ElEd & SeEd 4901 ~ Spring Semester 2009
The Teacher and Professional Development

Instructors

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Course Description

In this course students reflect on issues relevant to the teaching profession. Evaluation of choices and actions on students, parents, other professionals, and the larger learning community are explored. Opportunities for professional growth and the development of collaborative relationships provide a focus for the course.

Course Goals

The students will:

1. Reflect on teaching experiences with an emphasis on the evaluation of choices and effects of actions on others, including students, parents, and other professionals in the learning community.
2. Explore opportunities for professional growth.
3. Reflect on ability to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.
4. Reflect on use of research-based best practices in all curriculum areas.

Texts

There is no textbook required for this course. Readings related to the 10 Standards of Effective Practice and one professional development book (selected by student) for book talk assignment will be utilized in this course.

Attendance

This is an interactive course in which key learning takes place in class and cannot be replicated at another time. Therefore, it is essential for students to be present for each full class period. If an event out of your control makes it impossible for you to attend a class session, please notify the instructor as soon as possible. Unexcused absences will reflect negatively on your final grade. See your instructor for make-up assignments.

Grading (A-F grading scale)

Portfolio of Standards for Effective Practice	40%
Statement of Philosophy of Education	15%
Book Review	15%
Senior Presentation	30%

Participation: Active and constructive participation is required for a passing grade in this course.
Technology Demonstration: Satisfactory completion required for a passing grade in this course.

Late papers or assignments may not be accepted. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course.

Course Requirements

For all assignments please refer to the rubrics to guide the completion of your course assignments that are posted at www.morris.umn.edu/academic/education/4901/4901.html.

Portfolio of Standards of Effective Practice (Refer to page 6 of this syllabus.)
The portfolio should assist you in preparing for your senior presentation and must demonstrate your readiness to be licensed as a teacher. The written statements and supporting evidence for each standard will be reviewed in this class. The final portfolio will be displayed during your senior presentation. The portfolio will be assessed on reflection, analysis, supporting documents, and quality of writing.

Update your electronic portfolio (eFolio Minnesota) and email the URL to your instructor. Upload new evidence to your Standards of Effective Practice links, upload your technology integration lesson and rubric, and update your resume and contact information.

- For each standard prepare a new written statement that:
  1) describes your growth and progress towards meeting this standard
  2) explains the significance of the evidence which you have included in the portfolio
  3) describes your goals to further reach this standard.

  Identify each of the three sections in your reflection statement. When you submit a standard for review, both your new and previous statements must be included. Evidence that does not support your new statement should not be included. You will be submitting the written statement and supporting evidence on every standard for review during the class.

- Update your supporting evidence for each assigned standard. Three artifacts per standard are required, at least two of which must be new. If two standards are combined, four artifacts are needed. Papers, teaching lessons, units, evaluations, research in educational areas, etc. can be included in the portfolio. You may include papers and items from other courses or experiences, including those outside of the field of education.

Standard Two - Student Learning: Include documentation and evidence that your students have learned what you have taught. Submit the entire Analysis of Student Learning assignment in your evidence.

Standard Three – Diverse Learners: Include documentation and evidence that addresses the following three areas:

1) **Cultural, ethnic, and/or linguistic diversity**
2) **Minnesota-based American Indians**
3) **Students with exceptionalities**

Evidence may include reflective papers from staffings, events, workshops, or conferences; journal entries from practicum experiences; lesson plans in which you focused on differentiation; and papers, presentations, and course assignments**.**

Standard Six – Communication: Include the Assessment of Integrated Technology lesson rubric along with your lesson plan.

Technology Tasks

Utilize technological resources in one or more of the course activities and/or assignments. Choose from the suggestions listed below or create your own application with instructor approval.

- PowerPoint for Senior Presentation and/or Book Talk
- Inspiration for Book Talk, Philosophy of Education, Senior Presentation
- Webpage for Senior Presentation
- Edited video clips
- Electronic or web-based portfolio

Statement of Philosophy of Education

Prepare an essay (700-900 words) that describes your beliefs regarding teaching and learning. Select a few major themes of your philosophy and detail your understanding of how these themes influence your actions as a teacher. (What beliefs do you hold about teaching and the way students learn? In what manner do you believe material should be learned? What should be the relationships of students with teachers and others? How should the school interact with parents?). This paper could assist you in preparing for your senior presentation. Refer to the Philosophy of Education Statement evaluation rubric for further information on assessment.

Book Talk

You will present a book talk on a recently published book. Select either from the book list provided or one pre-approved by your professor. The book should enhance your understanding of issues related to the Standards of Effective Practice. A written outline and "book talk" will be presented on the book. Refer to the Book Talk evaluation rubric for further information on assessment**.** Each instructor will schedule book talks throughout the course.

Senior Presentation

Review what you have learned from your coursework, portfolio, lesson and unit plans, journals, practicum and student teaching experiences. Reflect on your progress in learning that can be applied to the teaching standards that form a framework for the curriculum at UMM. Consider your development as an effective teacher, especially your growth in the skills, attitudes and dispositions necessary to be successful. Include the evolution of your educational philosophy. Then, determine how you can best communicate your development into an effective practitioner to an audience of peers, teachers, supervisors, and other students who may attend your presentation. You are allotted 30 minutes for your presentation, 20 minutes for your talk and 10 minutes for questions and discussion. Think of ways in which you can make the presentation as interesting as possible. Include some techniques that are part of the repertoire of an effective teacher.

Special Consideration

If you have need of special services due to a physical disability, learning disability, or English as a second language, we will be happy to assist you. Please notify us of your special need in writing during the first two days of the course.

EARLY START SCHEDULE

DATE	AGENDA	ASSIGNMENTS DUE
Monday April 20	Review of course and requirements. Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 9: Reflection and Professional Development	
Tuesday April 21	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 4: Instructional Strategies	Standard 9 statement and supporting materials due.
Wednesday April 22	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 7: Planning Instruction	
Thursday April 23	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 5: Learning Environment	One statement that address standards 4 and 7 along with supporting materials due.
Friday April 24	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 6: Communication	Standard 5 statement and supporting materials due.
Monday April 27	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 2: Student Learning	Standard 6 statement and supporting materials due.
Tuesday April 28	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 8: Assessment	
Wednesday April 29	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 10: Collaboration, Ethics, and Relationships	One statement that address standards 2 and 8 along with supporting materials due.

Wednesday April 29	**License Meetings** Judy's Section at 9:30am in MRC 205 Carrie, Gwen, and Pam's Sections at 10:15am in MRC 205	
Thursday April 30	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 3: Diverse Learners	Standard 10 statement and supporting materials due. Philosophy of Education paper due
Friday May 1	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 3: Diverse Learners	Standard 3 statement and supporting materials due. Make sure to include special education and diverse cultures.
Monday May 11	**Senior Presentations** 9am – 4pm Ed 102, Ed 106, Ed 211, MRC 212 Suggestions: Use technology to enhance your presentation and/or include handouts for your audience. Show some of the work completed by students that you taught. Think of an attention-getting opener. Practice using your voice effectively.	Your Standards of Effective Practice Portfolio must be available. In addition, you might include lesson plans, pictures, and samples of class projects or other work. You may also prepare a poster for a wall or table display.
Tuesday May 12		

TRADITIONAL START SCHEDULE

DATE	AGENDA	ASSIGNMENTS DUE
Monday April 27	Review of course and requirements. Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 9: Reflection and Professional Development	
Tuesday April 28	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 4: Instructional Strategies	Standard 9 statement and supporting materials due.
Wednesday April 29	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 7: Planning Instruction	
	License Meetings Judy's Section at 9:30am in MRC 205 Carrie, Gwen, and Pam's Sections at 10:15am in MRC 205	
Thursday April 30	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 5: Learning Environment	One statement that address standards 4 and 7 along with supporting materials due.
Friday May 1	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 6: Communication	Standard 5 statement and supporting materials due.
Monday May 4	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 2: Student Learning	Standard 6 statement and supporting materials due.
Tuesday May 5	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 8: Assessment	

Wednesday May 6	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 10: Collaboration, Ethics, and Relationships	One statement that address standards 2 and 8 along with supporting materials due.
Thursday May 7	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 3: Diverse Learners	Standard 10 statement and supporting materials due. Philosophy of Education paper due
Friday May 8	Discussion of student teaching experiences and relationship to meeting Standards of Effective Practice 3: Diverse Learners	Standard 3 statement and supporting materials due. Make sure to include special education and diverse cultures.
Monday May 11	**Senior Presentations** 9am – 4pm Ed 102, Ed 106, Ed 211, MRC 212 Suggestions: Use technology to enhance your presentation and/or include handouts for your audience. Show some of the work completed by students that you taught. Think of an attention-getting opener. Practice using your voice effectively.	Your Standards of Effective Practice Portfolio must be available. In addition, you might include lesson plans, pictures, and samples of class projects or other work. You may also prepare a poster for a wall or table display.
Tuesday May 12		

Standards of Effective Practice

Standard One: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard Two: Student Learning
The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

Standard Three: Diverse Learners
The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard Four: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

Standard Five: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard Six: Communication
The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard Seven: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard Eight: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

Standard Nine: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard Ten: Collaboration, Ethics, and Relationships
A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being.