EDUC 490 Professional Education Seminar (1 credit)

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.
1. **Course Description:**
   Professional Seminar is designed to be taken with student teaching. This course provides opportunities for students to discuss teaching strategies, methodologies, materials and experiences related to the student teaching experience. Emphasis will be placed on professional issues and new trends in education. A portfolio is developed and presented in this class.

2. **INSTITUTIONAL GUIDELINES**

   **Academic Integrity:** Dishonesty in Academic Affairs
   Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  *Fayetteville State University Undergraduate Catalog pg. 85*

   **Behavior in the Classroom**
   The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

   FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

   The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
   1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
   2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
   3. Use of cell phones and other electronic devices;
   4. Overt inattentiveness (sleeping, reading newspapers);
   5. Eating in class (except as permitted by the faculty member);
   6. Threats or statements that jeopardize the safety of the student and others;
   7. Failure to follow reasonable requests of faculty members;
   8. Entering class late or leaving class early on regular basis; and
   9. Others as specified by the instructor.

   The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

   1. Direct student to cease disruptive behavior;
   2. Direct student to change seating locations;
   3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Class Attendance**

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

**Excused Absences**

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.
Grade of Incomplete
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

Withdrawal from Class
Complete the form available on the registrar’s website http://www.uncfsu.edu/registrar/forms.htm, obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

Withdraw from the University
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm. Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Disabled Student Services
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

FSU Policy on Electronic Mail
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Inclement Weather
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

Go to the FSU Bronco Alert Emergency Message Sign-Up page.
Enter your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.
3. **Textbook and Course Materials:**

   Student Teaching Handbook, Various publications, NC Department of Instruction, Raleigh, N.C.

4. **Standards:**

   The course is aligned to the standards of the School of Education’s Conceptual Framework and the Department of Public Instruction (DPI) Teaching Standards.

**School of Education Conceptual Framework**

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.
<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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North Carolina Department of Public Instruction (NC DPI) Professional Teaching Standards
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The standards, in their entirety, will be distributed in class.)

| I: Teachers demonstrate leadership | II: Teachers establish a respectful environment for a diverse population of students | III: Teachers know the content they teach | IV: Teachers facilitate learning for their students | V: Teachers reflect on their practice |

NCDPI Technology Standards
The following technology standards developed by NC DPI will also be addressed through the activities outlined in this course.

| I: Teachers demonstrate a sound understanding of technology operations and concepts. | II: Teachers plan and design effective learning environments and experiences supported by technology. | III: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. | IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. | V: Teachers use technology to enhance their productivity and professional practice. | VI: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice |
The following diversity standards developed by NC DPI will also be addressed through the activities outlined in this course.

<table>
<thead>
<tr>
<th>Teachers understand</th>
<th>Teachers understand how</th>
<th>Teachers work collaboratively to develop linkages with</th>
<th>Teachers acknowledge and understand that</th>
<th>Teachers of diverse students demonstrate leadership by contributing to the growth and development of</th>
<th>Teachers of diverse students are reflective practitioners who are committed to educational equity.</th>
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<tr>
<td>the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.</td>
<td>students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</td>
<td>development linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.</td>
<td>diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</td>
<td>their colleagues, their school and the advancement of educational equity.</td>
<td>who are committed to educational equity.</td>
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5. **Student Learning Outcomes:**

Upon completion of this course, students will be able to:

- Describe the roles of the cooperating teacher, university supervisor, director of teacher education and student teacher.
- Develop lesson plans and lesson analysis appropriate for grade and subjects taught.
- Plan and implement activities that foster diversity in the classroom.
- Demonstrate effective communication skills through collaboration with cooperating teacher and families.
- Demonstrate knowledge of computer operations and applications through class assignments, lesson plans, multimedia presentations.
- Explain the established procedure for obtaining a North Carolina teaching license.
- Develop a portfolio according to the established criteria

6. **University College Core Learning Outcomes:**

The following learning outcomes were introduced in 100- and 200- level courses and reinforced throughout a student’s major courses:

- Communication Skills: Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.
- Global Literacy: Students will appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them; interact effectively with culturally different peoples; understand cultural interdependence, and create solutions to intercultural problems.
• Ethics and Civic Engagement: Students will develop a personal system of ethics and morality and demonstrate it in daily self-discipline and interpersonal relationships, in volunteer work, and through participation in organizations; they will synthesize source material from a variety of disciplines to understand and apply theories of morality and ethics.

7. Program Student Learning Outcomes for the B.S. in Middle Grades Education, Secondary Education and Special Subjects (Art, Music, Health and Physical Education):

- Teacher candidates will know their content based on the Common Core Standards, Essential Standards and CAEP.
- Teacher candidates will know how to teach based on the Common Core Standards, Essential Standards and CAEP.
- Teacher candidates will implement practices that reflect the cognitive, mental and physical development of K-12 students.
- Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.
- Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.
- Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.
- Teacher candidates will integrate 21st century knowledge and skills in instruction.

8. Course Requirements

The outcomes of EDUC 490 are directly related to students’ knowledge, performance and disposition displayed in the public schools. Selected workshops will provide opportunities for students to address current processes and practices.

9. Grading Policy

<table>
<thead>
<tr>
<th>Class/Seminar Participation</th>
<th>250 points</th>
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<tbody>
<tr>
<td>Portfolio Tabs’ Setup</td>
<td>50 points</td>
</tr>
<tr>
<td>Teacher Candidate Orientation Log</td>
<td>100 points</td>
</tr>
<tr>
<td>Completion of the NSSE</td>
<td>50 points</td>
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<tr>
<td>Completion of the CLA</td>
<td>50 points</td>
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<tr>
<td>Portfolio (Presentation 100 pts/ Taskstream 400 pts)</td>
<td>500 points</td>
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TOTAL 1000 points

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>599 and below</td>
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An e-mail message will invite you to complete “The National Survey of Student Engagement (NSSE) Survey” and the “Collegiate Learning Assessment (CLA)” later this semester for this capstone course. It is an important part of the overall assessment plan at FSU. Please complete the survey and the assessment. Your instructor will need proof that these items have been completed. Your answers are anonymous. The results will be used to improve programs, services and instruction at FSU.
Portfolio Guidelines

- The portfolio will be uploaded into Task Stream and will be reviewed by a team of faculty, using one rubric for all program areas. The portfolio tabs will be organized by the themes of the conceptual framework in addition to the first tab reflecting demographic information. The tabs/sections, reflecting the five Teaching Standards of the North Carolina Department of Public Instruction and are aligned to the seven themes of the School of Education’s Conceptual Framework, will each be supported by two artifacts and a one-page reflection. Therefore, the portfolio will be organized according to the following format:

  o **Tab 1: Demographic Information**
    - Introduction to and purpose of the Portfolio
    - Resume
    - Philosophy of Teaching for Learning
  o **Tab 2: Teachers Demonstrate Leadership**
    - Reflective that connects artifacts to framework theme and DPI standards
    - Artifact # 1 (Leadership Project)
    - Artifact # 2
  o **Tab 3: Teachers Establish a Respectful Environment for a Diverse population of Students**
    - Reflective that connects artifacts to framework theme and DPI standards
    - Artifact # 1 (Unit Plan)
    - Artifact # 2
  o **Tab 4: Teachers Know the Content they Teach**
    - Reflective that connects artifacts to framework theme and DPI standards
    - Artifact # 1 (Content Project)
    - Artifact # 2 (Teaching Video Clip of a lesson evaluated by cooperating teacher, university supervisor and student teacher)
  o **Tab 5: Teachers Facilitate Learning for Their Students**
    - Reflective that connects artifacts to framework theme and DPI standards
    - Artifact # 1 (Case Study with work samples)
    - Artifact # 2 (Cooperating Teacher, University Supervisor, Student Teacher Evaluations of the lesson featured in the video clip)
  o **Tab 6: Teachers Reflect on Their Practice**
    - Reflective that connects artifacts to framework theme and DPI standards
    - Artifact # 1 Lesson Plan Reflection from the lesson featured in the video clip
    - Artifact # 2
  o **Tab 7: Appendix (optional)**
    - Awards or Special Recognitions
    - Letters of recommendation
    - Membership in Professional Organization (if applicable)

You will have to present your portfolio during the last two weeks of the semester. You will have 30 minutes for the portfolio presentation. You will be presenting using Task Stream. You must present For Tab 1, Tab 2 and Tab 4. You also need to present Tab 3 or Tab 5. You will not present Tab 6. If time permits, you may present Tab 7. A presentation schedule will be given to you later.

**You must earn at least a “proficient” (rating of 3) on all indicators on the Unit Plan, Content Project, Case Study and Collaboration & Leadership Project Rubrics before your grade is issued for the course.**
PROFESSIONAL SEMINAR CLASS SCHEDULE  Fall 2014

August 25, 2014  Class and Syllabus Overview – Explanation of Assignments  6-6:50 p.m. Butler 362

September 1, 2014*  Holiday

September 8, 2014  Portfolio Requirements Session  6 – 6:50 p.m. Butler 362

September 15, 2014  Taskstream /Portfolio Session  6 – 6:50 p.m. Butler 317

September 22, 2014  School Law Presentation – 5:00 p.m. – 7:00 p.m. Butler 325

October 6, 2014  Evidence Review / Transition Point Four Session  6 – 6:50 p.m. Butler 317

October 13, 2014  Diversity Workshop  5:00 p.m. – 7:00 p.m. Butler 325
Taskstream Assignment due: Tabs should be labeled with Resume and Philosophy of Teaching for Learning attached in Tab 1.

October 20, 2014  Special Needs/Special Education Workshop  5:00 – 6:00 p.m. Butler 325

October 27, 2014  Military Children Workshop  5:00 p.m. – 6:00 p.m. Butler 325

November 3, 2014  Collegiate Learning Assessment (CLA)  5:00 p.m. – 5:50 p.m. Butler 325
Portfolio/Evidence Verification Session  6:00 p.m. – 6:50 p.m. Butler 362

November 10, 2014  APA Format Refresher  5:00 p.m. – 6:00 p.m. Butler 325

November 17, 2014  Portfolios must be submitted in Taskstream
Portfolio Presentations and Licensure Procedures

***This schedule is subject to change.
References


Tomlinson, Carol & Strickland: Differentiation in Practice, 6th Edition

North Carolina Public Schools

Association for Supervision and Curriculum Development

K-12 Learning and Innovations with proven strategies that work