

**EDU 5391/6391**  
**Professional Development Seminar**  
**Spring Semester 2015**  
**Tuesdays 4:35-7:05**

Instructor: Dr. Dee Caldwell

Email: dee.caldwell@utah.edu

Office Phone: 587-7995      Office: SAEC 2247      Office Hours: By Appointment

**Teacher Preparation Framework**

*A professional teacher is reflective and responsive, attends to research, and builds relationships among diverse people, ideas, and perspectives.*

**Course Description:** This capstone experience will enable teacher candidates to develop a professional background through the exploration of significant issues in educational settings through projects and seminar discussions. **Prerequisites:** Admittance in the Elementary Certification Program. Teacher candidates are required to earn a grade of “C” or better in this course in order to complete the Elementary Licensure Program.

**Textbooks**

Tough, P. (2012). *How Children Succeed*. New York, NY: Houghton Mifflin

Wilson, M.B. (2013). *Teasing, Tattling, Defiance and More...* Turners Falls, MA. Northeast Foundation for Children.

**Essential Learning Outcomes:**

*By the end of this course, each student is expected to have accomplished the following:*

1. Demonstrate knowledge of and ability to participate in professional development and reflective practice through individually designed projects that have strong ties to current educational research.
2. Demonstrate an understanding of the professional standards for teachers through the development of a personal portfolio based on the Utah Effective Teaching Standards.
3. Explore the connection of personal philosophies and classroom management
4. Develop the ability to blend theory, practice, and reflection in order to meet the individual needs of students.

**Course Performance Outcomes:**

During the course, each student will demonstrate their progress toward becoming proficient in these standards:

**Utah Effective Teaching Standards (UETS)**

**Standard 1: Learner Development**

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

The Teacher:

- a. Creates developmentally appropriate and challenging learning experiences based on each student’s strengths, interests, and needs.

- b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

### **Standard 2: Learning Differences**

The teacher understands individual learner differences and cultural and linguistic diversity.

The Teacher:

- a. Understands individual learner differences and holds high expectations of students.
- b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- d. Creates a learning culture that encourages individual learners to persevere and advance.
- e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

### **Standard 3: Learning Environments**

The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.

The Teacher:

- a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations and procedures.
- b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
- d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- e. Extends the learning environment using technology, media, and local and global resources.
- f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, **and** decision-making skills in various real-world contexts.

### **Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

The Teacher:

- a. Knows the content of the discipline and conveys accurate information and concepts.
- b. Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.
- c. Engages students in applying methods of inquiry and standards of evidence of the discipline.
- d. Uses multiple representations of concepts that capture key ideas.
- e. Supports students in learning and using academic language accurately and meaningfully.

### **Standard 5: Assessment**

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

The Teacher:

- a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
- b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- f. Understands and practices appropriate and ethical assessment principles and procedures.

**Standard 6: Instructional Planning**

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

**The Teacher:**

- a. Plans instruction based on the Utah Core Standards.
- b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
- c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

**Standard 7: Instructional Strategies**

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

**The Teacher:**

- a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
- c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- d. Uses a variety of instructional strategies to support and expand each learners' communication skills.
- e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
- f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
- g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- h. Uses a variety of questioning strategies to promote engagement and learning.

**Standard 8: Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

**The teacher:**

- a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem-solving.
- c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

**Standard 9: Leadership and Collaboration**

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

**The teacher:**

- a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
- b. Participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.
- c. Advocates for the learners, the school, the community, and the profession.

- d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.

### **Standard 10: Professional and Ethical Behavior**

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.

#### **The Teacher:**

- a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.
- c. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.
- d. Maintains accurate instructional and non-instructional records.
- e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
- f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.
- g. Maintains professional demeanor and appearance as defined by the local education agency (LEA).

### **Policies and Procedures:**

#### Grading and Assignments:

Assignments are due to Canvas on the dates indicated on the schedule. 10% of the points for each assignment will be deducted for late submission unless other arrangements have been made *prior to class*. Excessive typographical and grammatical errors detract from the work and will be reflected in your grade. Missing assignments will lower your grade significantly. **ALL assignments must be submitted to Canvas!**

#### Attendance:

It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. Class will begin and end on time. If an absence is unavoidable, you should contact the instructor prior to class and arrange with a classmate to receive handouts and announcements. Your attendance strongly influences your grade for class participation.

#### Accommodations and ADA:

If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. Further, The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

#### Addressing Sexual Misconduct:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to

the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Academic Honesty:

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in **ALL** your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html> (Please refer to sections IV, V, and VI).

Civility Statement:

This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

Background Check:

Each Teacher Candidate is required to pass a Background Check. Fingerprints must be cleared before a teacher candidate is left alone in the classroom. If a fingerprint check has not been cleared before student teaching, the teacher candidate will not be allowed to student teach.

## **Assignment Descriptions**

**For every day an assignment is late, 10% of the grade will be deducted. Assignments are due at the beginning of the class period. Assignments must be submitted to Canvas. You will need to choose two of the following assignments.**

### **1. Professional Development**

**50 points total**

**Proposal Due: February 2 to Canvas Mail**

**Final Due: April 28 – Submit to Canvas**

**a. Action Research Paper:** These are the steps to complete an action research paper. **30 points**

1. Identify problem or topic.
2. Set topic in theoretical context.
3. Plan for data collection.
4. Collect and analyze data.
5. Analyze and organize data.
6. Report data.
7. Draw conclusions and make recommendations.
8. Create a plan of action.

**b. Research Paper:** Choose an educationally related question and research the topic. This paper will need a minimum of three references and be at least 8-10 pages long. You can earn 10 extra points by presenting your findings at an educational conference. **30 points**

**c. Inservice Class/Conference:** Take a class from the district office or from UEN or attend an educationally related conference. Write a 3-4 page paper about how this will impact your teaching practice. This paper will need a minimum of three references that show the benefits of the class to your teaching practice. **30 points**

**d. Focused Classroom Visits/Substitute Teaching:** Visit or substitute in 3 classrooms that are in different schools from your student teaching site. Write a one page reflection on each of the visits. What did you learn from these observations that you can implement into your own practice? **10 points per visit. 3 visit limit.**

**e. Write a grant:** Think about supplies/materials/technology that you might want for your classroom. Investigate the options and grants available. Write a grant and submit it to the organization. Submit a copy of grant proposal as part of this assignment. **20 points**

**f. Trade Day:** Choose another classmate to “swap” a teaching day. Teach a lesson to the other class. Write a 1-2 page reflection about the lesson and include the lesson plan. **20 points**

**g. Book Club:** Choose a title from the list distributed in class and be prepared to discuss it with your group. The group will create a power point or video presentation for the class. The April 7<sup>th</sup> presentation will include the following: The author’s biography, a summary of the book, each member’s favorite part and why. **20 points**

## **2. Reflection**

**55 points**

**a. Anecdotal Records:** Please submit an anecdotal record to Canvas by **Saturday** of each week. Please start with the week of January 13<sup>th</sup> and continue through the week of March 23. Please write one or two sentences **per day** describing your teaching, interactions with students/staff/fellow teachers or any other information that you think that you will find useful in the future. There will be a total of 11 records due. **5 points each**

## **3. Electronic Portfolio**

**75 points**  
**Due: April 21st**

Preparing a Professional Portfolio serves three purposes: First, the portfolio will be used while interviewing for possible teaching positions. Second, it is a chance to reflect and articulate critical teaching issues. Third, a portfolio serves as a beginning to a professional portfolio that will be needed in order to obtain a Level II license. The portfolio should include:

### **Title Page**

Contact information. Include a 30-60 second teaching video.

### **UET Standards**

-10 Standards

-10 met substantially

### **Rationale Statements**

-Brief statement that explains why you chose that particular artifact. What is the artifact? Why is it filed under this standard? What does it say about your growing competence as a teacher?

**At least 1 standard must have a video example of you teaching the standard.**

**Creativity**

-Add your own personality into the portfolio!

**Documents**

-Include resume, letters of recommendation, final teaching evaluations, final classroom management plan, transcripts.

#### **4. District Overviews**

**50 points**

**Due: April 7<sup>th</sup>**

There are at least seven different districts within the greater Salt Lake Valley. For this assignment, groups will research the following information:

- Salaries (beginning, steps and lanes.)
- Benefits (medical, dental, life insurance)
- Reading and math programs
- Observation requirements
- Professional development opportunities
- Any other information that may be helpful.

**Please post on the discussion board.**

#### **5. Community Engaged (Service Learning) Project Presentation**

**50 points**

**Due April 1<sup>st</sup>/April 24<sup>th</sup>**

On April 1, 2015 from 3:30-5:00 in the SAEC, you will formally present your CEL Project at the College of Education Research Fair. This is the same project that you started during fall semester in your Social Studies Methods course.

Using a tri-fold presentation board, your presentation should address the following information:

Project Title

Grade Level

Description of the Project

Utah Core Curriculum links to Social Studies and other integrated curriculum.

References: Cite at least 3 research articles.

What did students learned socially, emotionally, ethically about being a citizen?

What did you learn about service learning pedagogy?

Photos

Samples of Student Work

Bring your Field Journal and other artifacts to place in front of your poster.

Please remember that there should be more photos than text on your tri-fold presentation. Please dress professionally and arrive by 3:15 pm so that you will have time to set up your presentation.

## 6. Final Classroom Management Plan

50 points

Due March 31st

Every teacher needs a classroom management plan in order to run an effective classroom. During the semester, this class will be looking at several theories of management while emphasizing inclusive educational practices. From readings, class discussions, and practice in the field, you will begin to formulate your ideas about the ways in which you want your classroom to operate. This management plan will be aligned with your well thought through philosophy. A rough draft of this management plan was submitted in the Fall semester. Build on your ideas, use this document and submit the completed plan to Canvas.

## 7. Professionalism

65 points

Professionalism points will be based on class participation, attendance, making arrangements to visit school sites in a professional manner, displaying positive attitudes towards teaching, learning, and peers, taking time to reflect upon your professional experiences, sharing ideas with other, asking questions, etc. Being late and/or absent to class will result in lower professionalism points. 5 points per class are possible. **If you are absent, you will lose the 5 points for each class and if you are late to class, you will lose 2 points for each class.**

## Course Schedule

\*Changes may be made as necessary.

Date	Class Topic	Readings Due For Class UETS	Assignments
Jan. 13	<ul style="list-style-type: none"><li>Course Overview</li><li>Questions about Student Teaching</li><li>Utah Effective Teaching Standards</li><li>Assign discussion leaders</li></ul>	Review Utah Effective Teaching Standards	Weekly Anecdotal Record due by 11 pm Sat
Jan. 20	<ul style="list-style-type: none"><li>Roland Fryer/Paying Kids</li><li>Sort district groups</li></ul>	Review: Listening and Attention Challenges UETS – 2c, 3b, 7b	Weekly Anecdotal Record due by 11 pm Sat
Jan. 27	<ul style="list-style-type: none"><li>Jen Willie &amp; Carol Davis - Small group modeling and mechanics</li><li>James Heckman/Economics of Inequality</li></ul>	Review: Teasing UETS – 1a, 2a, 7a	Weekly Anecdotal Record due by 11 pm Sat



Feb. 2 Monday	Mock Interviews UEA Offices 875 E 5180 S	UETS – 10a, 10b	Weekly Anecdotal Record due by 11 pm Sat <b>Project Proposals Due to Canvas Mail</b>
Feb. 10	Electronic Portfolios Computer Lab – MBH 108		Weekly Anecdotal Record due by 11 pm Sat
Feb. 17	<ul style="list-style-type: none"> <li>Career Services – Carolyn Peck</li> <li>Presentation: Chapter 1 – How to Fail and How Not To</li> <li>Presentation: Chapter 2 – How to Build Character</li> </ul>	Review: Cliques UETS – 3a, 3b, 6a, 6b	Weekly Anecdotal Record due by 11 pm Sat <b>Midterm Eval Due</b>
Feb. 24	<ul style="list-style-type: none"> <li>Lisa Shearer – Balancing Home and Work</li> <li>Gladwell/Canada Discussion</li> <li>Presentation: Chapter 3 – How to Think</li> </ul>	Review: Tattling UETS – 3a, 8c	Weekly Anecdotal Record due by 11 pm Sat <b>Video Self Eval Due to EDU 5395</b>
March 4 Wednesday	Ryan Hourigan – Autism Specialist LGH – 8:15-9:35 am.	UETS – 9a, 9b, 10a, 10b	Weekly Anecdotal Record due by 11 pm Sat
March 10	<ul style="list-style-type: none"> <li>Licensure – Kristen</li> <li>Presentation: Chapter 4 – How to Succeed</li> <li>Safer Saner Schools/Restorative Discipline</li> </ul>	Review: Disengagement UETS – 8a, 8b, 8c, 8d	Weekly Anecdotal Record due by 11 pm Sat
March 17	<b>SPRING BREAK</b>		Weekly Anecdotal Record due by 11 pm Sat
March 24	<ul style="list-style-type: none"> <li>Principal Panel</li> <li>Presentation: Chapter 5 – A Better Path</li> </ul>	Review: Frustrations and Meltdowns UETS – 1a, 2a, 3a, 3b, 7d	Weekly Anecdotal Record due by 11 pm Sat
March 31	Electronic Portfolios Computer Lab – MBH 108		<b>Final Classroom Management Plans Due Video Peer Eval Due to EDU 5395</b>
April 1 Wednesday	<ul style="list-style-type: none"> <li>Research Fair – SAEC 1151</li> <li>3:30 – 5:00 pm.</li> </ul>	UETS – 3a, 3b, 6a, 6b, 6c	
April 7	<ul style="list-style-type: none"> <li>EYE Information</li> <li>First Year Teacher Panel</li> <li>District Information</li> </ul>	UETS – 10a, 10b	<b>Final Eval Due District Information Due Book Club Presentations</b>

April 14	<ul style="list-style-type: none"> <li>Yoga for All – 4 pm – Bring your mat, towel and water to:</li> <li>SLPY 250 E. Broadway (300 South) Suite #200 Parking in lot behind building.</li> </ul>		
April 21	<ul style="list-style-type: none"> <li>Presentation of Electronic Portfolios</li> </ul>	UETS – 4c, 4d	<b>Electronic Portfolios Due</b>
April 28	Graduate Feedback		<b>Professional Development Projects Due</b>
May 8	Commencement!		Kingsbury Hall 8 am

### **Important Spring Dates:**

**\*Career Fairs – March 18 (Utah State) & 19 (BYU)**

**\*Friday, March 27<sup>th</sup> - Last Day of Student Teaching**

**\*Friday, April 24<sup>th</sup> – STE Luncheon – 12:30 pm SAEC 1151**

**\*Tuesday, April 28<sup>th</sup> – Graduation Party**

**\*Friday, May 8<sup>th</sup> - Commencement/Convocation (8:00 am Kingsbury Hall)**

### **Course Requirements and points:**

1. Professional Development Project	50 points
2. Anecdotal Records	55 points
3. Electronic Portfolio	75 points
4. District Overviews	50 points
5. Service Learning Presentation	50 points
6. Final Classroom Management Plan	50 points
7. Professionalism	65 points

Total: 395 points

### **Grading Scale:**

A = 95-100%	C+ = 77-79%
A- = 90-94%	C = 73-76%
B+ = 87-89%	C- = 70-72%
B = 83-86%	D+ = 67-69%
B- = 80-82%	D = 63-66%





