

EDU 5391
Professional Development Seminar
Urban Institute for Teacher Education (UITE)
Spring Semester 2015
Tuesdays 4:35-7:05 – Stansbury Elementary

Instructors: John Funk

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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 assist teacher candidates in developing their professional voices through the exploration of significant issues in educational settings through professional development projects and seminar discussions. Prerequisites: Admittance in the Elementary Certification Program. Teacher candidates are required to receive a grade of “C” or better in this course in order to proceed with the Elementary Licensure Program.

Course Objectives

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.

Utah Effective Teaching Standards:

<http://schools.utah.gov/CURR/educatoreffectiveness/Standards/Teaching/EffectiveTeaching.aspx>

(you may need to cut and paste)

Course Performance Outcomes

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

1. D1: Reflecting on the extent to which learning goals were met. Capstone Project
2. D2: Demonstrating a sense of efficacy. Portfolio
3. D3: Building professional relationship with colleagues to share teaching insights and to coordinate learning activities for students. Capstone Project

<https://secure.utah.gov/elr/eee/index.html> - Educator's Ethics Exam

Attendance: Teacher Candidates are expected to follow the regular contract hours of teachers at designated sites on Mondays-Friday student teaching experience course. Teacher Candidates must attend **all** scheduled parent/guardian, district, and faculty meetings. Teacher Candidates may, with the consent of both their STE and university supervisor, become involved in before and after-school clubs and activities that will be of value to their own personal growth as a Teacher Candidate. **These activities may not interfere with teaching commitments. Payment for activity involvement during teacher contract hours is not permissible.**

If you must miss a teaching day, contact your STE, **AND** your university supervisor no later than the morning you will miss class. If you are unable to contact your STE and university supervisor directly, leave messages as necessary. If your supervisor is not available, please contact Mary Burbank (801-581-7158). **Please note that excessive absences (i.e., 2 + days) or missed time will result in an extended student teaching schedule and/or failure to be recommended for licensure.**

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).

Assignment Descriptions

1. Professional Development

-Points must equal at least 60 (5391)

-Final Professional Development Artifacts Due: April 21st

Choose any of the following options:

- a. *Action Research*: Researching and applying that research into your classroom. Your paper will need, at least, three sites. You can earn 10 more points by presenting your findings at an educational conference or to the cohort group.

20 points (+10, if presented)

- b. *Inservice Class/Conference*: Take a class from the district office, from UEN or attend an educationally related conference. Given what you learned, write a paper about how this will impact your teaching practice.

20 points

<http://www.uen.org/development>

- c. *Focused Classroom Visits*: Visit 3 classrooms that are very different from the one you are currently in. Write a reflection on each of the visits. Where did you visit? What did you observe? What do you make of this experience? What did you learn from this visit that you could implement into your own practices? *This can be done after 3/27, when student teaching is complete, or during the transition weeks when the STE is starting to take over subjects.*

10 points

- d. *Watch "Super Nanny" on TV*: This show is about a nanny who visits homes where the parents need guidelines as to how to raise their children. Many of her strategies can also apply to the classroom. For this assignment, watch one episode and write a three-page paper on the overall ideas of the show and how they relate to classroom teaching. You can view Super Nanny episodes or find out when they will be on TV at:

<http://www.tvguide.com/tvshows/supernanny/191802>

20 points

- e. *Continue in Classroom*: Continue working with your class during the month of April. If you choose this option, you will need to spend a total of 40 hours during the first three weeks of April. The 50 hours can be split up any way depending on what your personal schedule dictates and with agreement from the site teacher. During this "extra" time in the field, you'll need to submit a

log of your daily activities. *Also, if you choose this option, you may turn in final information before April 22th.*

20 points

- f. *Peer Classroom Visit:* During student teaching, visit a peer either at your school or one of the other schools. Observe them teaching and afterwards have a conversation about the lesson with your peer. Write a one-page reflection on what you learned by watching your peer.

10 points

- g. *Trade Day:* During your student teaching, have a trade day with a peer at your school. Teach a lesson in each other's classroom and write up what you learned from this experience. The site teachers should approve this activity.

20 points

2. Community Engaged Learning

-40 points

Community Engaged (Service Learning) Project Presentation

Spring Semester, 2015

On April 1, 2015 from 3:30-5:00 in 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. If you are unable to present on April 1, 2015, you will present on April 24, 2015 at the STE Appreciation Luncheon. For those who present on April 1st, we encourage you to bring and share your presentation at the STE Appreciation Lunch for Site Teachers can see all the many possibilities for Community Engaged projects.

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 you learned about service learning as pedagogy?
- Pictures
- 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 pictures than words on your tri-fold presentation. People who attend the Research Fair will stop and talk to you if they are drawn to your presentation by having a clean, neat, and organized poster. Please dress professionally and arrive ahead of time to get set up.

3. **Book Club**

-Read and reflect on the following two books, submit reflection

-30 Points (15 each)

-Due: Jan. 19th & March 23th (*Please note that this assignment is due the day BEFORE class.*)

Book 1: *Joey Pigza Swallowed the Key* by Jack Gantos

Book 2: *The Year of Billy Miller* by Kevin Henkes

You will be meeting with your school group to discuss each book PRIOR to the class discussions (see due dates above). You will submit a group report on the assigned dates.

4. **Electronic Portfolio**

-Due: March 18th & April 15th

-100 points

During the semester the teacher candidates will be preparing a Professional Portfolio that serves three purposes. First of all, the portfolio will be used while interviewing for possible teaching positions. Secondly, the portfolio is a chance to reflect and articulate critical teaching issues. Lastly, a portfolio serves as a beginning to a professional portfolio that will be needed in order to obtain a Level II license. According to the Utah State Office of Education, your professional portfolio must be developed along the Utah Professional Teaching Standards. You need to provide an artifact for each of the 10 standards on the document. Developing a portfolio is an experience that will prove growth, commitment and learning during the preparation time of a teacher candidate.

Utah State Teaching Standards:

<http://schools.utah.gov/CURR/educatoreffectiveness/Standards/Teaching/EffectiveTeaching.aspx>

Title Page

-Personal Bios, Licenses Obtaining, Endorsements, Degrees

Table of Content

-hyperlinks to documents (documents should instantly load, if possible, and not need to be downloaded)

Organization

Utah State Teaching Standards

-10 Standards

-4 met substantially

Rationale Statements

-Brief statements that explain why you chose that anecdotal artifact. What is the artifact? Why is it filed under this standard? What does it say about you growing competence as a teacher? Date it.

Creativity

-Adding your own personality into the portfolio!

Traditional Documents

-resume, letters of recommendation, student teaching evaluations, updated classroom management plan, educational philosophy, transcripts

5. Professionalism

-30 points

-Due: Each scheduled class period

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 towards 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. Any concerns voiced by the site teacher about tardiness or being unprepared will result in a loss of points.

6. Reflections for Classroom Observations

-20 points

-Due within one week of observation days

You must allow 2 observation days to observe in other classrooms. Although you could arrange one day during the first part of January, *you may opt to do both of your observation days after your student teaching is complete.* Within a week of the observation day, turn in a reflection summary of the classrooms that you observed. These reflections should include what elements you found in the classroom that will be helpful to your teaching. It is quite difficult to observe a teacher for an entire day, so you

may want to arrange 2-3 teachers each day. Make sure you arrange observations with the teacher ahead of time.

-10 points per reflection day

Grading Rubric

I do not grade by percentage or on the curve. I grade by point total only. If you complete all of your assignments in a satisfactory manner and submit them on time, it is not difficult to gather the points needed for an appropriate grade. Please feel free to visit with me if you are concerned or have questions about this grading system. You should be able to track your progress toward your point total throughout the semester.

Make sure that you have completed all assignments 1-6.

Grading Rubric

A = 268-280	B = 239-248	C = 210-218	Below 198 - E
A-= 259-267	B-= 228-238	C-=204-209	
B+=249-258	C+=219-227	D = 198-203	

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.

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)

Addressing Sexual Misconduct

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Schedule

This schedule is subject to change with appropriate notification to the students.

<u>Date</u>	<u>Topics & Activities</u>
1/13	Course Overview/Syllabus/ 5391 & 5395 Field Debrief, Student Teaching Questions Book Club
1/20	Discussion of book: <i>Joey Pigza Swallowed the Key</i> Group Reflection Paper due 1/20 (the day PRIOR to class) Journal Entry and Goals (JEG – 5395)
1/27	Career Services, Caroline Peck (Writing Cover letters/resume's) Bring laptop/pad with you to class Interview Practice JEG (5395)
2/3	Mock Interviews UEA Offices 4:15 p.m. Interview Dress 875 E. 5180 S. JEG (5395)
2/10	Licensure Paperwork – Kristen Field Debrief and Video Reflections (5395)

Early Year Enhancement
<http://www.schools.utah.gov/cert/New-Teacher-Entry-Years-Enhancement.aspx>

JEG (5395)

- 2/17 Revisit of Classroom Management Plan
Bring a *hard copy* of your management plan to class.
What Will You Do activity.
JEG (5395)
Midterm Evaluations Due (5395)
- 2/24 First Year Teacher Panel
Book Club Discussion – The Year of Billy Miller
Group Reflection Paper due 2/23 (the day PRIOR to class)
JEG (5395)
- 3/3 (no class) Ryan Hourigan Presentation –
Stansbury, Elk Run, & Pleasant Green – Mar. 4 – 8:35-9:25
Fox Hills, Orchard – Mar. 5 – 7:30-8:50
JEG (5395)
- 3/10 U of U Spring Break – no class
JEG (5395)
- 3/17 Principals Panel
Due: Electronic Portfolio Rough Draft (be prepared to share)
JEG (5395)
- 3/24 Local School Districts Information Report (5395)
Final video reflection due (5395)
JEG (5395)
- 4/1 (Wed) Community Engaged Learning Presentations SAEC
Final Student Teaching Evaluations due (5395)
- 4/7 Spring Break for Cohort
- 4/14 Electronic Portfolio Presentations
Due: Completed Portfolios
All Reflections Professional Development Projects Due

4/21	Spaghetti Factory Meeting
4/28	Elementary Program Graduation Party Sugarhouse Park

Additional Important Dates

- **Wednesday, March 18, 2015: Utah Teacher Fair NORTH** – hosted at **Utah State University**, Logan UT, 9:00 a.m. to 2:00 p.m.
- **Thursday, March 19, 2015: Utah Teacher Fair SOUTH** – hosted at **Brigham Young University**, Provo UT, 9:00 a.m. to 2:00 p.m.

Friday, March 27th – Last day of student teaching (unless otherwise specified)

Saturday, March 28rd – UAEYC (Utah Early Childhood Conference) Weber State

Thursday/Friday, May 7th – 8th – Commencement/Convocation