While teaching may indeed be a solitary form of labor (we'll explore ways to develop allies and collaborators later in the course), few truly successful teachers work “alone.” Rather, they seek access to ideas, practices and positions found within the ranks of larger professional communities of teaching through membership in and involvement with professional organizations and journals to help in their success. These organizations (e.g., Association for Supervision and Curriculum Development and the National Council of Teachers of English) and journals (e.g., Radical Teacher and The Science Teacher) are often both general and discipline-specific (respectively) in focus. Too, when considering various possible selections, we ask that you consider “professional” to mean those organizations and publications that exist specifically for educators.

As PSU students in a teacher certification program, we assume that you have been introduced to such organizations and published literatures by various instructors. In other words, instructors have “pointed out” such larger teaching community resources for you to explore. As you set out to complete your particular certification program while stepping into a 495 classroom teaching experience, where else (beyond your PSU instructors) might you turn for resource support from such larger teaching communities?

Assignment:
1. Identify at least two professional organizations (one general, one specific to your certification area), at least two professional publications (one general, one specific to your certification area), and at least two resource “texts” specific to your certification area (e.g. a graphing calculator manual, a science lab equipment catalog, an on-line U.S. literature anthology, etc.) that you feel might prove “helpful” to you as a student of teaching.

2. Speaking as a teacher candidate engaged in this SECED Block (i.e., as someone who will soon be student teaching and completing his/her certification program), next, complete a brief annotation for each selection. The annotation for each selection should include the following: a heading or title, an address or contact information (mailing, URL, etc.) needed to locate the entry, a brief description of the entry with an accompanying explanation of how it is that you understand the selection to be potentially helpful to you.

3. Identify at least one professional publication (either general, or specific to your certification area) that you feel will not prove “helpful” to you as a student of teaching and explain your reasoning for this selection in a brief paragraph. Please do NOT purposely select a resource outside of your certification area or outside of your age-grade certification only to make an argument for its relevancy. The “spirit” of this final question is that you identify a potentially useful source, which upon further inspection, would likely prove un-helpful.

Due: 22 January, 2009 (To be submitted in class)