

# TLT 444, Fall 2011 - Course record

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## Session 1 - Tuesday, 30 Aug

Before class

- Get a copy of the textbook, if you can
- Log into CourseSite and explore the course documents, if you can
- Bring to class: An artifact to represent where you are in your teaching process at the moment

During class ([ppt](#))

- Introductions
- Reviewing syllabus and assignments
- One thing I would have added to the orientation: You're entering a profession, and its has rules/standards but also lots of judgment calls. [See for yourself.](#)
- "Portrait of Practice" photo #1
- Intro to action research
- Closure

After class

- Reading: Start working on Parsons & Brown
- Assignments
  - WTL
  - Work on reading quizzes
  - Check out action research samples

## Session 2 - Tuesday, 6 Sep

Before class

- Get the textbook, start reading, take quizzes along the way.
- Poke around more in CourseSite & the wiki, as needed
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During class ([ppt](#))

- Check in: How was the first week? We'll do a quick technique called photo elicitation. Start in WTL, then we'll share. (If you want the ppt that I'm using, it's linked in CourseSite.)
- Conceptual work
  - Consider the challenge that you shared. Is it INSTRUCTIONAL (e.g., how to teach something) or INTERPERSONAL (adjusting yourself to the classroom; working out the relationship between yourself and a student)?
  - Framework for parsing the 'teaching' part of being a teacher: (t)PCK (aka TPCK, TPACK, or just PCK)
  - Stop-and-jot: An emerging area of interest for me in my classroom practice is.... A potential action research topic might be.....
  - (I'd encourage people at the same cert level to take a look at one another's threads, comment as you feel appropriate)
  - Action research: Getting started
    - Purpose --> Questions
    - Definitions
    - Lit review -- I'll use [eric.ed.gov](http://eric.ed.gov) to model this.
  - Closing off conceptual stuff.
- Housekeeping
  - How are things coming with the textbook? Reading quizzes? Don't forget about the Help Me! forum.
  - Portfolios
    - Help sessions
    - Portfolio URLs -- please locate and share! Link is in CourseSite and [right here](#).
  - Putting together our portraits of practice--I'll post these in the hallway later tonight. A template is in CourseSite (and [right here](#)); here's a couple of samples: [previous peer](#), your [fearless instructor](#).

After class

- Reading--keep chugging on the textbook! Take your reading quizzes!
- Assignments
  - WTL -- I'm curious as to how schools 'observe' the 10th anniversary of Sept 11th (if at all), so feel free to write about that...
  - If you need help working your portfolio, it's probably a good idea to show up at one of the sessions.

## Session 3 - Tuesday, 13 Sep

Before class

- Complete reading

During class ([ppt](#))

- Housekeeping -- how are things looking with the textbook? Portfolios?

- Conceptual work: By popular demand, certification & job-searching!
  - Certification
    - What paperwork is required? [Here you go](#). NOTE: DO NOT DO ANYTHING WITH THIS UNTIL THE END OF THE SEMESTER. This is just for your informational purposes at the moment. Donna T. and/or the Office of Field Placement and Teacher Certification will contact you when you need to get this done.
    - How long is this going to take? No idea, but you can [track the progress of your certificate](#) as it goes through.
    - What's it good for? Where can I get reciprocity?
      - The official group that has all the legal info is [NASDTEC](#), but I think to get into their "Knowledge Base" you need to be a member (\$\$). I find this frustrating and even unethical, but there you go.
      - Lots of places give info derived from the official legal sources. For example, [certificationmap.com](#), thanks to the increasingly omnivorous USC. Keep in mind that this info comes with disclaimers (or it should).
      - You can also go straight to the state depts of ed for info. For example: [Vermont!](#) (Why Vermont? Why not!)
  - Job searching
    - First, know what resources exist to help you. Lehigh has a Career Services office, with a section specifically for [grad students](#). One of the staffers focuses on education jobs: Lynn D'Angelo (lmd204). They have [workshops and events](#) -- again, look for the ones that are specific to the teaching field. Talk to these folks for more detailed info than what I can give you.
    - Second, know the territory. For example, in Pennsylvania, consult the following handy [map of districts and IUs](#). There's a lot! Keep in mind that private and independent schools are NOT listed here.
    - Third, know your opportunities
      - Job fairs.
        - This is a hodgepodge, but search around. For example, the Delaware Valley Education Consortium offers a "[Greater Philadelphia Teacher Job Fair](#)" every spring.
        - In our neck of the woods, [Kutztown University](#) does the largest job fair--their own students get first shot at the recruiters, then the rest of us get in. So: Find the regions you're interested in and find out which job fair(s) cover that region.
        - Keep in mind that you get better results when you prepare: AHEAD OF TIME, know what schools will be there, what openings they have; have applications filled out (if you can get your hands on them); have extra copies of your resume; bring something to write with and write on, etc. For more tips, see [Kutztown's page o' advice](#).
      - Districts may also post openings--look for the Human Resources department. (Example: [Allentown](#); [Bethlehem](#)) If there are no openings, PHONE THEM. Don't assume that what you're looking at is current/correct.
      - Below the district level it gets very hit-or-miss, but go ahead and work your network: Make sure principles / counselors / etc. know who you are and what you're good at, pass along contacts and opportunities among your peers.
- Closure

#### After class

- Reading -- keep chugging with Parsons & Brown, do reading quizzes as you go
- Assignments -- WTL, look through your portfolio, submit your first action research checksheet (if you haven't done so already)

#### Session 4 - Tuesday, 20 Sep

##### Before class

- Keep working through Parsons & Brown and taking the reading quizzes -- I'd like you to be done after this week!

##### During class (ppt)

- Housekeeping
- Conceptual work
  - Walking through portfolios--does your intro page have your picture? Is it a good one? Do you have a 'Philosophy of Teaching and Learning?' (etc.)
  - Looking at research questions -- can we UTOS these things?
  - Working with data
    - ~~Example of quantitative data: I'll be using some data from the fall of 2007 -- 10 special needs students in a stand-alone social studies class--~~
    - ~~Example of qualitative data: Sketchmaps from 2007-2008.~~
- Closure

##### After class

- Reading
- Assignments

#### Session 5 - Tuesday, 27 Sep

##### Before class

- Complete the reading.

##### Meeting schedule

- 4:00-4:30 = Greg
- 4:30 - 5:00 = Chantal
- 5:00-5:30 = Kelly
- 5:30-6:00 = Tom
- 6:00-6:30 = Sonya

##### After class

- Reading
- Assignments

#### Session 6 - **Tuesday, 4 Oct**

##### Before class

- Complete readings

##### Meeting schedule

- 4:00-4:30 = Robyn
- 4:30-5:00 = Sarah
- 5:00-5:30 = Whitney

##### After class

- Reading
- Assignments

*Pacing break - Tuesday, 11 Oct -- no class*

#### Session 7 - **Tuesday, 18 Oct**

##### Before class

- Complete reading

##### During class (ppt)

- Housekeeping:
  - Reading quizzes – if you haven't done them, do so or accept some small but annoying penalty. (Or, if you don't do it at all, a larger bite—they count for a total of 5%, after all)
  - Discussing capstone: December 15, 5 pm in Iacocca. Attendance is MANDATORY.
  - Planning next several weeks
  - ePortfolio...once you're launched with your action research, I want to turn my beady eyes to that.
- Conceptual work: Working with data. How will you track the dependent variable(s)? How can you make sense of it – what's moving up or down?
  - An experience with quantitative data
    - Examine the test items
    - Look at student demographic data
    - Look at pretest results
    - Look at posttest results
  - Hold on a minute: Reich, 2009 – what do these sorts of data really tell us?
  - Two experiences with qualitative data
    - Three student essays (movie scripts, actually) on the Harlem Renaissance
      - Understanding the prompt
      - How to make sense of the students' work?
      - What are alternate ways to evaluate the work?
      - How certain/trustworthy are your conclusions?
    - Three students' sketchmaps about the area around Broughal Middle School
  - Trade-offs of quant vs. qual
  - Importance of triangulation
- Closure

##### After class

- Reading—if you want to read the Reich article, I've uploaded it to CourseSite
- Assignments
  - Work on ePortfolio!
  - If you haven't yet done your lit review for action research, I need it!

#### Session 8 - **Tuesday, 25 Oct**

##### Before class

- Complete reading

##### During class (ppt)

- Housekeeping
- Conceptual work
- Closure

##### After class

- Reading
- Assignments

#### Session 9 - **Tuesday, 1 Nov**

Before class

- Complete reading

During class (ppt)

- Housekeeping
- Conceptual work
- Closure

After class

- Reading
- Assignments

**Session 10 - Tuesday, 8 Nov**

Before class

- Complete reading

During class (ppt)

- 3:00-3:30
- 3:30-4:00 = Greg
- 4:00-4:30 = Tom
- 4:30-5:00 = Chantal
- 5:00-5:30 = Sarah
- 5:30-6:00
- 6:00-6:30
- 6:30-7:00

After class

- Reading
- Assignments

**Session 11 - Tuesday, 15 Nov**

Before class

- Complete reading

During class (ppt)

- 3:00-3:30
- 3:30-4:00
- 4:00-4:30
- 4:30-5:00 = Kelly
- 5:00-5:30 = Chantal
- 5:30-6:00 = Robyn
- 6:00-6:30
- 6:30-7:00 = Whitney

After class

- Reading
- Assignments

**Session 12 - Tuesday, 22 Nov**

Before class

- Complete reading

During class (ppt)

- Housekeeping
- Conceptual work
- Closure

After class

- Reading
- Assignments

**Session 13 - Tuesday, 29 Nov**

Before class

- Complete reading

During class (ppt)

- Presenting action research
  - Whitney
  - Robyn
  - Tom
  - Greg

After class

- Reading
- Assignments

**Session 14 - Tuesday, 6 Dec**

Before class

- Complete reading

During class (ppt)

- Presenting action research projects
  - Kelly
  - Chantal
  - Sarah

After class

- Reading
- Assignments

**CAPSTONE: Thursday, December 15, 5:00 pm in Iacocca Hall**

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end