

University of Maryland, College Park
College of Education
Department of Curriculum and Instruction Course Syllabus
EDCI 788G: PROSEMINAR: PERSPECTIVES ON TEACHING (1 Credit)
Fall, 2004

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Purpose: This course is designed to complement the course work taken through the Creative Initiatives in Teacher Education (CITE) program and the internship conducted in a MCPS school. The purpose of this course is to provide students with the skills needed to become effective teachers, including identifying and practicing characteristics of an effective school, classroom and teacher; becoming a reflective practitioner; managing a diverse student population; and becoming part of a collaborative team. These skills will be taught during the proseminar sessions and practiced at the school site through the internship portion of the program. This course will run over four semesters and each semester's skills will be a progression of the skills taught previously.

COURSE OBJECTIVES

When students have completed this course and all required activities, they will be able to:

1. Identify the characteristics of an effective school and classroom and integrate those characteristics into their own teaching. (EDOT 8) (INTASC 6)
2. Describe how a school system, school and classroom function and the culture of each. (INTASC 5)
3. Participate in school and CITE Program collaborative activities. (EDOT 9) (INTASC 10)
4. Demonstrate the ability to be a reflective practitioner. (EDOT 10) (INTASC 9)
5. Effectively plan, teach and assess small groups of students in a variety of subjects and/or grade levels. (EDOT 5, 1) (INTASC 1,4,7,8)
6. Demonstrate a desire to learn and grow as a professional educator.
7. Demonstrate a high quality of work with children and colleagues.
8. Demonstrate continuous improvement in the level of skills/knowledge acquired. (EDOT 1)
9. Demonstrate successful fulfillment of expectations given by the CITE Program, the school, the principal and the coaching teacher. (INTASC 10)

10. Incorporate a multicultural and inclusive perspective on teaching and learning. (EDOT 3,4) (INTASC 3)

There is no required text for the Proseminar this semester. Readings will be selected and provided by the instructor and the school system. You will also be asked to take an on-line survey during the semester. The cost is \$20.

COURSE ACTIVITIES AND REQUIREMENTS

During the course students will:

1. Read required materials provided by the instructor and school system personnel.
2. Participate in all class activities and discussions, and successfully complete assignments as required and on time.
3. Conduct and interpret observations of effective practices.
4. Practice implementing the effective teaching and classroom management strategies observed and studied. Emphasis will be placed on demonstrating a continued growth in these areas.
5. Work with individual children and small groups of children on a particular academic skill on a regular basis. By the end of the semester, the intern must plan, implement and assess for these students.
6. Keep a reflective journal based on the guideline topics, experiences and course work.
7. Find ways to become a part of their school and classroom.
8. Present a project exploring their own family heritage.
9. Keep a lesson plan book and begin to develop, write and implement effective lessons.
10. Schedule and lead at least two facilitation meetings during the semester.
11. Build successful relationships with the MCPS school, teachers and students the intern is involved with and with fellow interns.
12. Display an awareness of the issues surrounding ethnic diversity in educational settings.

GRADING/ASSESSMENT

Reflective journal	50 points (5 points each)
Cultural heritage presentation	15 points
Internship participation	5 points
Observations/Lesson plans/Notebook	10 points
Facilitation meetings	10 points (5 points each)
Class involvement and participation	<u>10 points</u>
TOTAL	100 points

90 to 100 **A** 80-89 **B** 70-79 **C** below 70 failing

University Honor Code: The university has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads: *“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”*

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course.

Documented Disability Disclosure: If you have a documented disability that is relevant to your work in this course and wish to discuss academic accommodations, please contact me.

Schedule for ProSeminars
Fall, 2004

Date/Time	Topics	Assignments Due
Aug. 23 9:00-3:00	Orientation to Program	
Aug. 26 1:00-4:00	Team Building	
Sept. 2 1:30-3:30	Beginning the school year Family Cultures-presentations 2	Reflection #1
Sept. 23 1:30-4:30	Multi-culturalism—Donna Graves	Reflection #2
Sept. 30 1:30-2:30	School Climate Family Cultures-presentations 3	Reflection #3
Oct. 14 1:30-3:30	Students from Other Countries Family Cultures-presentations 3	Reflection #4
Oct. 28 1:30-3:30	Effective Schools Family Cultures-presentations 3	Reflections #5 & #6
Nov. 11 1:30-3:30	Observing Students & Teachers Family Cultures-presentations 3	
Dec. 2 1:30-3:30	Preparing for next semester Family Cultures-presentations 3	Reflections 7, 8, 9
Dec. 9 1:30-3:30	Family Cultures-presentations 1 Summing up	Reflection #10 Take PCM Inventory

For Proseminar this semester, you will have four types of assignments:

1. **WHO/WHAT MAKES MY WORLD** This project will be demonstrated on Aug. 23. It involves a 15 minute presentation using any type of media (be as creative as you would like) in which you will share with the group the important people and events that have shaped your life. The purpose of this project is to help us get to know each other as a reflection of our culture and form a cohesive group of CITE 9 interns.
2. **INTERNSHIP/PARAEDUCATOR DUTIES** and takeover of a group of students. Written lesson plans will be expected.
3. **REFLECTIONS** Ten Reflections on specified topics will be due on the dates given above. These assignments will help you observe, read about and reflect on important aspect of multi-cultural education; become an integral part of your school; and help you become an effective teacher.
4. **FACILITATION MEETINGS**

Your grade will be based on the completion and quality of these assignments as well as thoughtful sharing and on-time participation in the seminars.

ASSIGNMENTS

1. **Reflective journal entries.** Ten Reflections on specified topics will be due on the dates given above. They will be emailed to you as an attachment. Hard copies or email attachments must be turned in by the due date unless special arrangements are made with the instructor. These assignments will help you observe, read about and reflect on important aspects of multi-cultural and inclusive education; become an integral part of your school; and help you become an effective teacher.
2. **WHO/WHAT MAKES MY WORLD (Cultural Heritage Presentation).** This project will be demonstrated on Aug. 23. It involves a presentation using any type of media (be as creative as you would like) in which you will share with the group the important people and events that have shaped your life. The purpose of this project is to help us get to know and understand each other better, share each others' cultures, and form a cohesive group of CITE 8 interns!
3. **Internship participation.** All interns are expected to participate in their assigned duties as Paraeducators in their schools for 4 hours a day. For the other 2 hours (this time does not have to be divided strictly on a daily basis), they will participate in CITE activities including classes, seminars, class assignments, observations, working with small groups of students, and other activities as assigned by their coach and/or instructors. I will get feedback from your coaches and principals about how well you fulfilled these duties and assignments.
4. **Observations/Lesson Plans.** The intern should ask for and receive a lesson plan book the first week of school. In this book should be kept the intern's daily schedule and responsibilities. As you begin to write lesson plans to use with students, following the structure taught in "Models of Teaching," these plans should be written up and kept in a section of your notebook. Notes for changes, feedback and any other useful information should be recorded and added to this section.

By the end of the semester, the intern should be planning, implementing and assessing student growth for at least two groups of children. These can be in conjunction with your class assignments. Assessment will be based on the quality of the lesson plans and the continued use of the lesson plan book. Growth in both areas is expected throughout the semester.

Another section of your notebook should be for formal and informal observations done by your Coach and the Director (and principal if applicable). This section should be cumulative over the two years. Coaches and the Director will do at least one formal observation the first semester and give written feedback to the intern. It will be up to you to let the Director know some good times to observe you working with students and to work out observation times with your coach.

- 5. Facilitation Meetings.** Facilitation meetings are formal meetings set up with the principal, coach, director and intern. These meetings are one of the ways that all persons involved in the education of the intern can communicate. Facilitation meetings provide the intern with the opportunity to ask questions, get feedback on their progress, and determine their next steps for growth.

The intern must schedule each meeting, write up a formal agenda to be discussed during these facilitation meetings, lead the meeting and then write up a summary of the meeting. Sometimes the director, principal or coach will advise the intern on particular items to place on the agenda; other times the agenda may be left up to the intern. Common items for discussion are: particular children, groups or lessons the intern is working with; areas of strength and areas for growth; specific questions on teaching, children or policy; and/or discussion of upcoming assignments or requirements.

Both the agenda and summary should be given in a timely manner to all parties involved. Both principals and coaches are quite busy and scheduling may be difficult. It is important that interns schedule meetings well in advance. If you are in the same school as another intern, it would be helpful to schedule the meetings consecutively. They should also be scheduled in conjunction with observations and school visits by the Director if at all possible. It is best to get several dates and times from your principal, then check with me. We can usually find one that is agreeable to all parties.

Facilitation Meeting #1	Held by Sept. 30
Facilitation Meeting #2	Held by December 1

- 6. Class Involvement and participation.** Attendance at all seminars is inherent in this course. We will be discussing the reflections, receiving information to help with upcoming reflections and problem-solving at these meetings. Your reflective participation is required and you are expected to come to class on time, prepared with required readings and assignments. Factors of attendance (absences and tardiness), class participation and unique contributions will be considered in this part of the grade.

Notebooks and Lesson Plan Books should be up-to-date and available when the Director comes to your school for a meeting and/or observation.