

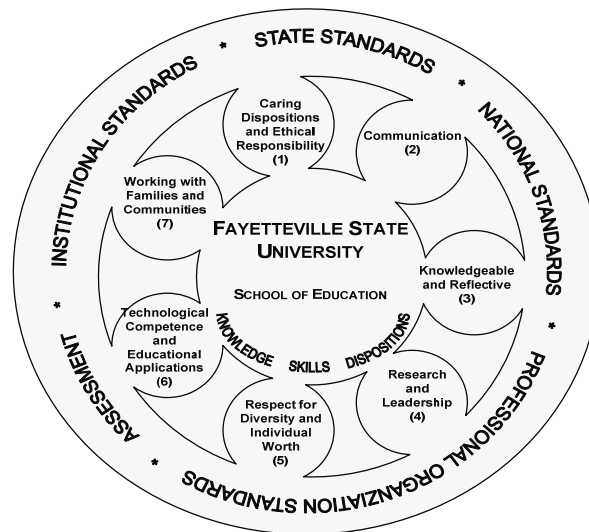


1200 Murchison Road
Fayetteville, North Carolina

School of Education
Department of Middle Grades, Secondary, and Special Education

SYLLABUS

EDUC 490 Professional Education Seminar (1 credit)



Instructor:	Jenny E. Washington
Office Location:	Butler 246
Phone Number:	(910) 672 - 1587
Email Address:	jwashington@uncfsu.edu
Semester:	Fall 2009
Course Location:	BUTLER 362
Meeting Day:	Monday
Meeting Time:	6:00 – 6:50 p.m.
Office Hours:	By Appointment Only

1. **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>

2. **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.

3. **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.

Office of Police/Public Safety 672-1295

In Case of an emergency, dial 672-1911 or 911

4. **Textbook and Course Materials:**

Teacher CANDIDATE HANDBOOK, www.uncfsu/ote/handbooks.htm

Various publications, NC Department of Instruction, Raleigh, N.C.

5. **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.

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.

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
---	--	---	---	--	--

NCDPI Diversity Standards

The following diversity standards developed by NC DPI will also be addressed through the activities outlined in this course.

Teachers understand 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.	Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.	Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Teachers of diverse students are reflective practitioners who are committed to educational equity.
--	--	--	---	--	--

6. 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

7. Course Requirements

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

8. Evaluation Criteria and Grading Scale

Class/Seminar Participation	250 points
Observation Reflection Journal (Due October 5)	50 points
Teacher Candidate Orientation Log (Portfolio)	50 points
Lesson Plan Reflections (min. 5 due with portfolio)	150 points
Portfolio (Presentation/ Taskstream)	500 points
TOTAL	1000 points

Grading Scale

900-1000 **A** 800-899 **B** 700-799 **C** 600-699 **D**

OBSERVATION REFLECTION JOURNAL ASSIGNMENT (Due October 5)

Part I School Environment

**Description of Department
Curriculum and Faculty Overview**

**Description of Teaching Environment
General Makeup of classes, Classroom set-up**

Part II Description of Teacher's Daily Activities Teaching Strategies, Teaching Materials, Discipline Procedures

Part III Reflection on Daily Activities
Express your feelings and reactions based on your observations. What are some strategies you will use to address things you observed? What approach will you use to begin the instructional process based on your observation? What do you feel are your strengths in this environment? What might you need to work on?

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 three artifacts and a one-page reflection. Therefore, the portfolio will be organized according to the following format:
 - **Tab 1: Demographic Information**
 - Introduction to and purpose of the Portfolio
 - Resume
 - Transcript
 - Revised Philosophy Statement
 - Two letters of recommendation
 - Membership in Professional Organization
 - Test Profile Sheets (Praxis I, SAT, ACT, Praxis II)
 - **Tab 2: Teaches Demonstrate Leadership**
 - Reflective that connects artifacts to framework theme and DPI standards
 - Artifact # 1
 - Artifact # 2
 - **Tab 3: Teaches Establish a Respectful Environment for a Diverse population of Students**
 - Reflective that connects artifacts to framework theme and DPI standards
 - Artifact # 1
 - Artifact # 2
 - **Tab 4: Teachers Know the Content they Teach**
 - Reflective that connects artifacts to framework theme and DPI standards
 - Artifact # 1
 - Artifact #2
 - **Tab 5: Teaches Facilitate Learning for Their Students**
 - Reflective that connects artifacts to framework theme and DPI standards
 - Artifact # 1
 - Artifact # 2
 - **Tab 6: Teachers Reflect on Their Practice**
 - Reflective that connects artifacts to framework theme and DPI standards
 - Artifact # 1
 - Artifact # 2
 - **Tab 7: Appendix**
 - Awards or Special Recognitions

PROFESSIONAL SEMINAR CLASS SCHEDULE FALL 2009

- (August 24) Class Overview
Syllabus Overview – Explanation of Assignments**
- (August 31) Task Stream Training with Dr. Kelly Charles - Butler 209 Praxis Lab**
- (September 7) Labor Day Holiday**
- (September 11) Make It, Take It Workshop at Methodist College Alumni Dining Room
12:00 Noon, Community Service Project in Area Schools**
- (September 14) Code of Professional Conduct, Public Education Acronyms
Presentation by Mr. Bryan Winters**
- (September 21) PWD**
- (September 28) Standards Presentation by University Supervisors
Creating and Writing Lesson Plans with Mr. Lonnie McAllister**
- (October 5) Legal Issues (Lawyer) Location and Time: TBA**
- (October 12) Task Stream Training with Dr. Kelly Charles**
- (October 19) PWD**
- (October 26) Licensure Procedures – Form A
Differentiated Instruction and Balanced Literacy Workshop**
- (November 9) Voices of Experience and Cultural Diversity Panel**
- (November 16) C. I. Brown Lecture Series – Shaw Auditorium 6:00 p.m.**
- (November 18) Mini “Excellence in Teaching Institute” 9 a.m. – 4 p.m. Butler Building**
- (November 23) Portfolio “Dry Run”**
- (November 30) Portfolio Presentations**
- (December 1) Portfolio Presentations**
- (December 2) Portfolio Presentations**

***This schedule is subject to change.

REFERENCES

Lesson Plans

1. Mollica, A. **Planning for Successful Teaching: The Lesson Outline**, ERIC #ED 499478.
2. Shenkle, A. M. (2005). **Sharpen Your Lesson Plans**. Learning, 19 (1), 70-71.
3. Toney, M. (2007). **Lesson Plans - Strategies for Learning**. Training and Development. June 2007. 15-18.

Bulletin Boards

4. Hauck, M., Merz, O., (2004), **Distinctive Displays**, July 04, Instructor, 59-60.

Student Teaching

5. Balli, Sanda and Diggs, Laura, : **Learning to Teach with Technology: A Pilot Project with Preservice Teachers**, ERIC # EJ 518364.
6. Cartwright and Simpson (1990) **The Relationship of Moral Judgement Development and Teaching Effectiveness of Student Teachers**, Education, 111 (1), 139-144.
7. Goodlad, J. (2008) **Studying the Educators**. Phi Delta Kappan, Oct. 08, 104-111.
8. Pailliotet, A. (2008), **I Never Saw that Before: A Deeper View of Video Analysis in Teacher Education**, Autumn 08, 138-156.
9. Philon, T. (2009) **Metaphor from Student Teaching**. English Journal, 79 (7), 88-89.
10. Wilson, L. Mary: **A Reciprocal Preservice Teacher and Cooperating Teacher Relationship**, ERIC # ED 395909.

Classroom Management

11. Ellsworth and Monahan (2008) **Empower Yourself for Better Classroom Management**, Instructor, Aug. 08, 72-75.
12. Emmer and Hickman (2007) **Teacher Efficacy in Classroom Management and Discipline.**, Educational Psychological Measurements, 31 (3), 755-765.

13. Gootman, M. (1988) **Discipline Alternatives That Work.** Humanist, Nov/Dec. 08, 11-13.
14. Nolan, J. (2007) **Vulnerability Index: A Planning Tool for Prevention of Classroom Management Problems.**, Education, 111(4), 521-525.