

Department of Curriculum and Instruction
College of Education
University of Maryland, College Park

EDCI 689
Field-Based Practicum
Fall 2006

Instructor: Jean L. Snell, Ph.D.
Course Meeting Time: Wednesdays, after school
Course Meeting Place: Student Internship sites
Office Hours: Wednesdays at the field sites before Practicum
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Course Description

There are many areas in which you need to demonstrate professional competency. None is more important than your ability to develop and maintain positive working relationships with students, teachers, school staff, administrators, parents, and university personnel. The relationships that you build with students and adults in your placement school environment will go a long way in making your preparation as a teacher a rewarding and successful experience. Your future ability as a teacher, and your perceived value as an employee, has a great deal to do with the way in which you handle yourself in these relationships.

Your competence as a new teaching professional will be assessed through the first group of University of Maryland *Performance-Based Standards* (PBAs). During this course, you will have the opportunity to begin documenting your growing professional competence through the construction of a portfolio. The focus of this semester's portfolio process is to introduce student teachers to reflective practice, and to give them opportunities to begin drafting their portfolio entries. The portfolio project will continue through the student teaching semester.

In order to begin to produce the bulk of your portfolio during your student teaching semester, this course will teach you some reflective tools. Students will gain practice in reconsidering the complexities of classroom instruction and interactions with students. Furthermore, we will use a reflective typology to help students develop a deeper understanding of what it means to be a reflective practitioner.

Course Objectives

1. To introduce students to the University of Maryland *Performance-Based Standards*.
2. To assist students in getting a "meets expectation" standard in the PBA area 1-B -- "Exhibits a Professional Disposition."

3. To help students prepare for the University Technical Standards review that is conducted by: interns, University instructors, mentors, PDS coordinator, program coordinator, and University supervisors.
4. To introduce students to one framework for reflecting upon their teaching practice.
5. To begin drafting students' Novice Teacher Portfolios.

Course Assignments

1. Individual Professional Development Plan (25%)
2. Portfolio Introduction (30%)
3. Professional Disposition Entry (10%)
4. Philosophy of Teaching (25%)
5. Attendance at Undergraduate Portfolio Exhibition (10%)

Required Textbook

Title: Reflective Teaching: An Introduction

Authors: Kenneth Zeichner & Daniel Liston

Publisher: Lawrence Erlbaum, 1996

ISBN: 080588050X

Honor Code

The University of Maryland, College Park, prohibits students from plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. All UMD students are expected to abide by the university's honor code. For a copy of the full-text version of the code, please go to: www.jpo.umd.edu/.

Accommodations

If you have a documented disability or other learning needs and you need accommodation, please contact me within the first two weeks of the course so that I can make the appropriate arrangements for the remainder of the course. Students requesting an accommodation may also directly contact the Office of Disability Support Services at 301-314-7682.

Attendance Policy

It is the University of Maryland's policy that students shall not be penalized in their course performance for participation in religious observation. All missed work must be made up in a timely fashion. It is the student's responsibility to contact the instructor in advance for each course in which work is missed, and to make arrangements for scheduling modified due dates for assignments.

If inclement weather closes the university on a day the course is scheduled, students will be directly contacted by me with this information. If you want to check on the status of the university's closing policy yourselves, you can check the campus website at: www.umd.edu.

Course Schedule

Date/Location	Topic	Reading	Assignment
September 13 Whetstone	Characteristics of Effective Teaching Introduction of PBAs		
September 20 Whetstone	Introduction to Reflective Practice	Chapters 1 & 2	Technical Standards Self-Assessment and Acknowledgment Form <u>Due</u>
September 27 Fulton	Characteristics of Effective Teaching Introduction of PBAs		
October 4 Fulton	Introduction to Reflective Practice	Chapters 1 & 2	Technical Standards Self-Assessment and Acknowledgment Form <u>Due</u>
October 11 Whetstone	Introduction to Professional Teaching Portfolio	Chapter 3	Individual Professional Development Goals <u>Due</u>
October 18 Fulton	Introduction to Professional Teaching Portfolio	Chapter 3	Individual Professional Development Goals <u>Due</u>
October 25 Whetstone	Comparative Reflection	Chapter 4	Professional Disposition Entry <u>Due</u>
November 1 Fulton	Comparative Reflection	Chapter 4	Professional Disposition Entry <u>Due</u>
November 8 Whetstone	Evaluative Reflection	Chapters 5 & 6	Portfolio Introduction <u>Due</u>
November 15 Fulton	Evaluative Reflection	Chapters 5 & 6	Portfolio Introduction <u>Due</u>
November 29 Whetstone	Becoming a Reflective Practitioner		Philosophy of Teaching <u>Due</u>
December 6 Fulton	Becoming a Reflective Practitioner		Philosophy of Teaching <u>Due</u>
December -- TBA	Undergraduate Portfolio Exhibit		