

**Clinical Community B Spring, 2015**  
**Tentative Schedule of Clinical Seminar Topics, Readings, and Assignments**

Week	Seminar Topic	Seminar Reading Assignment	Clinical Assignment
<p><b>February 17/19</b></p>	<p><b>February 17 Seminar Session 1 from 1:00 - 3:30 p.m. in Reeve Union 202</b>            Introduction to the importance of teacher example and encouragement principles for developing a sense of belonging in a <b>Conscious Discipline program</b> (Shannon Morell and Susan Martin, Oshkosh Area School District, guest speakers); small group discussion on meanings of classroom management, behavior management, prevention, intervention, and education strategies.</p> <p>Small group rooms: 214 and 215</p>	<p>Read chapters 1 and 2 in <i>Conscious Discipline</i>; focus on composure principles and skills to teach proper behavior by example and encouragement principles and skills to help all children/youth develop a sense of belonging; look for examples of prevention, intervention, and education strategies. Bring <i>Conscious Discipline</i> book to seminar.</p>	<ol style="list-style-type: none"> <li>1. Prepare an activity to introduce yourselves to your students and to learn more about your students.</li> <li>2. Prepare a rough draft of a letter to introduce yourselves to your students' families to share with your cooperating teacher. After your cooperating teacher approves your letter, it may be distributed to your students' families.</li> <li>3. <u>Offer to help your cooperating teacher and get to know your students by greeting them at the door each day, eating lunch with them, participating in and leading recess activities, and helping them in the classroom. Continue these activities throughout the semester.</u></li> <li>4. Gather information about your school for your lesson plans: Describe the type of school of your clinical placement (urban, suburban, or rural), grade levels at your school, any special features of your school or classroom setting that may affect your teaching (such as co-teaching, charter or a special theme of your school), and any special requirements or expectations from your cooperating teacher that may affect your teaching.</li> <li>5. Gather information about your class for your lesson plans: List the grade level of your class, the number of females and males, and any students (use initials or numbers instead of real names) with any special learning needs (English learners, students with IEPs or 504 plans, struggling readers, underperforming students, and gifted/talented students needing additional challenges) and how your teacher accommodates those needs in her/his teaching.</li> <li>6. Consult with your cooperating teacher to decide on science unit topic and benchmarks to be taught March 16-20.</li> </ol>

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<p><b>February 24/26</b></p>	<p><b>February 24 Seminar Session 2 from 1:00 - 3:30 p.m. in Reeve Union 202:</b> Setting limits, offering appropriate choices, and making enforceable statements through <b>Love and Logic</b> (Ms. Jennie Kennedy, Appleton Area School District Social Worker, guest speaker); small group discussion of how setting limits, making enforceable statements, and offering choices from Love and Logic and Conscious Discipline can promote a positive classroom climate and a safe learning environment.</p> <p>Small group rooms: 214 and 215</p>	<p>Read chapter 4 in <i>Conscious Discipline</i>; focus on choices principles which empower children and set limits; look for examples of prevention, intervention, and education strategies. Bring <i>Conscious Discipline</i> book to seminar.</p>	<ol style="list-style-type: none"> <li>1. Make arrangements with your cooperating teacher to co-plan and co-teach science, social studies, and/or math with her before you teach your own unit.</li> <li>2. Talk with your cooperating teacher to discover how she monitors student learning and communicates assessment to students and families.</li> <li>3. Gather information from your cooperating teacher for your lesson plans: any expectations for grouping students, use of a textbook or other specific instructional materials, and other resources available in your classroom and school (electronic and other resource materials) which may affect teaching your science unit.</li> <li>4. Consult with your cooperating teacher to decide on science unit topic and benchmarks to be taught March 16-20.</li> </ol>
<p><b>March 3/5</b></p>	<p><b>March 3 Seminar Session 3 from 1:00 - 3:30 p.m. in Reeve Union 202: Focus on science unit lesson plans.</b> Prepare detailed lesson plans that another teacher could follow. Follow the lesson plan template.</p> <p>Small group rooms: 214 and 215</p>	<p>Bring science lesson planning materials and rough drafts of science unit lesson plans to seminar.</p>	<ol style="list-style-type: none"> <li>1. Make arrangements with your cooperating teacher to co-plan and co-teach science, social studies, and/or math with her before you teach your own unit.</li> <li>2. Complete a prior knowledge assessment of students' understanding of the science unit concepts and ideas. Use the prior knowledge data to inform your science unit lesson plans.</li> <li>3. Gather information on students for lesson plans. Describe students with any special learning needs (English learners, students with IEPs or 504 plans, struggling readers, underperforming students, and gifted/talented students needing additional challenges) and how you plan to accommodate these needs in your teaching.</li> <li>4. Gather information for your lesson plans: Explain the schedule of when you can teach your unit (number of minutes each day and which days you can teach).</li> </ol>

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<p><b>March 10/12</b></p>	<p><b>March 10 Seminar Session 4 from 1:00 - 3:30 p.m. in Reeve Union 202:</b> Focus on interventions using <b>Positive Behavioral Interventions and Supports (PBIS)</b> (Ms. Sheree Garvey, Appleton Area School District, guest speaker); small group discussion of examples of prevention, intervention, and education strategies in PBIS and Conscious Discipline.</p> <p>Small group rooms: 214 and 215</p>	<p>Read chapter 3 in <i>Conscious Discipline</i>; focus on assertiveness principles to set limits and expectations for children; look for examples of prevention, intervention, and education strategies. Bring <i>Conscious Discipline</i> book to seminar.</p>	<ol style="list-style-type: none"> <li>1. Make arrangements with your cooperating teacher to co-plan and co-teach science, social studies, and/or math with her before you teach your own unit.</li> <li>2. Discuss your science unit lesson plans with your cooperating teacher.</li> <li>3. Give a copy of your science unit lesson plans to your clinical supervisor.</li> </ol>
<p><b>March 16-20</b> <b>First Full Week of Teaching Science with Meaningful Math Integration</b></p>	<p><b>March 16-20 Seminar Session 5:</b> Meet at clinical site with clinical supervisor to review <u>expectations</u> for admission to student teaching stage of the portfolio, classroom management log, and classroom management philosophy.</p>	<p>Carefully read the directions for completing the classroom management log, classroom management philosophy, and admission to student teaching stage of your portfolio. List any questions you have about these assignments and bring to the seminar.</p>	<ol style="list-style-type: none"> <li>1. Teach science unit lessons and assess students' learning each lesson. Use the assessment data to modify the next day's lesson. Share assessment data with cooperating teacher.</li> <li>2. Reflect on your teaching and students' learning from your science unit.</li> <li>3. Consult with your cooperating teacher to decide on the topic and benchmarks for the social studies unit and meaningful integration with science, literacy, and/or math to be taught April 27-May8. Let Dr. McCall or Ms. Cox know the topic and benchmarks for your social studies unit.</li> </ol>
<p><b>March 23-27</b> <b>Spring Break</b></p>	<p>None</p>	<p>None</p>	<ol style="list-style-type: none"> <li>1. Complete classroom management log.</li> <li>2. Complete classroom management philosophy.</li> <li>3. Prepare assessment data from science unit to share in clinical seminar.</li> <li>4. Prepare reflections on teaching science unit.</li> </ol>

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<p><b>March 31/April 2</b></p>	<p><b>March 31 Seminar Session 6 from 1:00 - 3:30 p.m. at location to be announced.</b> Small group discussion and sharing of classroom management logs and classroom management philosophies; share assessment data from science unit, how data were used to inform teaching; and describe new insights about teaching from your experience in teaching science.</p>	<p>Bring <u>completed</u> classroom management log, classroom management philosophy, student assessment data from science unit, and reflections on teaching science to seminar.</p>	<ol style="list-style-type: none"> <li>1. Discuss ideas for social studies unit and meaningful integration with science, literacy and/or math with cooperating teacher and university methods instructors.</li> <li>2. Teach math lessons following the school district's math curriculum.</li> </ol>
<p><b>April 7/9</b> <b>Oshkosh Schools</b> <b>spring break all week</b></p>	<p>None</p>	<p>None</p>	<p>None</p>
<p><b>April 14/16</b> <b>April 21/23</b></p>	<p>None</p>	<p>None</p>	<ol style="list-style-type: none"> <li>1. Complete a prior knowledge assessment of students' understanding of the social studies unit. Use the prior knowledge data to inform your social studies unit lesson plans.</li> <li>2. Summarize your students' interests, experiences, cultural backgrounds, and developmental levels which may influence their learning the social studies content. List any misconceptions your students have about the unit content and how you plan to address these misconceptions in your unit.</li> <li>3. Discuss your social studies unit lesson plans with your cooperating teacher.</li> <li>4. Teach math lessons following the school district's math curriculum.</li> <li>5. Conference with Dr. McCall or Ms. Cox about social studies unit lesson plans April 10-17.</li> </ol>

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<p><b>April 27-May 8 Second and Third Full Weeks of Teaching Social Studies and Meaningful Integration of Science, Literacy, and/or Math</b></p>	<p><b>May 1 Seminar Session 7 for sections 1, 2, and 3 from 12:30 - 3:30 p.m. in Alumni &amp; Welcome Center Ballroom</b> A. Focus on assessment of student learning in social studies unit.</p>	<p>Bring formative and summative assessment strategies you used or plan to use in your social studies unit, any assessment data that you already gathered from your social studies unit, such as student work samples, examples of how you differentiated or plan to differentiate your assessments, any rubrics you used or plan to use to assess student learning, and a rough draft of your assessment spreadsheet. Be ready to discuss patterns in learning and next steps for instruction.</p>	<ol style="list-style-type: none"> <li>1. Teach social studies unit lessons and assess students' learning each lesson. Use the assessment data to modify the next day's lesson.</li> <li>2. Reflect on your teaching and students' learning from teaching social studies. Share your reflections with your clinical supervisor.</li> <li>3. Participate in a final conference with your cooperating teacher and clinical supervisor. <b>Complete the clinical self-evaluation form in preparation for the conference.</b></li> <li>4. Finish your admission to student teaching stage of your portfolio and submit to foliotek.</li> </ol>
<p><b>May 11-15 Individual meetings with clinical supervisor</b></p>	<p>None</p>	<p>None</p>	<ol style="list-style-type: none"> <li>1. Read and discuss your clinical supervisor's evaluation of your clinical experience.</li> <li>2. Submit your admission to student teaching stage of the Professional Education Program portfolio to foliotek for your clinical supervisor to review.</li> </ol>