

**South Euclid-Lyndhurst City School District  
School-Based M.Ed. Program**

*Course #:* ED 594      *Course Title:* Professional Development Seminar      *Credit Hours:* 3 semester hours

*Rationale:* This course addresses the *JCU Conceptual Framework for Basic and Advanced Programs* in all four strands of the Basic Program: Contexts; Child and Adolescent Development; Curriculum, Learning and Instruction; and Teacher as a Person; and Strand Four: Professional and Personal Development of the Advanced programs. This seminar is designed to provide an integration and processing of classroom experience with theoretical basis of learning and teaching. Students will examine their own growth as persons and as professionals during the course of teacher training program. The graduate interns will examine a body of knowledge regarding the culture of schools (Jervis and Montag, 1991) and the development of professionalism (Schultz, 1995). The seminar is based on the conviction that teaching is best learned through the practice of teaching and in thoughtful reflection that accompanies teaching. Reflection should be conducted throughout the day with peers and more experienced people.

*Conceptual Framework Strands Addressed:* This course addresses the following competencies: NCATE standards: Professional and Pedagogical Studies (All standards are addressed within the context of this course and student teaching); Quality of Field Experiences (All standards should be addressed as a process of reflection within this course based on actual student teaching experiences); NAEYC standards: Curriculum Development and Implementation (2.1.1, 2.1.4, 2.1.7, 2.1.8, 2.2, 2.3, 2.4, 2.4.3); Family and Community Relationships (3.1.1, 3.1.3, 3.3, 3.4, 3.5); Assessment and Evaluation (4.1.3, 4.1.4, 4.2); Professionalism (5.1, 5.3, 5.4, 5.5, 5.7) (EC); NMSA guidelines: Young Adolescent Development in the School Context (3.1, 3.2, 3.3); Philosophy and School Organization (4.1, 4.2); Collaboration (6.1) (MC)

*Objectives:* The graduate intern will demonstrate an understanding of the following:

1. The nature of the teaching profession that is dynamic and developing, rather than static and constant.
2. There is a need for continued growth concerning learning theory, methodology, and professional standards.
3. The necessity of self-analysis, reflection, and evaluation of teacher behavior in and outside the classroom as the primary means of growth.
4. The need to set personal and professional goals for improvement, refinement, and further learning.
5. The necessity for observational skills that provide a foundation for formative assessment, and planning.
6. The changing nature of the learner.
7. Each student is a member of a social community, the center of which is the family.
8. The change process and its relationship to goal setting.
9. The importance of collegial sharing.
10. The dynamics of interpersonal relationships with parents/guardians, community centers, social agencies, and health-care workers.
11. Development and growth as a professional is essential throughout one's career.

*Course Outline:*

\*Note: Please have *The Skillful Teacher* with you for class.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>	<u>Date Due</u>
9/5	Syllabus and course requirements	Professional text selection Read Preface and pp.1-37 <i>EPP</i>	9/19
9/19	4 Domains: A Framework for Teaching	Read pp.62-78 <i>EPP</i>	10/24
10/24	Domain 1: Planning and Preparation		
10/31	Domain 1: Planning and Preparation	Read pp.79-89 <i>EPP</i>	11/14

11/14	Domain 2: The Classroom Environment		
11/21	Domain 2: The Classroom Environment	Read pp.90-105 <i>EPP</i>	12/12
12/12	Domain 3: Instruction		
week of			
1/5	Domain 3: Instruction	Read pp.106-119 <i>EPP</i>	1/12
1/12	Domain 4: Professionalism		
1/19	Domain 4: Professionalism		
1/26	Standardized testing	Questions for health speaker	2/2
2/2	Health issues in the classroom	Questions for legal speaker	2/9
2/9	Legal issues in the classroom		
2/16	Seeing the light at the end of the tunnel	Sub folder	2/23
2/23	Creating a professional portfolio and resume	Professional portfolio	4/12-4/26
3/1	Applying for a job	Questions for HR speaker	3/8
3/8	Interviewing and getting hired		
3/15	TBA		
3/22	TBA		
3/29	Preparing for the comprehensive exam		
4/12	Professional text presentations	Thought archives Questions for Praxis III speaker	4/19
4/19	Preparing for Praxis III		
4/26	TBA		
5/3	Celebrating our accomplishments		

*Clinical and/or Field Experiences:* Semester I base classroom and other required placements Monday-Thursday. Semester II base classroom all day Monday-Friday.

*Course Evaluation:* This course will be graded and 3 credit hours earned in May. The total number of points possible for the 3 credit hours is 255.

*Assignment descriptions:*

**Professional Portfolio** (100 points)

The portfolio will consist of two pieces:

1. A bound book, organized by the 4 domains:

Domain 1: Planning and Preparation

*Items to include:*

Domain 2: Classroom Environment

*Items to include:*

Domain 3: Instruction

*Items to include:*

#### Domain 4: Professionalism

*Items to include:*

##### **Professional Text Presentation** (50 points)

Read a non-fiction text related to education (and approved by course instructor), present a summary to the class via multimedia (5 minute maximum) and provide each classmate with a handout (at least one page in length) that reviews your findings.

##### **Parent Contact Log** (15 points)

Make at least 1 positive phone call to a parent per week. Document all contact with parents using the form provided or one you have developed.

##### **Student Feedback Survey** (15 points)

Develop and distribute a feedback survey to your students near the end of your internship. The survey should be about you as a teacher and not about your cooperating teacher or the course. Your cooperating teacher needs to approve the survey prior to its distribution to your students. Once you have received the completed surveys, write a one page summary reflecting on your strengths and weaknesses as perceived by your students.

2. A summarized version of your bound portfolio in the form of a CD, brochure, mini-folio, etc. which you will be able copy and give to potential employers. (20 points)

##### **Thought Archives** (50 points)

(a.k.a. "journal) Divide into the following sections: Weekly Thoughts (regarding your internship experience); Reading Assignments (comments); Questions for Speakers; Rounds (reflections and questions to asked the person observed); Good Ideas (yours and others); Things to Say and Do to Get a Job; Burning Questions (things to discuss with the cohort)

##### **Sub Folder** (5 points)

Create a folder or binder that a substitute could use in case of your absence from the classroom. Items to include are: class rosters, seating charts, class procedures and rules, your daily schedule, school's bell schedule, list of people to go to if he/she has questions, important forms, an alternative assignment in case lesson for the day is finished early, etc.

*Grading Scale:* All assignments will be graded on a point scale based on the amount of time and level of difficulty involved in the preparation of the assignment. Final grades will be determined as follows:

A	100% - 93%
B+	92% - 90%
B	89% - 85%
C+	84% - 80%
C	79% - 70%

*Course Guidelines:* Assignments turned in late will result in a 1 point per day reduction in the grade received. All assignments must be completed or an "incomplete" will be issued for the course. The course will be held on Fridays (see course outline) in the Administration Building from 12:30-2:30.

*Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator of Students with Disabilities (ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.*

