The goal of teacher education programs at UMCP is to prepare thoughtful, reflective practitioners for life working in our nation’s pluralistic schools. This one- or two-credit course is designed for students interested in becoming an elementary or secondary school teacher and/or exploring what it means to work with elementary 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 mentor in Prince Georges County Schools that involves one of the three following programs:

- The America Counts Program—an after-school math tutoring program that works with 4th graders.
- The America Reads Program—a during-school reading tutoring program that works with 1st and 2nd graders.
- The Partners in Print Program—an evening program that works with families of elementary students to develop reading strategies, presented in both English and Spanish.

This course may be taken by current and prospective Elementary and Secondary Education majors interested in participating in a field experience working in academic settings with children. The course content is designed to help students who have not declared an Education major clarify whether they have the disposition to be good teachers and/or want to pursue teaching as a career goal.

### Required Text


or


or


Readings will be posted on ELMS.
Course Goals and Related Objectives

This course is shaped by inquiry and reflection anchored in field-work and peer interaction aimed at the fundamental goals listed below. These goals are consistent with the College of Education’s Intent and Mission: To prepare knowledgeable, skilled, and reflective practitioners for a diverse society. These purposes are consistent with the University of Maryland’s College of Education mission as a Research I institution that views Research, Inquiry, Diversity, Collaboration, and Technology as foundations of its conceptual framework (Appendix A).

Primary Goals:
1) To learn fundamentals for tutoring one of the following groups:
   - 4th grade students in mathematics
   - 1st/2nd grade students in reading
   - Families in literacy
   while providing additional support for classroom teachers.
2) To develop awareness and respect for cultural differences.
3) To examine personal 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 needs.
- Investigate individual and group motivation and behavior.
- Reflect on tutoring experiences and your decision to enter the teaching profession.

Responsibilities and Assignments

*All students/participants MUST be accepted into the America Reads*Amercia Counts program prior to the start of the semester. The application process involves:
   1. Filling out an application (www.arac.umd.edu).
   2. A 20-minute interview (phone or in person) with America Reads*Amercia Counts staff (you will be contacted to set up an interview once your application is received)

I. Field Component (30%)
America Counts
You must be available either Monday/Tuesday, Tuesday/Thursday, OR Monday/Wednesday from 2-5 p.m. Based on your availability, you will be assigned to an elementary school in PG county where you will work 2 days a week.

America Reads
You must be available between the hours of 8:30 and 11:30am. Based on your availability, you will be assigned to an elementary school in PG county where you will work 2 days a week.

Partners in Print
You must be available between the hours of 5-8pm. Based on your availability, you will be assigned to evenings to work.

It is expected that you will be on time for this professional commitment. Throughout this field experience, you will maintain a participation log documenting your hours and activities. MAKE SURE YOU SIGN IN AND OUT AT YOUR SCHOOL SITES BEFORE AND AFTER EACH MENTORING SESSION—this is how we will track your attendance.

Your grade for the field component will be determined based on your attendance and your end-of-semester evaluations that are completed by your Team Leader and/or Site Supervisor.
II. Class/Training Participation (10%)
Outside of scheduled mentoring sessions, this class will meet Thursdays from 12:30-1:45. In addition, you will be expected to attend AR*AC New Mentor Orientation (only applicable for new mentors) and two Training and Reflection Sessions outside of class time (see AR*AC training handout).

During these meetings, you will be developing and/or strengthening particular habits considered to have a positive influence on teaching and your identity as a professional. As a result, you are expected to attend all sessions on time. You will be expected to participate critically and meaningfully in class discussions. We require that you demonstrate an attitude of integrity, responsibility, and tolerance. Please show respect for yourself and others around you. Overall, you are expected to project an image of professionalism.

III. Design/Implementation of Training and Reflection (25%)
As a class, you will design and implement a Training and Reflection Session open to all America Reads*America Counts Mentors on Thursday, April 21 from 12-2 (note: if you have another class commitment that prevents you from attending the first 30 minutes of training please tell the instructor and accommodations will be made).

IV. AC Center/AR Daily Log Project (10%)
Due April 28, 2011
AC Center Project: Design a center to be used at your school. Decide on the date/topic with your team leader. You should apply your learning from class when designing the center. Turn in a lesson plan/description of your center (on the provided template) along with a 2-4 page paper describing the connections between the center design and EDCI 288o content as well as changes/suggestions that should be made if the center is used again.

AR Daily Log Project: pick one of the following options
• Create a lesson for one of your mentees in your daily log book before you teach the lesson. Use your learning from class when designing the lesson. Turn in a copy of the daily log entry along with a 2-4 page paper describing the connections between the lesson design and EDCI 288o content as well as changes/suggestions that should be made if the lesson is used again.
• Write a children’s book for one of your mentees. Turn in a copy of your book along with a 2-4 page paper describing the connections between the book design and EDCI 288o content.

V. Journal Assignments (25%)
Journal Assignments are different than typical academic papers. Rather than presenting facts of persuasive arguments, journals should describe the connections you are making between the course topics, your service, and your personal experiences. It is appropriate and important to explore one’s feelings about learning new information. Although reflection assignments contain personal opinion and perspectives, they are still assigned a grade.
- We expect quality work, including correct spelling, grammar, and good writing style.
- Excellent journaling must go beyond simply sharing observations or a play-by-play of what happened at your school site. Consider the implications of the events that take place.
- Agreement or disagreement with the opinions of the instructors is NOT connected to the grading process, although all opinions must be backed with evidence and reasoning.
- Instructors will respond to all journals in an on-going conversation.
- All journal content will be confidential.
- See Appendix C for possible Journal Prompts
25% of journal
WHAT?
Description of what happened, what you noticed, and experienced.

50% of journal
SO WHAT?
Why did this observation strike you? What you think it means? Did it confirm your assumptions or change your mind? How may others have perceived it? How did it make you feel? Why do you suppose you had that reaction? What did you learn about yourself because of the experience? What effect(s) did your choices/actions have on others?

25% of journal
NOW WHAT?
What will you do with this self-awareness? In future experiences, what will you do or how will you think differently?

There will be six journal assignments throughout the semester. Reflection Assignments are to be submitted by 9am on the day due via email to rmblack@umd.edu. The file name should be your last name followed by the reflection assignment number (i.e. Wilson_3).

Journal formats can vary based on your talents. A list of possible formats is below. If you have other format ideas please talk to the instructor. Please use at least 2 different formats over the 6 assignments.

• 2-4 page double-spaced narrative
• prezi presentation (www.prezi.com)
• powerpoint with images/words/music
• collage (electronic or cut and paste)
• “interview”: write interview questions for yourself and answer them yourself
• write a song
• write a poem
• relate a poem/song/work of art to mentoring via one of the other formats

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.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
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<tr>
<td>A</td>
<td>93-98</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
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Class Schedule

Notes about schedule and assignments:

- Assignments should be submitted via email by 9am on the day they are due unless otherwise noted.
- Topics and readings are subject to change based on the needs of the students enrolled, changes will be emailed to all students via ELMS.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignment(s) Due by 9am on email unless otherwise noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3</td>
<td>Overview, autobiography of education, Course Expectations, Types of Reflection</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>February 10</td>
<td>Child Development (Vygotsky, Maslow)</td>
<td>Vygotsky Maslow (1 pdf document)</td>
<td><strong>Journal #1</strong> Why are you participating in AR*AC/this course? What do you have to offer the students? What do you have to learn from the students?</td>
</tr>
<tr>
<td>February 17</td>
<td>Multiple Intelligence Theory</td>
<td>Gardner (2 pdf documents)</td>
<td>Complete assessment on website: <a href="http://literacyworks.org/mi/assessment/findyourstrengths.html">http://literacyworks.org/mi/assessment/findyourstrengths.html</a> and bring a print-out of the results page to class</td>
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<td></td>
<td>Bring to class a “One Sentence Summary” (summarize the main idea of the reading in one original sentence) Do NOT email.</td>
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<tr>
<td>February 24</td>
<td>Emotional Intelligence</td>
<td>Goleman</td>
<td>Bring to class “The Last Word”. (On one side of a piece of paper write a significant phrase/sentence from the article. On the other side of the paper explain why you chose that phrase/sentence.) Do NOT email.</td>
</tr>
<tr>
<td>March 3</td>
<td>What makes a great Training and Reflection?</td>
<td>None</td>
<td>Attend a T&amp;R, take notes on what worked well, what did not work well, and when the participants most engaged. Bring notes to class. Do NOT email.</td>
</tr>
<tr>
<td>March 10</td>
<td>Plan T&amp;R</td>
<td>Do any necessary research for Training and Reflection</td>
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</tr>
<tr>
<td>March 17</td>
<td>Plan T&amp;R</td>
<td>Do any necessary research for Training and Reflection</td>
<td><strong>Journal #3</strong></td>
</tr>
<tr>
<td>March 24</td>
<td>Spring break</td>
<td>No class</td>
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<tr>
<td>March 31</td>
<td>Plan T&amp;R</td>
<td>Do any necessary research for Training and Reflection, gather supplies, create PowerPoints and visuals</td>
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<tr>
<td>April 7</td>
<td>Plan T&amp;R</td>
<td>None</td>
<td><strong>Journal #4</strong>  <strong>Workshop Plan for T&amp;R due today.</strong> Plan should include objectives, activity descriptions, times for each activity, and multiple intelligence activated for each activity,</td>
</tr>
<tr>
<td>April 14</td>
<td>Training and Reflection Practice Run</td>
<td>Do any necessary research for Training and Reflection, gather supplies, create PowerPoints and visuals</td>
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<td>(have all supplies, powerpoints, visuals…)</td>
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<td><strong>Journal #5</strong> In your opinion, what were the strengths and weaknesses of the training and reflection session? What was your contribution to the training and reflection? What did you do well? If you were going to lead a T&amp;R next semester, what would you do the same? Differently?</td>
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<tr>
<td>April 21</td>
<td>Facilitate Training and Reflection</td>
<td>Practice your part for the Training and Reflection, incorporate any last minute feedback from instructors and classmates</td>
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<tr>
<td>training and reflection</td>
<td>Session</td>
<td></td>
<td><strong>AC Center/AR Daily Log Project Due</strong></td>
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<td>April 28</td>
<td>Evaluation of Training and Reflection</td>
<td>None</td>
<td><strong>Journal #6</strong> In this journal answer one or more of the following questions:</td>
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<tr>
<td></td>
<td>Session (plus-delta method)</td>
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<td>• If you were the principal at the school where you mentor, what would you do differently? Why? What impact would that have on the children/school/community?</td>
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<td></td>
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<td>• How has your experience with AR*AC shaped your outlook on the world?</td>
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<td>• What do you know now that you wish you knew at the beginning of the semester?</td>
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<td></td>
<td>• Are you planning to enter the teaching profession or an education related field? Why or why not? Has your experience with AR*AC influenced your decision?</td>
</tr>
<tr>
<td>May 5</td>
<td>Show and Tell</td>
<td>None</td>
<td><strong>Bring to class:</strong> Show and tell: Select an artifact that represents your semester. Be prepared to share why you brought the artifact. Bring the artifact to class.</td>
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<td><strong>Journal #6</strong> In this journal answer one or more of the following questions:</td>
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</table>
Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at www.inform.umd.edu/CampusInfo/Departments/jpo/code_acinteg.html. The code prohibits you from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The code strives to promote a “community of trust” on our campus.

Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, college of education, and our personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; ethnicity; geographic origin; language; socioeconomic class; sex and gender; gender identity and expression; sexual orientation; physical, developmental, and psychological ability; religious, spiritual, faith-based, or secular affiliation; age and generation; and physical appearance, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.
APPENDIX A: Conceptual Framework

The intent of the teacher education program at UMCP is to prepare knowledgeable, skilled, and 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 specific subject domains as well as the ways in which the fundamental principles of specific subject domains are organized to design and carry out instruction appropriate for diverse students.

Reflective practitioners also need to draw frequently upon their knowledge of curriculum— their understanding of the programs and materials designed for teaching at various elementary and middle school levels to select and organize the content of their instruction to be responsive to different learners and contexts.

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 and the capacity and disposition to use knowledge to accommodate different learners.

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 contexts to understand how educational goals, activities, 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 subject domains and principles and techniques that are not bound by subject matter or topic and the skills to implement teaching activities effectively for different learners and contexts.
**APPENDIX B: (INTASC) Interstate New Teacher Assessment and Support Consortium**

**Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
APPENDIX C: Journal Prompts

About Your Work
• What do you do on a typical day at your placement?
• How has this changed since you first began there (different activities, more or less responsibilities, etc.)?
• Describe the best thing that happened this week; something someone said or did, something you said or did, a feeling an insight, a goal accomplished.
• What is the most difficult part of your work?
• What thing (or things) did you dislike most this week? Why?
• If you were in charge of the program what would you do to improve it?
• If you were the site supervisor, would you have the mentors do anything different from what you are doing? Would you treat them differently?
• Describe a person at site you find interesting or challenging to be with. Explain why.
• What do you feel is your main contribution?
• If a time warp placed you back at the first day of this program, what would you do differently the second time around?

About You
• How do people see you at your site? As a staff member? A friend? A student? What do you feel like when you are at the school site?
• What did someone say to you that surprised you? Why?
• What compliments have you been given and what did they mean to you? How did you react? What about criticism and your reaction to them?
• Did you avoid (or avoid taking) some risk this week? Were there things you wanted to say or do that you didn’t say or do?
• What happened that made you feel you would (or would not) like to do this as a career?
• What kind of person does it take to be successful at the kind of work you do (as a mentor, as a career)?
• What did you do this week that made you proud? Why?
• What feeling or idea about yourself seemed especially strong today?
• What insights have you gained into people (what seems to make them happy or sad, successful or failures, pleasant or unpleasant, healthy or sick, etc)?
• How similar is your impression of yourself to the impression others seem to have of you?
• Describe something you learned as a result of a disappointment or even a failure.
• Think back on a moment when you felt especially happy or satisfied. What does that tell you about yourself?

About your beliefs on the issues facing our education system
• How did I come to form this point of view? Have I examined my beliefs from more than one point of view? Am I clear about my own point of view and its limitations?
• How does my thinking conflict with other points of view? Can I support my view with reasons or evidence? What information do I need? Where can I get this information?
• What concepts are prominent in my own thinking about the issues with education in Prince George’s County? Do I really understand them in-depth?

About Society
• What are five things that you can personally do to better society?
• What is citizenship?
• Can your service really “make a difference”?
• Do you find that service helps the server as well as the person served? Who is helped more? Does it matter?
• In what ways are you growing and learning from service?

Evaluating Self
• Do I enjoy being a mentor and does it show in the way I do my job?
• Do I plan for the activity I have been assigned to mentor/tutor?
• Am I communicating with the mentee, program coordinator, parents and teachers effectively?
• Have I discovered how each of my students learns effectively?
• Do I strive to find ways for my mentees to develop their decision-making skills by giving them choices, or do I just tell them what to do?
• Do I genuinely care about my mentees and demonstrate this in my behavior?
• Do I contribute to the program as a whole? How can I help to make it work better or continue successfully?
• Am I learning from my role? From my mentees?
• How well did I do? Did I do as well as predicted?
• What did I learn by doing it this way? Might I have done it differently? Would I do it the same way again? Why?
• What does the result mean?
• How can I use this new knowledge?
• What advice would you give new mentors?