University of Maryland, Department of Curriculum and Instruction
EDCI 440 -- Secondary English Internship Seminar (1 credit)
Spring 2014, Wednesday, 5:00-6:00 p.m.

Instructor: Peggy Wilson  
Office: 2105 Benjamin  
Office Hours: By appointment  
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Purpose of the Course
The EDCI seminar provides a weekly forum for the 2014 secondary English cohort to stay abreast of information, to share internship experiences, and to prepare professional assessments.

Course Objectives
1. Students will successfully complete their internship and proceed to graduation and Maryland teacher certification.
2. Students will prepare a high-quality Teacher Performance Assessment.
3. Students will receive all necessary information from the University pertaining to the internship and subsequent graduation.
4. Students will, through consistent attendance and class participation, support and encourage their fellows through the successes and challenges of the internship experience.
5. Students will collaborate in incorporating best practices into their several classrooms.

Grading Policy, Attendance, and Participation
A successful seminar requires the participation of the every member of the cohort, which, of course, requires you to attend class. As the semester goes on, your teaching obligations will occupy more and more of your time, and the temptation to cut this simple one-credit course will grow. Do not succumb. Come to class. This meeting will likely be the most beneficial hour of your week as you commiserate and share ideas and learn from each other. Show up; contribute to discussion; complete all required certification graduation assessments; get an A. Course grades will be computed as follows: Attendance & Participation: 50%; Completion of required assessments: 50%. Important! Refer to the syllabus regularly to see/compare what is happening in your school to what we are discussing in class!

Documented Disability
If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

Religious Observances
Students will not be penalized for absences to observe religious holidays; students shall be given an opportunity, whenever feasible, to make up (within a reasonable time) any academic assignment missed due to participation in a religious observance.

Recommended Texts
Suggested Course Outline (subject to change, based on the needs of the group)

Each class will open with questions/concerns from the field. In each class we will devote some time to the various course assessments you’re required to complete (edTPA, MTTS, PBA). If time allows, I would like to include specific instruction regarding secondary Common Core language standards and pedagogy. Below, please find a weekly general guide for discussion/consideration. Bring your good ideas and experiences to share with the cohort.

January 27th: Course overview & expectations; “Where are You Teaching?”
edTPA

February 3rd: The dreaded “observation;” working with mentors, supervisors, and colleagues; professionalism; PBA; Praxis tips, if needed.

February 10th: Classroom environment; creating a community of learners

February 17th: Lesson plans & back-mapping; establishing routines and procedures; being a “team player”

February 24th: Working well with parents/guardians

March 3rd: Special-needs students; differentiated instruction

March 10th: Working well with a co-teacher in an inclusion classroom

March 17th: NO CLASS – UM SPRING BREAK

March 26th: Your relationship with students; a student-centered classroom

March 31st: Mistakes to avoid; steps to boost your confidence

April 7th: Delivering effective instruction; making the most of your instructional time

April 14th: Evaluating student progress; data chats

April 21st: NO CLASS – MCPS & PGCPS SPRING BREAK

April 28th: New Teacher Panel

May 5th: Closing celebration at Chevy’s