

# EDU 470 /EDG 590: Senior Seminar (NLS)

Fall 2021

Thursday 6:00 – 8:00 Zoom Meeting

**COURSE INSTRUCTOR:** Prof. Linda D'Amato

**CONTACT INFORMATION:** Email: linda.damato@nyack.edu

**APPOINTMENT INFORMATION:** Office Hours: Online Tuesday 4 pm - 6 pm and Thursday 8:30-9:30 pm  
Please request appointments in advance.

**REQUIRED TEXTS:** No textbook required

**OTHER RESOURCES:**

- **Lemov, D. (2010). Teach like a champion:** 49 techniques that put students on the path to college. San Francisco: Jossey-Bass Inc Pub.
- [EDTPA TEACHERTUBE VIDEOS](#)

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## CATALOG COURSE DESCRIPTIONS:

### EDU 470 / EDG 590 Senior Seminar (2)

Philosophical and practical problems of the classroom experience of student teaching. Analysis of curricular theory, classroom management and decision-making, and consideration of other contemporary issues in Christian and public school education. Prerequisite: School of Education approval and successful completion of all methods courses and field experiences.

### CLASS FORMAT

The seminar usually begins with each student participating in sharing experiences.

Every student teaching experience is unique. However, student teachers have similar experiences, feelings, and questions which can be addressed in a seminar where sharing is encouraged and additional instruction can be offered. Issues such as beginning management, dealing with child abuse and neglect, making accommodations for differences, assessment and evaluation, creating appropriate lessons and reflective teaching will be discussed.

This course is housed within the School of Education and the Department of Childhood Education.

| The student will complete a Teacher Performance Assessment documenting knowledge of subject matter, learner's needs, subject specific pedagogy, skills, and dispositions in the area of teacher education to include the following:                                                                                                                 | Assignment*<br>Measuring Goal<br>Attainment: | Other Alignments |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------|-----------|
|                                                                                                                                                                                                                                                                                                                                                     |                                              | Nyack Core       | ED. Dept. |
| Develop knowledge of subject matter, content standards, and subject-specific pedagogy by Planning for Instruction and assessment.                                                                                                                                                                                                                   | TASK I EDTPA                                 | 1                | 10        |
| Develop and apply knowledge of varied students' needs. Instructing and Engaging Students in Learning                                                                                                                                                                                                                                                | TASK II EDTPA                                | 3                | 3         |
| Assess Student Learning by reflecting on and analyzing evidence of the effects of instruction on student learning.                                                                                                                                                                                                                                  | TASK III EDTPA                               | 4                | 12        |
| The student will also clarify a personal philosophy of teaching.                                                                                                                                                                                                                                                                                    | Philosophy of education                      | 2                | 9         |
| The student will reflect upon professional growth.                                                                                                                                                                                                                                                                                                  | Danielson Self assessments                   | 1&5              | 9 &10     |
| The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog ( <a href="https://www.nyack.edu/site/nyack-catalog/">https://www.nyack.edu/site/nyack-catalog/</a> ). Attainment of goals is evaluated by the identified assignments. |                                              |                  |           |
| *Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of                                                                              |                                              |                  |           |

program effectiveness. Care will be taken to protect student identity.

## ASSIGNMENT DESCRIPTIONS:

### 1. Philosophy of Education

You will be developing a research based Philosophy of Education that reflects your own thoughts about schools, teaching, and learning in regular education environments. Your philosophy of education statement should outline your set of beliefs about the purpose, process, nature, and ideals of education from a Christian perspective. Explain why teaching is important to you. This document will be written in APA Style.

### 2. Danielson Self-assessments

You will complete 4 Self-Assessments

### 3. Submission of EDTPA to State

### 4. Weekly Assignments and readings

### 5. Learning Goals one for each placement

## GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Philosophy of Education 25%
- Danielson Self-assessments 40%
- Assignments and readings 15%
- Learning Goals 20%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

| A       | A-     | B+     | B      | B-     | C+     | C      | C-     | D+     | D      | D-     | F     |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|
| 93-100% | 90-92% | 88-89% | 83-87% | 80-82% | 78-79% | 73-77% | 70-72% | 68-69% | 63-67% | 60-62% | 0-59% |

Care should be taken to perform at one's best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

## CARNEGIE UNIT ACCOUNTABILITY

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, "seat time" (instructional schedule set by the Registrar's Office), and outside work assigned. Standardized expectations are 15 hours of class and 30 hours of homework per credit (**45 hours of class time and 60 hours of homework for a 2-credit course**). Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

In addition to class time, the estimated homework hours for this course, by category, are as follows:

| Type of Work                     | Hours     |
|----------------------------------|-----------|
| Philosophy of Education          | 10        |
| Danielson Self-assessments       | 20        |
| Learning Goals                   | 5         |
| Assignments and reading homework | 25        |
| <b>Total Homework Hours</b>      | <b>60</b> |

## COURSE OUTLINE AND CALENDAR

All dates and times are listed in Eastern Standard Time (EST).

|                |                                                                                                                                    |
|----------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b>  | <b>Overview</b>                                                                                                                    |
|                | Student Teaching Orientation and Protecting Students' Privacy                                                                      |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | Understanding the EdTPA requirements                                                                                               |
|                | Understanding your role in the Privacy of School Aged Students                                                                     |
| <b>Week 2</b>  | <b>Overview</b>                                                                                                                    |
|                | Danielson Framework - Domain # 1 - <i>Planning and Preparation</i>                                                                 |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | <ul style="list-style-type: none"> <li>8 Learning Goals 1<sup>st</sup> placement</li> </ul>                                        |
| <b>Week 3</b>  | <b>Overview</b>                                                                                                                    |
|                | Giving Students Feedback – GoReact Markers                                                                                         |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | <ul style="list-style-type: none"> <li>Danielson Self-Assessment 1</li> <li>Feedback Article</li> </ul>                            |
| <b>Week 4</b>  | <b>Overview</b>                                                                                                                    |
|                | Best Practices and Techniques                                                                                                      |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | <ul style="list-style-type: none"> <li>EDTA Task 3 Evidence of Student Feedback</li> </ul>                                         |
| <b>Week 5</b>  | <b>Overview</b>                                                                                                                    |
|                | <i>Differentiating Instruction</i>                                                                                                 |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | Differentiating Instruction Assignment                                                                                             |
| <b>Week 6</b>  | <b>Overview</b>                                                                                                                    |
|                | <ul style="list-style-type: none"> <li>Danielson Domain # 2 <i>The Classroom Environment</i></li> </ul>                            |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | <ul style="list-style-type: none"> <li>Danielson Self-Assessment 2</li> </ul>                                                      |
| <b>Week 7</b>  | <b>Overview</b>                                                                                                                    |
|                | <ul style="list-style-type: none"> <li>Danielson Domain # 3 <i>Instruction</i></li> </ul>                                          |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | <ul style="list-style-type: none"> <li>Video responses</li> <li>Academic Language</li> </ul>                                       |
| <b>Week 8</b>  | <b>Overview</b>                                                                                                                    |
|                | <ul style="list-style-type: none"> <li>Teach Like a Champion</li> </ul>                                                            |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | <ul style="list-style-type: none"> <li>Danielson Self-Assessment 3</li> </ul>                                                      |
| <b>Week 9</b>  | <b>Overview</b>                                                                                                                    |
|                | Philosophy of Education                                                                                                            |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | <ul style="list-style-type: none"> <li>Philosophy of Education Paper</li> <li>8 Learning Goals 2<sup>nd</sup> placement</li> </ul> |
| <b>Week 10</b> | <b>Overview</b>                                                                                                                    |
|                | <ul style="list-style-type: none"> <li>Parents Partners in Education</li> <li>Danielson Domain #4</li> </ul>                       |
|                | <b>Activities, Assignments and/or Exams</b>                                                                                        |
|                | <ul style="list-style-type: none"> <li>Video responses</li> </ul>                                                                  |
| <b>Week 11</b> | <b>Overview</b>                                                                                                                    |
|                | <ul style="list-style-type: none"> <li>Growing and Developing Professionally</li> </ul>                                            |

|                |                                                                                                     |
|----------------|-----------------------------------------------------------------------------------------------------|
|                | <b>Activities, Assignments and/or Exams</b>                                                         |
|                | Danielson Domain #4 Assignment                                                                      |
| <b>Week 12</b> | <b>Overview</b>                                                                                     |
|                | <ul style="list-style-type: none"> <li>Interviewing for a Professional Educator Position</li> </ul> |
|                | <b>Activities, Assignments and/or Exams</b>                                                         |
|                | <ul style="list-style-type: none"> <li>Mock interview</li> </ul>                                    |
| <b>Week 13</b> | <b>Overview</b>                                                                                     |
|                | <ul style="list-style-type: none"> <li>Resume Writing Workshop</li> </ul>                           |
|                | <b>Activities, Assignments and/or Exams</b>                                                         |
|                | <ul style="list-style-type: none"> <li>Formatting your professional resume</li> </ul>               |
| <b>Week 14</b> | <b>Overview</b>                                                                                     |
|                | <ul style="list-style-type: none"> <li>Philosophy of Christian Ed. Recap</li> </ul>                 |
|                | <b>Activities, Assignments and/or Exams</b>                                                         |
|                | <ul style="list-style-type: none"> <li>SOE Exit Survey</li> </ul>                                   |

## COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course companion is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.
- **Attendance/Absence:** Attendance is marked in the Faculty Portal each class period. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. Students will forfeit a portion of their grade for each absence beyond that allowed by the college. Each unexcused lateness or early departure will be viewed as 1/3 an absence. A student must contact the professor via email or voice mail before the end of a missed class. All assignments are due on the date designated. If the professor is absent, work equivalent to the “seat time” missed will be posted in the E360 course companion in order to mark attendance and to fulfill federal/state regulations.
- **Late Assignments/Extensions:** Late assignments will lose 10% of the possible grade. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar’s Office no later than the last day of the class (before final exams week begins— see *Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and

observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.

- **Style Guide for written work:** *All written assignments should be completed using the APA style guide.*
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center's locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center's services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>
- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length (**November 12 by 4:30 PM**). Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.

### SELECTED BIBLIOGRAPHY

Calkins, Lucy; Ehrenworth, Mary; Lehman, Christopher. (2012) *Pathway to the Common Core* Heinemann  
Erwin, J.C. (2004) *Classroom of Choice: Giving Students What They Need & Getting What You Want*  
Alexandria, Va. Association for Supervision and Curriculum Development  
McIntyre, D.J. & Byrd, D.M. (Eds.) (1996) *Preparing Tomorrow's Teachers: The Field Experience*  
Thousand Oaks, CA: Corwin Press  
Pelletier, C.M. *Strategies for Successful Student Teaching: A Comprehensive Guide*  
Boston, MA. Allyn and Bacon 2004  
Schwebel, S.L. et al. (2002) *Student Teacher's Handbook* (4th ed.)  
Mahwah, N.J. L. Erlbaum Associates  
Roe, B.D., Ross, P.E. & Burns P.C. (1989) *Student Teaching and Field Experiences Handbook*  
(2<sup>nd</sup> ed.) Columbus: Merrill Pub. Co.  
Roe, B.D., Ross, P.E. & Burns P.C. (1998) *Student Teaching and Field Experiences Handbook*  
(4th ed.) Upper Saddle River, N.J.: Merrill

### WEB RESOURCES

[www.aacte.org](http://www.aacte.org) American Association of Colleges for Teacher Education  
[www.tc.edu/ncrest/homehtm](http://www.tc.edu/ncrest/homehtm) National Center for Restructuring Education Schools and Teaching  
[www.nameorg.org](http://www.nameorg.org) National association for Multicultural Education  
  
[www.edchange.org](http://www.edchange.org) Multicultural Awareness in the Classroom  
[www.cec.sped.org](http://www.cec.sped.org) Council for Exceptional Children  
[www.nabe.org](http://www.nabe.org) National association for Bilingual Education

[www.fedworld.gov/supcourt/index.htm](http://www.fedworld.gov/supcourt/index.htm) Supreme Court Decisions since 1937

[www.nea.org](http://www.nea.org) National Education Association

[www.nycschools.gov](http://www.nycschools.gov) [www.higherednysed.gov](http://www.higherednysed.gov)