Purpose: This course is designed to complement the course work taken through the CITE program and the internship conducted in an MCPS school. The purpose of this course is to provide students with the skills needed to become effective teachers, including identifying and practicing characteristics of an effective classroom and teacher; becoming a reflective practitioner; managing a diverse student population; and becoming part of a collaborative team. These skills will be taught during the proseminar sessions and practiced at the school site through the internship portion of the program. Each semester’s skills will be a progression of the skills taught previously.

COURSE OBJECTIVES

When students have completed this course and all required activities, they will be able to:

1. Identify the characteristics of an effective classroom and integrate those characteristics into their own teaching. (INTASC 6)

2. Describe how a school system, school and classroom function and how the cultures of each interface with each other. (INTASC 5)

3. Participate in school and CITE Program collaborative activities. (INTASC 10)

4. Demonstrate the ability to be a reflective practitioner. (INTASC 9)

5. Effectively plan, teach and assess large and small groups of students in a variety of subjects and/or grade levels and over an extended period of time. (INTASC 1,4,7,8)

6. Demonstrate a desire to learn and grow as a professional educator.

7. Demonstrate a high quality of work with children and colleagues.

8. Demonstrate continuous improvement in the level of skills/knowledge acquired.

9. Demonstrate successful fulfillment of expectations given by the CITE Program, the school, the principal and the coaching teacher. (INTASC 10)

10. Incorporate a multicultural and inclusive perspective on teaching and learning. (INTASC 3)
COURSE ACTIVITIES AND REQUIREMENTS

During the course students will:

1. Read required materials provided by the instructor and school system personnel.

2. Participate in all class activities and discussions and successfully complete assignments as required on time.

3. Identify a professional goal and provide a plan for reaching that goal. (ACEI 5.1)

4. Conduct one observation at another school, interpret the data collected and reflectively discuss what was learned from the observation. (ACEI 5.1)

5. Videotape and evaluate a lesson that they teach. (ACEI 3.1, 4.0, 5.1)

6. Participate in and evaluate a parent conference. (ACEI 5.2)

7. Participate in and/or observe a data meeting. (ACEI 4.0)

8. Practice implementing the effective teaching and classroom management strategies observed and studied. Emphasis will be placed on demonstrating a continued growth in these areas. (ACEI 1.0)

9. Continue working with individual children, small groups of children and the whole class on a regular basis. In addition, by the end of the semester, the intern must plan, teach and assess a whole class of students for 5 consecutive days, with an emphasis on long-range planning.

10. Demonstrate a multicultural and inclusive perspective on teaching and learning and display an awareness of the issues surrounding ethnic diversity in educational settings through the development and implementation of a multi-cultural/action research project. (ACEI 3.2)

11. Respond to reflective journal prompts on assigned topics.

12. Participate in collegial activities in their schools and with the cohort, building successful relationships with the MCPS school, teachers, and students the intern is involved with as well as with fellow interns. (ACEI 5.2)

13. Keep a lesson plan book and develop, write, and implement complete and effective lessons for both small groups and for whole class instruction.

14. Begin to develop a professional portfolio.

15. Schedule and lead two facilitation meetings providing agenda at least 3 days in advance and submitting formal notes to all participants within a week. (ACEI 5.1, 5.2)
## GRADING/ASSESSMENT

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<thead>
<tr>
<th>Assignments</th>
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<tbody>
<tr>
<td>Reflections</td>
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<tr>
<td>• Videotaped lesson</td>
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<td>Planning</td>
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<td>Instruction</td>
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<td>Assessment</td>
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<td>11/29</td>
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<tr>
<td>Reflection</td>
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<tr>
<td>#2 Observation in another school</td>
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<td>10/25</td>
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<tr>
<td>• #3 Participate in and/or present at a data meeting</td>
<td>3 (+possible 2)</td>
<td>11/15</td>
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<tr>
<td>• #4 Parent conference</td>
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<td>11/15</td>
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<tr>
<td>• #5 Planning and teaching for 5 days</td>
<td>15</td>
<td>1 week after completion</td>
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<td>• #6 Progress toward reaching my identified goal</td>
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<td>11/29</td>
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<tr>
<td>Internship participation</td>
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<td>ongoing</td>
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<tr>
<td>Lesson Plans, Implementation and Observations</td>
<td>15</td>
<td>ongoing</td>
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<td>Notebook</td>
<td>4</td>
<td>during observations</td>
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<tr>
<td>Facilitation meetings</td>
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<td>within 1 week after meeting</td>
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<tr>
<td>Portfolio: Philosophy and Professional Development Plan</td>
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<td>: 2 artifacts each in other major categories</td>
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**University Honor Code:** The university has a nationally recognized Honor Code, administered by the Student Honor Council. 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."

Unless you are specifically advised to the contrary, 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.

**Documented Disability Disclosure:** If you have a documented disability that is relevant to your work in this course and wish to discuss academic accommodations, please contact me.
ASSIGNMENTS

1. **Reflections.** Reflections on specified topics will be due on the dates given in the schedule. They can be found on UMD Blackboard. Reflections must be turned in by the due date unless special arrangements are made with the instructor. The Reflection on your one-week takeover should be submitted within one week of completion of the takeover. Reflections will include:
   - Videotaped lesson—You will videotape a lesson and complete an extensive plan, critique and reflection on it using the Analysis of Teaching format and the observation form assigned. (25 points)
   - Observation in another school—Arrange with your principal and coach and the principal of the school you are visiting to spend ½ day in another school observing a teacher or teachers with their students. If you have already visited another school or worked last year in a different school, you may use that experience. (5 points)
   - Parent Conference—Arrange to take part in at least one parent conference. Using the guidelines, give your impressions of the conference. (5 points)
   - Participation and/or presentation at a data meeting—your feedback about the content and your impressions. Extra 2 points if you present data! (3+2 points)
   - Planning and teaching for 5 days—Within a week after your full week of taking over the class, write an extensive reflection that discusses the items on the sheet. (15 points)
   - Reaching my identified Goal—at the first class you selected a goal for yourself to improve your teaching. What did you do to reach this goal? Did you succeed? What evidence do you have? This assignment can be developed into your professional development plan (PDP) for your portfolio. (5 points)

These assignments will help you observe, reflect on and implement important aspects of multicultural and inclusive education; become an integral part of your school; and help you become an effective teacher. (ACEI 5.1)

**Rubric for Reflections:**

- 4 – Each question answered. Personal reflections stated. Some examples provided. Correct grammatical structure and spelling. Handed in on time.
- 3 – Each question answered. Some reflection and examples noted.
- 2 – Questions answered.
- 1 – Some questions answered
- 0 – Assignment not completed.

2. **Internship participation.** All interns are expected to participate in their assigned duties as Paraeducators in their schools as well as in other activities as assigned by their coaches and/or instructors. They will also participate in CITE activities including classes, seminars, class assignments, and observations. Interns are expected to work collaboratively with their coaches and principals in order to accomplish all assignments. The instructor will get feedback from your coaches and principals about how well you fulfill these duties and assignments. (5 points)
Assessment will be based on:
- Coming to work on time; remaining on assigned duties; no excessive absences
- Participating enthusiastically in all duties as assigned
- Using all classroom time to observe, help students and instruct
- Being flexible
- Adapting to the culture of your school and classroom
- Positive reports/evaluations/observations from coach and administrator
- Full participation in all portions of seminar class (ACEI 5.1)

3. **Lesson Plans and Implementation; Observations.** The intern will be expected to work with students to effectively manage behavior as well as teach, plan and assess all students for 5 consecutive days. The intern will be observed formally at least once by the director and twice by the coach. At these times, an observation form will be completed by the observer and shared with the intern. A copy of the lesson plan as well as materials used should be provided to the observer. You should be using a lesson plan book to plan for and keep a record of all lessons you teach. **In addition, for all lessons you plan and implement for the 5 consecutive days, you need to design formal lesson plans. These plans can range over more than one day.** All plans should be approved by your coach at least one week prior to implementation. A schedule for each day along with the lesson plans organized either by day or subject matter should be available at the observation. Your coach will also complete Performance Based Assessments (PBA) online on your progress twice per semester. (15 points)

- Quality of lesson plans and lesson plan book.
- Preparation for teaching including complete written lesson plans and all materials ready and available.
- Observation by coach and director indicating all elements of observation are present in lessons and/or plans.
- Quality of teaching as reported in coach’s and director’s feedback.
- PBA of coach and supervisor
- Effective implementation of lessons. (ACEI 3.1, 3.4, 3.5, 5.1)

4. You will continue to keep an IDEAS section of your notebook with your ongoing list of a) Effective behavior management techniques you observe and/or read about, b) Teaching techniques you want to remember when you are a teacher, and c) Techniques you NEVER want to use. Other school-related materials can be kept in this notebook for organizational purposes. **This notebook should be available during the observation.** (4 points—all sections must be present and complete).

5. **Facilitation Meetings.** Facilitation meetings are formal meetings set up with an administrator (if available), coach, director and intern. These meetings are one of the ways that all persons involved in the education of the intern can communicate. Facilitation meetings provide the intern with the opportunity to ask questions, get feedback on their progress, and determine their next steps for growth. The intern must schedule each meeting, write up a formal agenda to be discussed (which should be distributed to participants several days in advance of the meeting),
lead the meeting and then write up a summary of the meeting within a week afterward to distribute to all participants. Sometimes the director, principal or coach will advise the intern on particular items to place on the agenda; other times the agenda may be left up to the intern. Both the agenda and summary should be given in a timely manner to all parties involved. It is important to schedule these meetings well in advance. If you are in the same school as another intern, it would be helpful to schedule the meetings consecutively (but not together). They should also be scheduled in conjunction with observations and school visits by the director if at all possible. This semester there will be 2 facilitation meetings required. **One will be a PBA sharing meeting which should take place after your 5 days of teaching. Schedule this meeting well in advance. Facilitation meeting #1 due by Sept. 30. Facilitation meeting #2 due by Dec. 6.** (ACEI 5.1)

(6 points, 1 each for advanced agenda, running the meeting and timely follow-up notes)

6. **Beginning of Portfolio.** This semester, each intern will begin to develop a formal portfolio. There are four major categories to be included in the portfolio with several subheadings under each category that must be displayed in the final portfolio. These categories follow the University of Maryland Performance Standards. The final portfolio will be due second semester. By the end of this semester, at least 2 artifacts in each major category plus your Philosophy of Education and a Professional Development Plan should be completed/selected and housed in a loose-leaf binder complete with required labeling. In addition to an **Introduction**, the four major categories are:

- **Professionalism and Collaboration**
- **Planning Instruction**
- **Delivery of Instruction**
- **Assessment of Instruction**

(12 points)