



FAYETTEVILLE STATE UNIVERSITY
 School of Education
 Department of Elementary Education

1. LOCATOR INFORMATION

Instructor:	<u>Dr. Beatrice P. Carroll</u>
	<u>BU 345</u>
	<u>School of Education</u>
	<u>910-672-1375</u>
Course Number and Name:	<u>ELEM 491 Professional Seminar</u>
Semester:	<u>Fall 2009</u>
Credit Hours:	<u>2</u>
Course Location & Meeting Time:	<u>Butler - 5:00 PM – 6:50 PM</u>

2. FSU Policy on Electronic Mail

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/PDF's/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

This course is designed to be taken concurrently with the elementary teacher internship and presents a series of seminars on selected topics to include teaching strategies, knowledge, skills, abilities, documentation needed for the initial teaching year, and preparation for the assessments required for North Carolina licensure. Special emphasis will be placed on the use of technology, multi-cultural education, and new trends in education. The instructional Technology Portfolio is developed and presented in this class.

4. **Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) 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.

5. **TEXTBOOK**

Kozol, J. (2005). *The Shame of the Nation*. New York: Random House.

6. **SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

7. **COURSE GOALS AND OBJECTIVES**

This course is designed to provide students with opportunities to:

- Understand the roles of the partnership teacher, university supervisor and the teacher intern
- Identify the procedures for licensure
- Demonstrate a basic knowledge of computer operations
- Use and understand the role of instructional technology in the elementary classroom
- Understand the school administrator's role in teacher evaluation
- Understand the instruments school administrators use to evaluate teachers
- Develop strategies and techniques in order to facilitate learning for special needs children within the regular education classroom
- Prepare for the specialty area examination in elementary education

8. NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

- 1.0 Candidate Demonstrate Leadership
 - 1.1 Candidate leads in the classroom.
 - 1.2 Candidate demonstrates leadership in the school.
 - 1.3 Candidate leads in the teaching profession.
 - 1.4 Candidate advocates for school and students.
 - 1.5 Candidate demonstrates high ethical standards.

- 2.0 Candidate Establishes a Respectful Environment for a Diverse Population of Students
 - 2.1 Candidate provides an environment in which each child has a positive, nurturing relationship with caring adults.
 - 2.2 Candidate embraces diversity in the school and school community.
 - 2.3 Candidate treats students as individuals.
 - 2.4 Candidate adapts teaching for the benefit of students with special needs.
 - 2.5 Candidate works collaboratively with families and significant adults in the lives of students.

- 3.0 Candidate Knows the Content to Teach
 - 3.1 Candidate aligns instruction with *the North Carolina Standard of Study*.
 - 3.2 Candidate knows the content appropriate to the teaching specialty.
 - 3.3 Candidate recognizes the interconnectedness of content areas/discipline.
 - 3.4 Candidate makes instruction relevant to students.

- 4.0 Candidate Facilitates Learning for Students
 - 4.1 Candidate knows the ways in which learning takes place, and knows the appropriate level of intellectual, physical, social, and emotional development of students.
 - 4.2 Candidate collaborates with their colleagues and uses a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*.
 - 4.3 Candidate uses a variety of instructional methods.
 - 4.4 Candidate integrates and utilizes technology in instruction.
 - 4.5 Candidate helps students work in teams and develop leadership qualities.
 - 4.6 Candidate helps students work in teams to develop leadership qualities.
 - 4.7 Candidate uses communication effectively.
 - 4.8 Candidate uses a variety of methods to assess what each student has learned.

- 5.0 Candidate Reflects on Personal Practice
 - 5.1 Candidate analyzes students learning.
 - 5.2 Candidate links professional growth to professional goals.
 - 5.3 Candidate functions effectively in a complex, dynamic environment.

9. NCPTS and SPECIALTY AREA STANDARDS

NCPTS, Specialty Area Standards, and the assessment(s) addressed in this course.

Standards Used in this Course	North Carolina Professional Teaching Standards	Conceptual Framework	Assessment(s)
X	Candidate Demonstrate Leadership	Research and Leadership	Elementary Teacher Internship
X	Candidate Establishes a Respectful Environment for a Diverse Population of Students	Caring dispositions and ethical responsibility; Respect for diversity and individual worth; Working with families and communities	Elementary Teacher Internship
X	Candidate Knows the Content to Teach	Knowledgeable and reflective educators Technological competence and educational	Elementary Teacher Internship
X	Candidate Facilitate Learning for Students	Communication	Elementary Teacher Internship
X	Candidate Reflects on Personal Practice	Knowledgeable and reflective educators;	Elementary Teacher Internship

10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below:

Professional Competence		Professional Responsibilities	
	Appreciates and engages in self-reflection		Dresses appropriately for the setting
	Shows a commitment to ongoing learning		Is punctual
	Desires to learn and apply new technologies		Attends class regularly and participates in the class
	Is receptive to new ideas and feedback		Completes assignments and tasks in a timely manner
	Writes and speak clearly and effectively		Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows initiative and motivation
	Respects the privacy of students and their families		Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
	Believe all children can learn		Displays high and ethical professional standards
	Understands the culture of students and their families		Is honest and dependable
	Values and respects diversity and individual differences		Is courteous and respectful
	Demonstrates flexibility and adaptability		Has a positive professional attitude
	Treats all students fairly and equitably		Accepts and uses constructive criticism
	Is sensitive to the feelings of others		Maintains emotional control and appropriate behavior
	Interacts appropriately and positively with others		

11. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera.

12. GENERAL REQUIREMENTS

- Attend all class meetings. Students are expected to adhere to all policies stated in the Fayetteville State University Class Attendance Policy. Additionally, students are required to:

- Attend all seminars as listed on the course calendar.
 - Arrive when the class is scheduled to begin and not to leave before the official end of class. Students leaving before the official end of class will lose credit for that seminar.
 - Miss no more than 2 hours of class. Students missing more than one seminar are not eligible for the grade of A.
- Participate in class activities.
 - Complete an electronic portfolio in accordance with the guidelines and rubric presented in class.

Formal portfolio presentations are scheduled for the following dates:

November 23 & 24, 2009

November 25, 2009 (If necessary)

13. EVALUATION CRITERIA

Attendance & Seminar Participation	10 percent
Lesson Plan Reflections	10 percent
Mini Case Study	10 percent
Unit Plan	20 percent
Electronic Portfolio	30 percent
Electronic Portfolio Presentation	20 percent

Letter grades are assigned to earned points based on the grading scale published in the University undergraduate catalog.

14. COURSE CALENDAR

ELEM 491: PROFESSIONAL SEMINAR FOR ELEMENTARY MAJORS

SEMINAR	DATE	TIME	PRESENTER
Syllabus Overview/Student Profile Professional Language Handout Explanation of Assignments	August 24, 2009	5:00 PM – 6:50 PM	Dr. Beatrice P. Carroll Dr. Saundra Shorter
North Carolina Professional Teaching Standards – Standard I Student Handbook/Professional Language Review Case Study/The Unit Plan	August 31, 2009	5:00 PM – 6:50 PM	Dr. Beatrice P. Carroll Mr. Lonnie McAllister
Labor Day (HOLIDAY) (No Class)	September 7, 2009		
Collaborative Fall Luncheon – Methodist College Student Interns	September 11, 2009	5:00 PM - 6:50 PM	Methodist College Alumni Dining room
Discussion: SMART Board North Carolina Professional Teaching Standards – Standards II Lesson Plans	September 14, 2009	5:00 PM - 6:50 PM	Dr. Beatrice P. Carroll Mr. Lester McGuire Dr. Lillian Johnson
Discussion: North Carolina Professional Teaching Standards – Standard III - Lesson Plans Standard IV/Case Study/Unit Plan	September 21, 2009	5:00 PM - 6:50 PM	Dr. Beatrice P. Carroll Mr. Donald Dixon Dr. Beverlyln Cain
CURRENT TOPICS IN ELEMENTARY EDUCATION – Using Taskstream (Improving Classroom Management)	September 28, 2009	5:00 PM – 6:50 PM	Dr. Beatrice P. Carroll Dr. Earlyn Jordon Dr. Kelly Charles Mentoring Teacher
*PRAXIS II ELEMENTARY	TBA	9:00 AM – 4:00 PM	Dr. Priscilla Manarino- Leggett
No Class Outside Assignment (Task Stream)	October 5, 2009	5:00 PM – 6:50 PM	
CURRENT TOPICS IN ELEMENTARY EDUCATION (Using Manipulatives)	October 12, 2009	5:00 PM – 6:50 PM	Dr. Beatrice P. Carroll & Mentoring Teacher
Strategies for Critical Thinking	October 19, 2009	5:00 PM – 6:50 PM	Dr. Beatrice P. Carroll Mentoring Teacher
TEACHING TO CULTURAL SENSITIVITY	October 26, 2009	5:00 PM – 6:50 PM	Dr. Beatrice P. Carroll & Mentoring Teacher
No Class Outside Assignment (Task Stream)	November 2, 2009	5:00 PM – 6:50 PM	
VOICES OF EXPERIENCE SPECIAL TOPIC – LEGAL ISSUES	November 9, 2009	5:00 PM – 6:50 PM	Dr. Beatrice P. Carroll & School Law Attorney
AMERICAN EDUCATION WEEK C. I. Brown Lecture	November 16, 2009	6:00 PM – 7:50 PM	Shaw Auditorium
AMERICAN EDUCATION WEEK <i>Excellence in Teaching Institute</i>	November 18, 2009	9:00 AM – 4:00 PM	Butler 325
Instructional Technology Portfolio Presentations	November 23, 2009	5:00 PM – 6:50 PM	School of Education Curriculum Lab
Instructional Technology Portfolio Presentations	November 24, 2009	5:00 PM – 6:50 PM	Dr. Beatrice P. Carroll Mrs. Jenny Washington
Instructional Portfolio Presentations/Licensure	November 25, 2009	5:00 PM – 6:50 PM	School of Education Curriculum Lab
GRADUATE RECOGNITION CEREMONY	December 4, 2009	6:00 PM	Seabrook Auditorium

WEIGHTED RUBRIC FOR ELECTRONIC PORTFOLIO PRESENTATION

Name: _____

Date: _____

	Indicators	1 (Emergent)	2 (Developing)	3 (Proficient)	4 (Accomplished)	SCORE
Professional Information	-Brief Resume -Philosophy of -Teaching for Learning	Missing 2 elements	Missing 1 element	All elements included	All elements demonstrate a high level of competence	____ x 3 <hr/> (12)
Conceptual Framework (Instructional Elements)	Conceptual Framework Documentation Two artifacts for each of the five (5) standards with appropriate explanations or reflection	Artifacts (7) Included; no explanations	Artifacts (7) included with vague explanations	Artifacts included with substantive explanations of how applied to concept	Artifacts demonstrate a high level of competence in understanding and applying concept	____ x 12 <hr/> (48)
Assessment Computer Generated Materials	The candidate will choose a content area and write a Unit plan to include pre and past assessment. Analysis should include documentation of student performance. The unit plan will demonstrate the use of instructional technology that supports objectives from the NCSCOS	All elements included; no explanations	Elements included with vague explanations	Elements included demonstrating a high level of understanding key concepts	Elements included indicate exceptional ability to apply knowledge to teaching-learning situation	____ x 5 <hr/> (20)
Professional Presentation	Creative use of technology; active links; effective organization of materials; accurate English mechanics; effective presentations skills	Predictable presentations; lacking in sophistication; weak graphics; links not active	Presentation kept audience attention; several creative sounds; effective graphics; active links	Poised, skillful presentation; insightful presentation of each element; clear analysis; well written and presented	Superior presentation; all indicators covered and demonstrate an advance proficiency level	____ x 3 <hr/> (12)
Professional Presentation	Professional Dress	Predictable presentations; lacking in sophistication; weak graphics; links not active	Presentation kept audience attention; several creative sounds; effective graphics; active link	Poised, skillful presentation; insightful presentation of each element; clear analysis; well written and presented	Superior presentation; all indicators covered and demonstrate an advance proficiency level	____ x 2 <hr/> (8)

Comments:

Final Grade: _____

15. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Bennett, Donna I., Charlotte H. Meyer, D. Eugene Meyer. Elementary Field Experiences: A Handbook With Resources. Albany, N.Y.: Delmar Publishers, 1994.

Evertson, Carolyn M. Classroom Management For Elementary Teachers. Emigsville, Pa: Allyn and Bacon, 2000.

Nelsen, Jane, Lynn Lott, and Nan Miller. Positive Discipline In The Classroom Featuring Class Meetings: A Step-By-Step Approach To Bring Positive Discipline To The Classroom And To Help Teachers Of All Grade Levels Implement Classroom Meetings: Activities For Teachers And Students. Fair Oaks, Ca: Sunrise Press, 1993.

Websites

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel/>

ERIC Clearinghouse on Teaching and Teacher Education

<http://www.ericsp.org/index.html>

Parent-Teacher Conference Guide

<http://www.familyplay.com/toolkit/parentteacher/>