COURSE GOALS AND RELATED OBJECTIVES

The goal of teacher education programs at the University of Maryland is to prepare knowledgeable, skillful, and reflective teachers for classrooms of diverse learners through courses and field experiences that emphasize research-based principles and practices. This two-credit course is designed for students: 1) interested in becoming a secondary school teacher and/or 2) interested in exploring what it means to work with secondary school children and promote learning both within and outside of the formal classroom. A primary component of this course is weekly participation as a volunteer tutor at Professional Development School sites in Montgomery County, Maryland.

This course is shaped by inquiry and reflection anchored in fieldwork and peer interaction aimed at the fundamental goals listed below. Through study in the field, students are challenged to grapple with the complexities of teaching. Field experiences provide opportunities for interns to build upon their knowledge of the content area, pedagogy, learners and their environments, assessment, and the social and political culture of the school.

This course may be taken by prospective Secondary Education majors who are interested in participating in a field experience working in academic settings with secondary students. This course is designed to support the students' weekly internship by exploring how to implement effective teaching strategies, explore student learning, working with diverse student populations and developing professional behaviors. The seminar sessions will provide relevant content that will then be practiced at the school site through the internship portion of the program.

Primary Goals:
1) To learn effective teaching strategies in secondary school settings.
2) To develop general professional perspectives on teaching and learning in diverse contexts.
3) To examine your own dispositions toward becoming a teacher and joining the teaching profession.

Related Objectives:
• Investigate how students differ in their approaches to learning and observe and critique instructional opportunities that respond to diverse students.
• Investigate individual and group motivation and behavior.
• Reflect on field experiences and thoughts about entering the teaching profession.

LEARNING OUTCOMES

This seminar will explore the teaching/learning process within secondary classrooms. All of the readings and conversations will focus on the connection between theory and practice. In particular, we will analyze best practices as they relate to your experiences in the classroom. To this end, students will:

1. Identify the characteristics of an effective classroom and integrate those characteristics into their own teaching. (EDOT 9; INTASC 6)
2. Become familiar with various models of instruction and encourage the development of learning activities with your host teacher. CF: Knowledge of Pedagogy (INTASC 4)
3. Analyze lesson plans, delivery strategies, and assessment tools used in secondary classrooms. CF: Knowledge of Learners, Curriculum, Subject Matter, Pedagogy, Social & Cultural Context, Educational Goals & Assessment, Diversity (INTASC:2, 3, 4, 5, 6, 7, 8)
4. Describe how a school system, school and classroom function and how the cultures of each interface with each other. (INTASC 5)
5. Demonstrate the ability to be a reflective practitioner (EDOT 5; INTASC 9)
6. Demonstrate the desire to learn and grow as a professional educator while providing high quality work with secondary students and colleagues. (EDOT 1)
7. Incorporate a multicultural and inclusive perspective on teaching and learning. (EDOT 3,4; INTASC 3)
**SUPPORT**

**Office Hours:** Please contact me by phone or email to schedule time to meet.

**Accommodations:**
If you are a student with a disability, please let us know at the beginning of the semester. We will consult with the department chair and Dr. Jo Ann Hutchinson at Disability Support Service (314-7682; jahutch@umd.edu) to make the appropriate academic accommodations.

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**Seminar Assignments and Responsibilities**

This class will meet seven times over the course of the semester. You will be developing and/or strengthening particular habits considered to have a positive influence on you as a professional. As a result, you are expected to attend all class sessions on time, having read and critically considered all assigned readings as well and any written assignments for that class. You will be expected to participate in critical and meaningful ways in class discussions. Your participation is important not only for your own growth and learning but also for the learning of others. Our discussions serve as a forum in which you can sharpen your thinking, test your ideas, exchange insights and perceptions with the instructor and with each other, and contribute to others' thinking.

Assignments in this seminar are designed to promote reflective practice and to integrate theory and practice. You will engage in a number of activities that will provide you with the opportunity to reflect on conceptions of education and the reality in the classroom. The following is a list and brief description of responsibilities and assignments that will help you meet the goals of this seminar.

1. Attend all class sessions and actively participate in class discussions and small group activities. Excused absences include only those allowed by the University—religious observance, documented sickness, or death in the family. If at all possible, absences and tardiness should be discussed with the instructors beforehand.
2. Successfully complete all readings and class assignments by the date they are due. Proofread all written assignments before handing them in. The quality of your written work counts toward the overall grade you receive.
3. Listen to each other, provide each other with both professional support and critique, and remain receptive and open to feedback. The collaborative and social nature of learning to teach demands effective communication and interaction.

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**Field Component (12 visits on site with signatures on sign in form- Appendix A- Due December 11th)**

You will participate in a field placement in a secondary school setting one day a week for 2-3 hours for the duration of the semester. Additionally, you will complete reflection assignments documenting your experiences and the ways you think about your work with the students, as well as how your thinking is informed by assigned reading. Reflection is an integral part of the teaching profession and is a part of this course. You will be expected to reflect on your field experiences in our seminar meetings.

<table>
<thead>
<tr>
<th>Field Placement Location</th>
<th>ADDRESS</th>
<th>SITE COORDINATOR</th>
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</table>
| Montgomery-Blair HS      | S1 University Blvd. East  
Silver Spring, MD. 20910 | Smith, Claudette  
Caudette_Smith@mcpsmd.org |

**Reflection Log entries (4 @ 5 points each= 20 points)**
Write a brief response based on the instructor's assigned topic, specific question, or resource read. Share personal connections, new understandings, etc. The goal of the log entries is to focus your thinking about the topic, and concrete classroom examples. You will then be able to bring physical examples to class and share your reflections with others. Exemplary entries will demonstrate the deep, critical thinking necessary to become a reflective education professional. 2 pages.

**Reflection Assignment #1-Due Monday September 28, 2009.**
- Observe classroom management styles and techniques. What routines have been set? What procedures are followed and why? Which procedures seem effective and ineffective? What would you like to include (or not) in your own classroom? Why? Describe the physical arrangement of the classroom (seating, materials, bulletin boards/learning centers) and the routines set up by the teacher. How does the teacher handle arrivals, tardiness, opening exercises? How is work collected and re-distributed to students? How does the teacher transition from opening routines and the start of lessons? How are transitions within the lesson handled? What are the students doing in class? What are their jobs and responsibilities? How are they dismissed?
Reflection Assignment #2 - Due Friday October 9, 2009.

- Observe the overall tone of the classroom(s). What are the procedures in the school for handling student misbehavior? How does the teacher/s you have observed manage behavior and group work in class? What actions by the teacher promote positive behavior from students? Which actions may result in behavioral issues? Describe the instructional strategies that you observe in the classroom. Is instruction teacher-centered or student-centered? How engaged are the students? What are the students engaged in? What evidence is there that students are learning the objectives of the lesson? What techniques are used to interest and involve students? Which strategies and techniques would you like to implement when you begin teaching? Why?

Reflection Assignment #3 - Due October 23, 2009.

- Observe how lessons are planned. Is there a clear beginning, middle, and end to the lesson? How does the lesson meet the stated learning objectives? Make note of what students are doing during the lesson. Did the students understand the lesson/stated objective? What evidence do you have to ensure that they understand? Describe the instructional strategies used by the teacher (lecture, group activities…). If you are able to talk with your host teachers, what advice can they share with you about lesson planning?

Reflection Assignment #4 - Due December 7, 2009.

- Observe how your host teachers assess student learning. What methods do they use to assess their student’s knowledge and understanding? What types of assessments do they use and why? (Formative: pre-assessments, written responses, performance assessments; Summative: Post assessments, unit tests).

Mini-lesson and reflection (15 points) - Due October 23, Final lesson due October 29

Execute part of a lesson (opening activity, developmental activity) that you plan with your host teacher. Execute to a variety of classes and compare the versions you taught. Include a description of what you taught (objectives, activities, assessment, etc.) in your reflection on how you think it went with each class, what you would do differently and any feedback you received from your mentor.

Individual Student Learning Assignment (15 points) - Due November 20

You will examine how a developing adolescent thinks about learning and motivates him/her. What are his/her concerns, attitudes, and beliefs about learning? What do they understand about the subject matter? Might it be useful to select a student from a different social, cultural, language, racial, ethnic group, and/or gender background from your own. More information will be forthcoming about this assignment as the semester progresses.

Final Presentation (15 points) - Due Friday December 11

You will be expected to write a final paper that synthesizes your learning experiences relevant to your field experiences as a tutor and readings from class. This reflection should be typed, using 12-point font, with 1-inch margins and between 1-3 pages in length. It will be due the last day of class. This assessment should address what you learned about teaching in secondary schools through the course of this semester. In this self-assessment you should comment on your own learning process, lessons that you’ve learned and issues you would like to explore.

Reflect upon your experience thus far in secondary schools. What are your lessons learned? How has this experience impacted your thoughts about becoming a teacher and your philosophy of teaching? What do you want to learn more about as you proceed through the education program at UMCP? (e.g. effective classroom management techniques, incorporating reading strategies, how to manage difficult students, etc.)?

EXPECTATIONS AND RESPONSIBILITIES

The following is a list and brief description of expectations and responsibilities that will help you meet the goals of this course.

*Note: Since many of our course hours will include online assignments, it will be your responsibility to log into the Blackboard site for the course and post your assignments and responses in a timely manner.

Technology Skills: Word processing, Internet, Blackboard, and electronic mail. Students will be required to use email for communication, when we are not in class. Blackboard will be used to deliver course materials, post readings and major assignments, and as a communication tool between students and faculty.
We are available most afternoons and evenings to answer questions. Email is our preferred form of communication and we check our accounts regularly throughout the day. While we cannot guarantee you an immediate answer to your inquiry, we will always do our best to reply in a timely manner. It is unlikely that you will ever have to wait more than a day for a response.

Participation, Attendance, & Deadlines:
Your participation in this class is important. We will be engaged in discussions of teaching and learning in the high school classroom. Please come to class prepared to discuss your experiences in your field placement and questions about teaching. Your engagement in these discussions will enrich everyone’s experience and support your learning. You are expected to be in class and be involved. Class this semester is structured around short assignments and topical discussions. Because we will use a workshop format in class, it is extremely important that you complete assignments on time and bring them to class.

Excused Absences:
We respect observance of major religious holidays. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements. You may also be excused from class due to illness or compelling circumstances beyond your control. Please email us ahead of time, and we will work out a plan to satisfy the academic requirements.

EVALUATION
Your final grade will be based on your success in meeting the goal and objectives of this course as demonstrated throughout the semester and in the course assignments.

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<thead>
<tr>
<th>Attendance &amp; Participation</th>
<th>15 pts.</th>
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<tr>
<td>Appendix A- Due Friday December 11</td>
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<td>Assignments</td>
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<td>o 4 Reflections</td>
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<td>o Observation Journal</td>
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<td>(Appendix B- ½ due 10/23 Final ½ due 12/11)</td>
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<td>o Mini lesson</td>
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<td>o Student Learning Project</td>
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<td>Final Presentation</td>
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Grading Policy
Grades will be determined on a point system. Assignments include Investigation/Reflection log entries via Blackboard Discussion Board, a mini-lesson and reflection, individual student-learning project and final presentation.

Attendance and participation in online assignments are indicators for course outcomes and a factor in the final course evaluation.

Additional indicators for course outcomes include completing all tasks on time and fully participating during class group and individual activities. All assignments must be presented to the instructor on or before the due date. Late assignments will have points deducted.

Please be advised that you must complete every assignment to pass the course; that is, you can not simply chose to not do something and take the corresponding point reduction.

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<th>Grading Scale:</th>
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<td>A+ 100+</td>
<td>B+ 87-89</td>
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<td>A 96-100</td>
<td>B 83-86</td>
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<td>A- 90-95</td>
<td>B- 80-82</td>
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Course Outline

Friday September 11
Introductions
• Review the syllabus, course assignments and expectations
• How to observe the classroom? How will I know what to observe?
  ➢ HW: Complete Reflection Assignment #1 via Blackboard DUE by Monday September 28, 2009.

Friday September 25
• Share experiences from first weeks at school site
• Wong Video about Rules and Procedures
• Classroom Management and Effective Teaching Strategies
  ➢ HW: Complete Reflection Assignment #2 via Blackboard DUE by Friday October 9, 2009.

Friday October 9
• Discuss Mini Lesson
• Essential Elements of a Lesson Plan
• Update: Share experiences in tutoring placements.

Friday October 23
• Update: Share experiences in tutoring placements.
• Mini Lesson – 5 slides presentation
• Final Lesson Plan Assignment Due Thursday October 29, 2009.

Friday November 6
• Discussion of the Assessment of Student Learning Project
• What is assessment?
• Update: Share experiences in tutoring placements.

Friday November 20
• Student Learning Projects Due
• Answer questions regarding final papers due

Friday December 11, 2009
• Final Papers/Presentations are due
  ➢ You will be expected to write a final paper that synthesizes your learning experiences relevant to your field experiences as a tutor and readings from class. This reflection should be typed, using 12-point font, with 1-inch margins and between 1-3 pages in length. It will be due the last day of class. This assessment should address what you learned about teaching in secondary schools through the course of this semester. In this self-assessment you should comment on your own learning process, lessons that you’ve learned and issues you would like to explore.
• Participation Log Due
• Observation Journal Due (final 6)
• Present final paper to class.
"The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html."

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."

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. Students who fail to write and sign the pledge will be asked to confer with the instructor.

**REFERENCED TEXTS**

Although there are only a few texts we will refer to for this seminar, you are strongly encouraged to begin building a professional library of other resources. We will be providing readings from the following:

# Appendix A

## Due December 11, 2009

### School visitation log

Name: ____________________________________________

Assigned school: __________________________________

Host teacher: ______________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Times</th>
<th>What you observed</th>
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<th>Host teacher’s signature</th>
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Appendix B
6 Due October 23
6 Due December 11

Classroom observation protocol

Class/subject:

Today’s topic:

Date/time:

School/teacher:

Number of students: Boys: Girls:

Other notable characteristics about the student body or classroom context:

Seating arrangement (sketch): complete first day or when arrangement changes (you may use the back of the paper.

Classroom excerpt: (Write down students’ questions, comments, interactions, or behaviors. Try to get exact quotes or observable behaviors (e.g., she had her head between her hands, looking down) rather than judgments or inferences (e.g., she didn’t seem interested in what was happening).)

<p>| Students’ strengths: (What does this excerpt demonstrate that the student knows or is able to do? What evidence does it offer that the student is thinking actively about the subject matter?) | Students’ weaknesses: (What does this example show that the student still needs to develop (e.g., content knowledge, ways of thinking strategically, et cetera)? What misconceptions does this example exemplify?) | Other comments: (What does this example tell you about who the student is, beyond the things mentioned in strengths and weaknesses (e.g., interests, personality characteristics, background knowledge and experience, et cetera)?) |</p>
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<th align="left">Classroom excerpt:</th>
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<td align="left"><strong>Students’ strengths:</strong></td>
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<th align="left">Classroom excerpt:</th>
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<tr>
<td align="left"><strong>Students’ strengths:</strong></td>
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**General overview of the lesson:**
Appendix C

The intent of the teacher education program at UMCP is to prepare reflective practitioners for a diverse society through research based professional programs. Our shared vision is consistent with our mission as a Research I institution that views Research and Inquiry, Diversity, Collaboration, and Technology as foundations to our conceptual framework (Figure 1.A).

Reflective practitioners need to interact with many types of knowledge when they are making decisions in the world of practice. They need to use their knowledge of subject matter—their understanding of the facts or concepts within the content domain as well as the ways in which the fundamental principles of that content are organized. Reflective practitioners also need to draw frequently upon their knowledge of curriculum—their understanding of the programs and materials designed for teaching at various levels. They need to have knowledge of learners, including knowledge of student characteristics and cognitions, as well as knowledge of motivational and developmental aspects of how students learn. Reflective practitioners need knowledge of educational goals and assessment of student progress, which contribute to instructional decisions. They also need knowledge of social and cultural context to understand how educational goals, learning, and their students interact with such social issues as racism and sexism, and such cultural issues as diversity and economic inequalities. Finally reflective practitioners need knowledge of pedagogy—knowledge of pedagogical principles and techniques that are specific to course content and to principles and techniques that are not bound by subject matter or topic.