Course Overview

The goal of teacher education programs at UMCP is to prepare thoughtful, reflective practitioners for life working in our nations pluralistic schools. This one-credit course is designed for students: 1) interested in becoming an elementary or secondary school teacher and/or 2) interested in exploring what it means to work with elementary or 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 in one of two local community programs.

This course may be taken by prospective elementary and secondary education majors interested in participating in a field experience working in academic settings with children. The course content is also 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.

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 C).

Primary Goals:

1) To learn fundamentals for tutoring elementary and secondary students individually as well as in groups.
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.
4) To gain valuable experience working with students which may benefit future teaching endeavors and advancement.
Related Objectives:
• To investigate how students differ in their approaches to learning and observe and critique instructional opportunities that respond to diverse needs.
• To reflect on tutoring experiences and your decision to enter the teaching profession.

Responsibilities and Assignments

There are two components to this course: Seven in-class sessions as well as a 30 hour field component. The responsibilities and assignments for each are as follows:

I. In-Class Sessions, 40% of final course grade

A. Professional Participation (14 points; 2 per class)

Expected Dispositions: You will be developing and/or strengthening particular habits considered to have a positive influence on teaching and your identity as a professional. 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 towards others thinking. As a result, we must all try to work hard at providing opportunities for all perspectives to be voiced and listened to in order to maximize the learning potential of this course. We will all strive to be tolerant, patient, and respectful of diverse viewpoints.

Expected Behaviors:
• Attend all class sessions on time*
• Participation in small-group and whole-class discussions as an active listener and speaker
• Read and critically consider all assigned readings
• Bring weekly reflections to class since they form the basis of the small-group discussions that will begin each seminar session (more on weekly reflections below)

*If you are unable to attend a class, you can write a two-page response to the readings that also incorporates reflections on your tutoring experiences. How do the two relate, inform each other, raise new questions, etc.? Please contact me as soon as you know you have to miss a class. If it is for an excused reason, provide documentation. If you will miss a class due to a religious observance, please inform me this week. In the event of a documented excused absence, the response paper will be worth full participation credit.

B. Weekly Readings (12 points; 2 per post)

You are responsible for reading an article or watching a video in preparation for each seminar session. Read closely and also read critically; annotate. What ideas are new? What ideas do you agree with? What ideas make you uncomfortable? How does the reading connect to your own experiences as a student, teacher and/or tutor?

You are also responsible for one post per class session in ELMS. By 11:59 p.m. EST on the Sunday before class, you will post one-two paragraphs in response to that class’s readings. Postings will be made on the ELMS course site. The paragraph must be written in an academic and respectful tone with APA citation for any quotations. Quotations should be brief, however, serving only to support your viewpoint. Your reaction should be the dominant component. Remember to respond to ideas in a critical, academic fashion; ad hominem attacks are not appropriate.

C. Group Activity: Discussion Starter (14 points)

You will work in a small group (2-3 members) to design and execute an activity or discussion based on the readings due for one class. The activity should take 10-15 minutes and can take on any form. The objectives are to bring the class’s attention to important aspects of the reading and to engage them in the subject matter via a short but substantive activity.
II. Field Work. 40% of final course grade

You will participate in one of two volunteer tutoring placements this semester (see Appendix A).

A. Attendance and Professionalism (20 points)

As a representative of the University of Maryland, and as a tutor with responsibilities to both the program and the students you serve, you will conduct yourself as a professional at all times on your school site. Professionalism includes arriving early, focusing on your students, supporting your colleagues, fulfilling the expectations explained to you during your training, and conducting yourself as a mature role model.

Throughout this field experience you will maintain a participation log documenting your hours (Appendix B). This log will be signed by you and the AVID elective teacher.

**OPTION 1:** Saturday mornings at the George B. Thomas, Sr. Learning Academy for a minimum of 10 Saturdays (30 hours) over the course of the semester.

**OPTION 2:** Two days/week for a minimum of 10 weeks (30 hours) in the AVID Program.

You must log thirty (30) hours by the end of the course. Part I of your final project, the completed log, will fulfill this requirement.

B. Weekly Reflections (20 points)

You will write in a journal (typed or handwritten) documenting your experiences and the ways in which you think about your work with the students, as well as how your thinking is informed by assigned reading. Some other issues you might consider are how you can tell if you are impacting student learning? In what ways? What would you do differently if you did the session again, and why? What was quite effective? **You will be expected to write a minimum of one page per Saturday session or AVID week (2 days).** Reflection is an integral part of the teaching profession and consequently is an explicit part of this course. **Bring your reflections to each seminar session as part of your participation grade; the completed journal will also be part of your final project grade.**

III. Final Project (20 points), 20% of final course grade

The final project is composed of your completed journal of weekly reflections, your tutoring log, and an overall synthesis and reflection on the readings and experiences from the semester—the last of which is worth another 20% of your course grade. You will have two choices: one set of requirements for those who set teaching as a career goal, and one set for those who would rather apply what they learned to another context. Further details will be presented later in the course.
Grades
Your final grade will be based on the following assignments and point system:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professional Participation in Class</td>
<td>14</td>
</tr>
<tr>
<td>Weekly Reading Post (2 per class meeting)</td>
<td>12</td>
</tr>
<tr>
<td>Discussion Starter</td>
<td>14</td>
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<tr>
<td>Attendance and Professionalism in the Field</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Reflections</td>
<td>20</td>
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<tr>
<td>Final Project</td>
<td>20</td>
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**TOTAL** 100 points

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

Grading Scale:

- A+ 100+
- B+ 87-89
- C+ 77-79
- A 96-100
- B 83-86
- C 73-76
- A- 90-95
- B- 80-82
- C- 70-72

Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at [www.inform.umd.edu/CampusInfo/Depatments/jpo/code_acinteg.html](http://www.inform.umd.edu/CampusInfo/Depatments/jpo/code_acinteg.html). The code prohibits you from cheating on exams, plagiarizing papers or ELMS postings, 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.

When you post a response on ELMS, the honor pledge will be assumed. All other written assignments must be accompanied by the pledge, “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment,” and your signature.

Campus or School Site Closing

In the event University of Maryland cancels class on a day when we are scheduled to meet, we will make every effort to meet the following Wednesday. In the event the school you are tutoring at cancels activities or school on a day you are scheduled to work, I will work with you so that you can fulfill your course requirements.

Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, college of education, and my 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.
Course Outline

Wednesday, January 26: Exploring Teaching as a Career
- Introductions
- Syllabus Review
- Sign up for tutoring program and discussion starter group; exchange contact info. and create car pool
- Guest: Mr. Alexander, John F. Kennedy High School

Wednesday, February 9: Professional Learning Communities and Students’ Ways of Knowing
- Student-led discussion starter on reading
- PLC reflections and next steps
- Vygotsky, learning styles, Gardner, reading strategies, Bloom’s taxonomy

Reading due today:

Wednesday, February 23: Subject or Grade-Specific Inquiry
- PLC reflections and next steps
- Student-led discussion starter on reading
- Discussion of week’s reading
- Review of final project requirements

Reading due today:
Locate a scholarly article on an instructional technique or issue that is specific to the students you think you would like to teach. When you post to ELMS, please give the complete APA citation for your article. Come to class prepared to discuss the article.

Wednesday, March 16: Culturally Responsive Teaching
- PLC reflections and next steps
- Student-led discussion starter on reading
- Discussion

Reading due today:

Wednesday, April 13: Reflection in the Teaching Profession
- PLC reflections and next steps
- Student-led discussion starter on teacher reflection
- Guest Teacher

Reading due today:
Search the UMD library Research Port (http://www.lib.umd.edu/) for a scholarly article on teacher research, action research, or reflection in teaching. When you post your response to it on ELMS, include a full APA citation.
Wednesday, April 27:  Teacher Identity
-PLC reflections and next steps
-Strategy Share
-Student-led discussion starter on reading
-Discussion

Reading due today:

Wednesday, May 4:  Entering the Field
Final Project due

-Student-led discussion starter on reading
-Guest Teacher
-Closing business

*Please complete the course survey.  Your comments and feedback are very appreciated.

Reading due today:
Please view 20-30 minutes of Yvonne Hutchinson’s class (at any point in the video) at http://gallery.carnegiefoundation.org/collections/quest/collections/sites/divans-hutchinson_yvonne1/