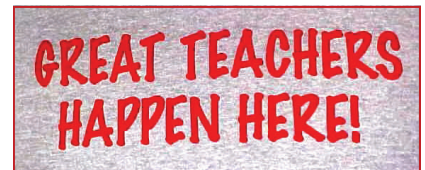
Mr. Christopher Bost, Student Worker

By: Brette Simmons

Great Teachers Happen Here: Positive Feedback on Edinboro Student Teachers

By: Various Cooperating Teachers & University Supervisors

- “This teacher candidate demonstrated initiative beginning on the first day of his placement. It became immediately clear that he would be ready to begin lesson planning and implementation earlier than expected.”
- “My Edinboro student teacher’s communication skills have been exemplary in the classroom both in the written and oral modalities. She makes herself clear to the students and incorporated the appropriate amount of content for the level she is teaching as well as the task at hand.”
- “This student teacher’s strength lies in his ability to develop excellent daily and long term plans. His plans included goals, objectives, and procedures that were easy to follow, and allowed for the diversity of the learners.”
- “This Edinboro teacher candidate showed extensive background knowledge in utilizing technology, including the Smart Board and laptop computers in order to supplement her instruction and create a highly engaging environment.”
- “My student teacher from Edinboro has terrific classroom presence. More importantly, she thinks critically, reasons well, and has all the instinct of a good teacher.”
- “At all times, this teacher candidate remained compassionate and aware of each student’s diversity and special needs.”
- “This student teacher has been very motivated and actively engaged in all aspects of instruction, assessment, classroom management, organization, and parent contact. His participation in our after school recreation and tutoring programs shows his dedication to the teaching profession.”



A NEW PERSPECTIVE ON TEACHING...

Every semester for Student Teaching midterm Practicum meetings, Dr. Benson works hard to find new and exciting speakers to inspire our students into the last portion of their capstone experience. This semester Edinboro hosted keynote speaker Mrs. Barbara Frye from Titusville Middle School, as well as administrative representatives from the Erie School District, to participate in a panel discussion regarding the Urban Learner. Mrs. Frye was the first speaker of the morning, the time of day when it is especially difficult to grab the audience’s attention and keep it. Mrs. Frye did just that with ease. As the 2008 Pennsylvania Middle School Association Educator of the Year, it is not difficult to see that she radiates a passion for teaching at this level. Mrs. Frye gave insight

on how to relate to the age group of middle level students, and how to help these students through such a difficult time of change in their lives. She shared personal stories from her eleven years of teaching middle school, as well as personal experiences raising her own children.

The panel was facilitated by Dr. Robert Oliver, Educational Director of the Perseus House Charter School in Erie. Several individuals employed by the Erie School District and other local employers were contributors. They included Cass Wright, Alexander Herring, Ken Nickson, Shannon Pulliam, Woody Thompson, David Morris, Lawanda Goodwine, Shannon Lofton, and Amos Goodwine. Dr. Oliver began this portion of practicum with a video called, “[Did You Know? Erie,](#)

[PA.](#)” This was an eye opening experience for the student teachers, revealing to them many statistics about poverty and education in Erie. The panel also fielded numerous candid questions from the student teachers, providing the future teachers with helpful feedback from the panel’s numerous personal and professional experiences.

By: Kayce Strong



CERTIFICATION QUESTIONS ANSWERED HERE..

By: Mrs. Sue Lawrence

Please click [here](#) for the detailed instructions and forms to become certified through Edinboro University.

It is recommended you submit your application during the first half of your last semester so that a preliminary review can be completed. If Praxis testing is not complete, please indicate when scores will be received. If you are receiving dual certification, you only need to fill in one certification code for Section II #2 (PDE Form 338G) and add a note you are requesting both areas of certification. The University will include all areas of certification in Section II of PDE Form 338C.

A \$40.00 (\$100.00 as of June 1st) U.S. money order payable to the Commonwealth of Pennsylvania must accompany the application.

****PLEASE NOTE****

APPLICATIONS RECEIVED IN THE CERTIFICATION OFFICE AFTER JUNE 1, 2010 AND RECOMMENDED FOR CERTIFICATION TO PDE AFTER JULY 1ST WILL NEED TO ENCLOSE THE NEW FEE OF \$100.00

Section III, Health Certificate (338G) is

not required if you currently hold PA certification. You must enclose a copy of your certification with your application. Please return the PDE 338G form, the copy of your current certification (if you are certified in the State of PA), and the money order to:

STUDENT TEACHING OFFICE
EDINBORO UNIVERSITY OF PA
325 SCOTLAND ROAD, MILLER 111
EDINBORO, PA 16444

Your completed application will then be recommended for certification to the PA Department of Education (PDE) once the Dean of Education has:

- 1) received verification that you have met all requirements;
- 2) received your passing Praxis score report label directly from ETS. (Please note that PDE does not recognize test scores over ten years old.);
- 3) received your final grades (if completing a non-degree certification program);
- 4) received notification of the posting of your degree.

It generally takes **3-4 weeks** to verify all information at the close of each semester. Your application will be submitted to PDE and within approximately **8-10 weeks** you should receive documentation of certification in PA directly from PDE (at the address you indicated on your application). You can also check the PDE website

<https://www.tcs.ed.state.pa.us/>

Teacher Certification System for an update on the status of your certification.

*NOTE: Certification information for states other than PA can be obtained by calling that state's Department of Education or referring to our web site at: [Out of State Certification](#).

Also, please note you will receive a letter signed by Edinboro's Certifying Officer, Dr. James Bolton, indicating completion of all course requirements and praxis tests. It will state you have been recommended to the PDE for certification. This letter can be included in your employment applications until you receive your certification.

Edinboro University Educator of the Year: Dr. Kathleen Benson

On Wednesday, March 31, 2010, Edinboro University hosted its annual Spring Convocation. This is an event held to honor the achievements and efforts of the faculty and staff of Edinboro University. During this year's convocation, our very own Dr. Kathleen Benson was honored as the "Educator of the Year."

Dr. Benson has demonstrated that she will go to great lengths for her students...even standing on her head. During her spring SEDU 306 class held at 8:00 am, Dr. Benson displayed her dedication to her students by standing on her head. This was the result of a deal she made with the class. The students had to sign a contract promising

they would incorporate literature circles, a differentiated instructional technique, into their classrooms. In return, Dr. Benson promised to stand on her head. As the blood rushed to her face and brain, the students realized that they were truly in the presence of the Educator of the Year.

Thank you Dr. Benson for your compassion, your efforts, your inspiration, and for turning upside down in the wee hours of the morning. And congratulations on receiving the honor that you deserve so much!

By: Christopher Bost





In the Spotlight

By: Brette Simmons

University Supervisor

Dr. Kathleen Stevens



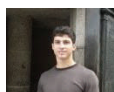
Dr. Kathleen Stevens has been at Edinboro University for twenty-two years. She is an integral part of the Elementary, Middle, and Secondary Education Department. After earning her B.S. in Art Education, Dr. Stevens taught art for thirteen years in both public high schools and elementary schools. Dr. Stevens spends most of her time teaching Technology for Teaching and Learning, and supervises student teachers.

When questioned about which aspects of student teaching supervision she finds most rewarding, Dr. Stevens responded: "I like the coaching aspect of being a supervisor. I like to analyze what the student teacher is doing effectively, reinforce that, and suggest strategies to make that student teacher even more successful...It is most gratifying to me to see student teachers who I know will be great teachers when they get their own permanent teaching positions. Their positive influence will go on and on and influence yet another generation."

Dr. Stevens is retiring from Edinboro at the end of this semester and she will be missed.

Student Teacher

Aaron Skalko



One of Edinboro's star student teachers Aaron Skalko found his student teaching experience to be extremely rewarding. Aaron is a graduate student in the Elementary, Middle, & Secondary Education Department, and is pursuing his certification in Social Studies, and a Master's in Middle and Secondary Instruction. Aaron student taught at Northwestern High School and McDowell Intermediate High School.

Aaron has very much enjoyed his teaching experiences and points to the whole semester as the key in preparing him for his own classroom: "Learning the techniques is one thing, but being able to put them into practice successfully in the classroom is another, and student teaching gave me that opportunity and learning experience." The skills he learned in his courses have also proved helpful. For example, he uses the *quick write strategy* which learned in Content Literacy.

Aaron expressed great appreciation for his supervisors Dr. Tom Roden and Dr. Kathleen Stevens. He also gave much credit to his cooperating teachers: "They honed in on my greatest weaknesses and provided me with constructive criticism to enhance my capability to reach students successfully." Aaron offered a few words of advice and encouragement for future student teachers: "Manage your time well, and make sure you get enough sleep! It is very demanding and takes a lot of focus, but in the end it is worth it!"

Cooperating Teacher

Mrs. Dawn Blair

A teacher in the School District of the City of Erie for ten years, Mrs. Dawn Blair is one of Edinboro University's valuable cooperating teachers in the student teaching program. Mrs. Blair earned her Bachelor's degree in Elementary Education with a concentration in Early Childhood Education from Clarion University of PA, and then completed her graduate degree in Educational Leadership with a Principal's Certification at Edinboro University.

Mrs. Blair now teaches in a full inclusion classroom with a full-time aid, and a TSS. She has been a cooperating teacher with Edinboro for four years. Mrs. Blair has spent seven years in a 2nd grade self-contained class, and another three years in a 4th grade self-contained class. She describes her classroom setting as being "very positive" with a focus on "a cooperative learning approach." Mrs. Blair compares her approach to a "Responsive Classroom," in which "choices are given and consequences are followed through with on a consistent basis."

When asked to give some perspective on being a cooperating teacher, Mrs. Blair shared about the aspects of the mentoring student teacher program she finds most rewarding: "Something I find rewarding when mentoring a student teacher is watching them grow into a positive 'teaching' model for other colleagues." She also mentioned that her students benefit greatly from having "more one-on-one instruction with another teacher in the room," and that it is also extremely rewarding to watch her students grow "because of a student teacher's determination to teach towards objectives." Mrs. Blair stated that being a cooperating teacher is very gratifying. Student teachers benefit from the mentoring Mrs. Blair provides.



Guest Speakers as Primary Sources...By: Dr. Kathleen Benson

One of the least used resources in public classrooms is primary sources. Primary sources are a very important tool in any discipline especially since so many people travel all over the world. In addition, it helps students answer the question: "When am I ever going to need this?" These experiences bring relevance and provide real-world situations for students. Bringing in guest speakers can serve as a way to invite the world in, while making connections to topics of study in geography and other content and it is economically feasible. The following tips can help you to effectively prepare your speaker and your students for maximum effectiveness when inviting a guest speaker to your classroom or school.

Disciplines

Addressed: All disciplines can be addressed via a guest speaker

Standards:

Depending on the focus of the primary source speaker, many PA standards can be addressed.

Procedures:

1. Prepare your Speaker:

- ⇒ A successful visit by a speaker (s) begins with careful planning with the guest. Be sure to provide the speaker with the following information: size of the group, age, background knowledge of the audience about the topic, developmental needs of your students and any other useful information about your students. Put this information in writing so that the speaker can refer to this.
- You may want to photocopy the chapter of the book that you are studying.
- You might tell them what activities students have participated in already that address the content they will be speaking about.
- ⇒ Share information about other issues as well. Give time frames and tell them if you want them to leave time for questions by the students. Find out what their technology needs are, and any restrictions for parking or entering your building.

2. Prepare your Class:

- ⇒ Tell your students some information about the speaker, their back-

ground and what they will be speaking about.

- ⇒ Have students prepare a list of questions in advance. Make sure that you help your students write questions that require more than one or two word answers. This is a great opportunity to discuss questions at higher levels.
- ⇒ Give students a template for note taking. Make sure that they understand that they will be held accountable for what the speaker presents. Students need to understand that having a guest speaker is not free time. You may want to evaluate these notes using clearly defined criteria given ahead of time. Make sure that the format for note taking does not include the student writing the entire time that the guest is lecturing. A template is provided below.

3. The Guest Speaker Arrives:

- ⇒ Assign a student to meet the speaker at the office to escort them to your room and provide assistance in carrying any handouts, etc.
- ⇒ Have the students and room ready for the speaker so that you don't have to do this once the speaker arrives. Model good behavior. Make sure that other personnel who may be in your classroom are not completing other tasks (i.e., grading papers) while the guest is present.
- ⇒ Have technology ready with assistance if necessary.
- ⇒ Have your students wear name tags so that the speaker can call them by name during his/her presentation.

4. The next day:

- ⇒ Have a conversation.
 - Ask students to review their notes from the speaker.
 - Tell them to highlight one item that impressed them the most and share it with a partner (Think-Pair-Share) or share it in Home Groups.
 - Discuss this information as a class.
 - Teacher must make connections for the class. Remember that students don't often do that.
 - Tell students how they might be held accountable for this material or how they might use this material further in a unit of study.
- ⇒ Use an Exit Ticket and have students write about the most significant thing they learned from this

guest speaker. Post a few of these in the classroom.

5. Follow-Up with the Speaker:

- ⇒ Have your students write a note of thanks to your guest. Have students include something specific that they enjoyed in the presentation so that it is more personal.
- ⇒ You also write a "thank-you" note and send a copy to the speaker's employer if appropriate.

6. Informing Parents:

- ⇒ It can be helpful to inform parents that you are having a speaker and the topic of what the guest will be discussing.
- ⇒ It is also good to share with parents the outcome of what the speaker shared with the students so that they can continue the discussion in their own homes around the dinner table.

Note:

It is always a good idea to have a backup plan. Have a lesson prepared in case speaker does not show up or there are technology problems.

Note Taking Template for Guest Speakers

Name of the Speaker: _____

Date: _____

Topic: _____

In the column on the left, please write three questions that you would like to ask this Guest speaker. In the column on the right, list the answer to your question.

In addition to the questions listed above, what else did you learn from this speaker?

How does the information shared by this speaker connect with our unit on _____?

Additional comments:



E-MAIL

Questions or Suggestions?

Dr. Kathleen Benson: kbenson@edinboro.edu