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 school, 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 school and classroom and integrate those characteristics into their own teaching. (EDOT 8) (INTASC 6)

2. Describe how a school system, school and classroom function and the culture of each. (INTASC 5)

3. Participate in school and CITE Program collaborative activities. (EDOT 9) (INTASC 10)

4. Demonstrate the ability to be a reflective practitioner. (EDOT 10) (INTASC 9)

5. Effectively plan, teach and assess large and small groups of students in a variety of subjects and/or grade levels. (EDOT 5, 1) (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. (EDOT 1)
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. (EDOT 3,4) (INTASC 3)

**REQUIRED TEXT**


**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. Conduct at least 3 observations within their school, interpret the data collected and reflectively discuss what was learned from the observations.

4. Design, implement and assess a behavior management plan for a student and write a case study on successful interventions for that student.

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

6. Continue working with individual children and small groups of children on a particular academic skill on a regular basis. In addition, by the end of the semester, the intern must have planned, taught and assessed a whole class of students for 5 non-consecutive days (one day may have been done the previous semester).

7. Display an awareness of the issues surrounding ethnic diversity in educational settings.

8. Demonstrate a multicultural and inclusive perspective on teaching and learning.

9. Complete reflections on assigned topics.

10. 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.
11. Keep a lesson plan book and develop, write, and implement effective lessons for both small groups and for whole class instruction.

12. Keep a schedule and complete lesson plans for 5 non-consecutive teaching days.

13. Schedule and lead and provide follow-up for at least two facilitation meetings.

14. Adhere to the Technical (Professional) Standards set forth by the University.

**GRADING/ASSESSMENT**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>points</th>
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<tbody>
<tr>
<td>Written Reflections</td>
<td>55 (5 each)</td>
</tr>
<tr>
<td>Internship participation</td>
<td>6</td>
</tr>
<tr>
<td>Lesson Plan and Introduction (PCM)</td>
<td>7</td>
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<tr>
<td>Observations Lesson Plans and Implem.</td>
<td>11</td>
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<tr>
<td>Case Study and Student Intervention Plan</td>
<td>10</td>
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<tr>
<td>Facilitation meetings</td>
<td>6</td>
</tr>
<tr>
<td>Seminar Notebook</td>
<td>5</td>
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<td><strong>TOTAL</strong></td>
<td>100</td>
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</tbody>
</table>

99-100 A+ 88-89 B+ 78-79 C+  
94-98 A 84-87 B 74-77 C  
90-93 A- 80-83 B- 70-73 C-  

**Below 70 is failing**

**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. **Written Reflections.** Eleven reflections on specified topics will be due on the dates given in the schedule. They will be emailed to you as an attachment. Thorough and complete reflective responses must be turned in by the due date unless special arrangements are made with the instructor. These assignments will help you observe, read about, reflect on and implement important aspects of multi-cultural and inclusive education; become an integral part of your school; and help you become an effective teacher. (55 points, 5 each)

**Rubric for Reflections:**
- **4** – Each question answered. Personal reflections stated. Some examples provided. Correct grammatical structure and spelling. Submitted 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. They will also participate in CITE activities including classes, seminars, class assignments, and observations; work with students to effectively manage behavior as well as teach, plan and assess all students for 5 non-consecutive days; and participate in other activities as assigned by their coaches and/or instructors. The instructor will get feedback from your coaches and principals about how well you fulfill these duties as well as on the technical (professional) standards required of the university (6 points)

Assessment will be based on:
- a. Coming to work on time; remaining on assigned duties; no excessive absences
- b. Participating enthusiastically in all duties as assigned
- c. Using all classroom time to observe, help students and instruct
- d. Being flexible
- e. Adapting to the culture of your school and classroom
- f. Positive reports/evaluations/observations from coach and administrator
- g. Full participation in all portions of seminar class
3. **Lesson plan and lesson introduction (PCM).** Design an academic lesson plan that includes an introduction directed at all six personality types. Ensure that the lesson incorporates activities that will hold the interest of students with all personality types. **Teach this lesson to the class you are working with.** (It can be part of the lesson plans you design for your 5 days of teaching). Write a one page reflection on the implementation of the plan. **You will be sharing the introduction orally with the class.** (7 points)

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<thead>
<tr>
<th>Element</th>
<th>Possible points</th>
<th>Earned points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction and presentation to class</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on implementation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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4. **Observations, Lesson Plans and Implementation.** The intern will be observed formally 2 times by the director and 2 times by the coach. At that time, 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 all teaching activities in which you participate. In addition, **for all lessons you plan and implement for the 4-5 non-consecutive days, you need to design formal lesson plans following the format taught in Models of Teaching.** These plans can also be taken from MCPS curriculum guides or guides from materials you are using as long as they reflect your ideas and contributions and include all parts of the lesson plan. All plans you are using should be approved by your coach approximately one week prior to implementation. They should be added to your notebook and available to me to see when I come in to observe. (11 points)

Assessment will be based on:

a. Quality of lesson plans and lesson plan book.

b. Preparation for teaching including complete written lesson plans and all materials ready and available.

c. Observation by coach and director indicating all elements of observation are present in lessons and/or plans.

d. Quality of teaching as reported in coach’s and director’s feedback.

e. Effective implementation of lessons.

5. **Case Study and Student Intervention Plan.** You will select a student on which to do a case study. This should be a student with whom you have had some difficulty teaching and/or managing in the classroom. You will complete a **Student Intervention Plan (SIP) including strategies used and evaluation of their**
effectiveness. Incorporate the SIP into a case study that describes the student and the reason for selection (using fictitious name), the presenting behaviors, the reasons for the behaviors, interventions taken with the student and an evaluation of the student’s responses to the interventions. Attach the SIP to the written case study. (10 points)

Grading Rubric for Case Study & SIP

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sections of SIP</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate interventions selected</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All sections of written case study</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
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</table>

6. **Facilitation Meetings.** Facilitation meetings are formal meetings set up with the principal (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. Common items for discussion are: particular children, groups of lessons the intern is working with; class assignments and implementation, areas of strength and growth for the intern, specific questions on teaching, children or policy. 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.

Facilitation Meeting #1 Held by Jan. 30
Facilitation Meeting #2 Held by April 27
(6 points, 1 each for advanced agenda, running the meeting and timely follow-up notes)

8. **Seminar Notebook:** There should be several sections in your notebook—one for observations and evaluations, one for lesson plans, and this semester, start an IDEAS section of your notebook. In it include an 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. You may also want to have a section for schedules and other school-related items. This notebook should be available at each observation along with your planbook. (5 points—all sections must be present and complete).
## ProSeminar Schedule
### Spring, 2009

All ProSeminars will run from 1:30 to 3:30 except Jan. 26 which will be from 9:00-3:30.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topics</th>
<th>Assignments Due</th>
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</thead>
</table>
| Jan. 8 1:30-3:30 | Course Overview  
Lesson plans/Schedules  
Standards/Evaluations | |
| Jan. 15 2:00-3:30 | Organizational Techniques  
(optional) | Bring calendar or agenda book  
Bring all syllabi |
| Jan. 22 | Equity in the Schools | Multi-cultural articles and capture sheet |
| Jan. 26 9:00-3:30 | Personality Types  
Channels of Communication  
Applications to Teaching | Chapters 1-2  
Bring Key to Me materials |
| Feb. 5 1:30-3:30 | Students in Distress  
Student Intervention Plan | Chapter 9 &10 HHTRM* (on reserve) |
| Feb. 19 1:30-3:30 | Stacy Ashton  
Classroom Management | Reflection #5  
Chapters 3, 5 & 7 |
| Mar. 5 1:30-3:30 | Multi-culturalism and PCM  
Learner-Centered Teaching | Article #1 on reserve |
| Mar. 19 | Effective Communication-  
students, parents, staff  
Lesson Plans/Introductions | Lesson Plan and Introduction |
| Apr. 2 1:30-3:30 | Lesson Plans/Introductions  
Share Behavior Management  
Strategies | Reflections # 6,7 & 8  
(observations should be done well  
before this date) |
| Apr. 16 1:30-3:30 | Share Case Studies  
Standards, Assessments &  
PCM | Chapter 9  
Reflection #9  
Case Study |
| April 30 1:30-3:30 | Share Case Studies  
Next steps | Reflections #10 & 11 |

* HHTRM=Here’s How to Reach Me (Pauley, Bradley & Pauley)

**Reflections # 1-4 are due 5 days after the day(s) that you taught. These dates will vary from student to student.**

Plan books and notebooks containing lesson plans, observations and ideas should be available to me along with a lesson plan and relevant materials for the lesson I am observing both times I come in to observe.