

Cedar Crest College
Education Department
EDU-374/574: Professional Education Seminar
Spring 2009
Tuesday, 4:00 p.m.-7:00 p.m.

Instructor: Mrs. M. B. O'Connell
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Office Hours: Wednesday, 4:00-5:30 p.m.; Thursday, 4:30- 6:00 p.m.

Course Description

The course parallels student teaching (EDU-372/572 or 373/573), and will meet one evening weekly during that experience. Major topics will include interpersonal and interracial relations, measurement and evaluation, technology, motivation and discipline, teaching strategies, resume writing, substituting tips, interview techniques and subjects of current interest and value. A variety of speakers address the national and state implications for education, strategic planning, discipline in the classroom, and IST programs. A professional portfolio will be developed as the culminating project. **(Capstone Experience) (3 credits)**

Course Prerequisites

Completion of all education courses for certification.

Textbooks Required

Classroom Management Simplified, Elizabeth Breaux, Eye On Education, 2005

How to be An Effective Teacher in the First Day of School, Harry K. Wong, 2005

Course Outcomes

At the completion of the seminar:

1. Students will plan two instructional units (Assessment: Unit Plan);
2. Students will develop a plan for classroom management and discipline strategies and techniques (Assessment: Class discussion and critique a video of their own teaching);
3. Students will write a classroom management and discipline philosophy (Assessment: Portfolio);
4. Students will demonstrate the ability to analyze and synthesize teaching strategies used during student teaching (Assessment: Mock Interview);
5. Students will implement various teaching strategies in the classroom (Assessment: Portfolio);
6. Students will compose a philosophy concerning their teaching strategies they will use when teaching (Assessment: Portfolio);
7. Students will demonstrate the ability to reflect upon and critiqued two videotapes of their teaching in both experiences (Assessment: Video, self evaluation);
8. Students will articulate knowledge of responsibilities of substitute teacher and strategies to implement when substituting (Assessment: Class discussion);

9. Students will demonstrate knowledge and expertise with educational interviewing (Assessment: Mock interview);
10. Students will design and complete a professional resume (Assessment: Portfolio).
11. Students will demonstrate an understanding of the teacher's role in parent partnerships and involvement, collegiality, teaming and community relationships (Assessment: Class discussions);
12. Students will demonstrate professionalism and ethics (Assessment: All assignments for course, class attendance and participation);
13. Students will demonstrate their achievement of program exit competencies through the completion of a showcase portfolio.

Course Objectives

1. Students will demonstrate exit quality competencies in planning, implementing and assessing instruction (All Cedar Crest Outcomes).
2. Students will demonstrate knowledge, behaviors and values aligned with high-qualified teachers in Pennsylvania (All Cedar Crest Outcomes).

Course Requirements

1. Videotaping and Self- and Peer- Evaluations (10%)

You will be responsible for two 30-45 minute videotapes of a lesson during each of your student experiences. These videotapes will be self-evaluated and shared and evaluated with your peers and supervisor during a seminar. The first video is due on March 3 and the second on April 21. *Do not wait until the final week to arrange for videotaping.*

2. Unit Plan (30%)

A unit plan must be completed for each student teaching experience. The first plan will be graded and must be submitted by March 3. The unit plan will include a rationale statement, goals, objectives, content outline, related activities, evaluation measures, actual lesson plans, a list of resources, appendices and a summary critique.

3. Portfolio (40%)

The culminating project, a portfolio, will be due on April 14. Complete details for this project will be distributed in class.

4. Attendance/Participation (20%)

Attendance is required. This class is discussion and group processing oriented. Participation is very important, in order to maximize the learning during this capstone experience.

Any absence requires a doctor's excuse or proper documentation for the necessity of an absence. Any absence not meeting these requirements will result in the student's letter grade being reduced one full letter. All students are required to sign in on the attendance sheet circulated by the professor at the beginning of each class session.

Lateness for Class: A student who is more than 10 minutes late for class will be counted as absent. Excessive late arrivals of less than 10 minutes will be counted as an absence after 3 occurrences.

Assignments: All assignments are due on the date given. If an assignment is late or not complete, it will result in the letter grade being reduced a full letter grade for each day (24 hours) that the assignment is received after the due date. It will also impact negatively on the student's grade for professionalism.

Work: Is expected to be of college level in quality. Form (including spelling, word usage, and punctuation) as well as content will be evaluated.

Honor Code: This class will operate under the Honor Code as specified in the CCC Customs Book. A prospective teacher loses her credibility if she engages in any behaviors that break this code. Therefore, any student who is documented as cheating on an assignment, plagiarizing or otherwise breaking the honor code will receive a grade of F for this course. **I fully support the Cedar Crest College Honor Code as stated in the Customs Book.**

Final Grades:

95-100 percent	= A
91-94 percent	= A-
87-90 percent	= B+
83-86 percent	= B
80-82 percent	= B-
76-79 percent	= C+
72-75 percent	= C
68-71 percent	= C-
64-67 percent	= D+
60-63 percent	= D
Below 60 percent	= F

Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. Cell phones may not be turned on and texting is not permitted during the class session. Any failure to comply with this protocol will result in a lowered grade on professionalism for the course and will impact the student's final grade.

Re-submitting Work

In this course, I will provide feedback prior to submitting your work for a final grade. This feedback will be given upon request. You may resubmit your unit and portfolio if you earn a grade below a B. The highest grade you will be able to earn on resubmitted assignments is a B.

Plagiarism

Is regarded as a failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of the idea(s), a grade of "0" will be earned for that paper. Students may not use the same paper, unit, lesson plan for more than one course without the permission (in writing) of both instructors. "Double dipping" may be fine in some circumstances when adaptations make an assignment appropriate for two courses, but be sure to check with **both professors prior to deciding that you will use the same assignment for two courses.**

EDU-374: Professional Education Seminar
Course Outline and Schedule

Professor reserves the right to make changes in the course schedule to meet the needs of the students.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Jan. 27	Requirements, Expectations, Unit Plan Guidelines	Read: Wong-p.3-12 Breux-p. 3-47
Feb. 3	Portfolio Requirements Student Teaching Discussion – Guests	Read: Wong- p. 34-78 Breux-p. 53-100
Feb. 10	Classroom Management & Discipline Guest Speakers	Read: Breux-p. 101-153
Feb. 17	Teaching Strategies	Prepare strategies
Feb. 24	Resume Writing; Guest Speaker and School Law	
March 3	Videotape Peer Review	-Unit Plans Due -Video Self-Reflection Due
March 10	Break	
March 17	Obtaining Instructional II Certification Portfolio Discussion & Work Second Experience Sharing	Read: Wong-p. 141 - 193
March 24	Guest Speakers; Substituting Tips; Teaching Strategies; Classroom Discipline	
March 31	Interview Tips	
April 7	Break	
April 14	Mock Interview Portfolios	-Portfolios Due
April 21	Videotape Peer-Review	-Video Self-Reflection Due
April 28	Celebration; Sharing	
May 5	Portfolio Pick-up	