

# CTEC 4210

## Professional Development Seminar

### Fall 2013

### Course Syllabus

**Class Meetings:** Via Distance and Periodic Meetings with University Supervisor  
**Class Location** TBA  
**Credit Hours:** 3 hours  
**Prerequisite:** Admission to Teacher Education  
**Co-requisites:** CTEC 4920: Internship

**Date Syllabus Prepared:** August 1998; Reviewed January 2007; Revised August, 2013

**Texts:**

Fenney, S. (2012). *Ethics and early childhood education: Using the NAEYC code*, (2<sup>nd</sup> Ed.). Washington, D. C.: NAEYC.

Additional readings on Canvas.

**Course Description:**

This seminar is designed to support early teaching practice in early childhood classrooms through ongoing professional development designed by the instructor and students. Dialogue and reflection will center on possible solutions to the challenges, difficulties, and dilemmas facing student teachers as they learn to teach in diverse classrooms. The course schedule will include more integration within the internship placement, thoughtful reflections via distance delivery and periodic meetings over the semester.

**Course Objectives<sup>1</sup>:**

This course provides students the opportunity to construct knowledge of:

- A. how to accommodate to individual learners needs by adapting teaching techniques and strategies to individual and cultural learning styles in a multi-cultural learning environment. [PS 2.b.2(i),(ii), & (iii)] [PS 2.c.2(x)] NAEYC 1.2.2 & 2.3]
- B. how to plan, organize, implement, and manage a constructivist program in relation to the total school program. [ECE 2.a.1] [PS 2.c.2(iv) & (vii)] [PS 2.d.2(ii)] [NAEYC 2.4.1 & 5.1] [ECE 2.a.8]

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<sup>1</sup>ECE=Alabama and National Council for the Accreditation of Teacher Education Standards for Early Childhood Education

PS=Alabama and National Council for the Accreditation of Teacher Education Standards for Professional Studies, Basic Programs

NAEYC=National Association for the Education of Young Children Standards

- C. what it means to be a professional in terms of the responsibilities to children and their families, as well as awareness of the need for continuous growth and avenues for that growth. [ECE 2.a.9 and 2.b.4]
- D. cultural values, issues, and the existence of codes of ethics in professional life. [ECE 2.a.6] [NAEYC 2.4.2, 2.4.5 & 5.4]
- E. family life and multicultural patterns which exist in homes, schools, and communities, as well as techniques for working with families and for involving family members in the education of young children. [ECE 2.a.5, ECE 2.a.6, & ECE 2.a.7] [NAEYC 3.3, 5.2, 5.6 & 5.7] [ECE 2.a.9]
- F. current trends and research and their applications to early childhood education as well as techniques for creating and maintaining a wholesome environment that meets individual needs and fosters the development of interpersonal relationship skills with emphasis on the use of manipulative materials and play as instruments for enhancing development and learning. [PS 2.c.2(xi)] [NAEYC 2.1.1]
- G. criteria to be used in selecting, organizing, and evaluating available space, resources, textbooks, experiences, and equipment appropriate to the divergent components of the early childhood curriculum [PS 2.c.2(ix)] [NAEYC 2.1.7] [ECE 2.a.8]
- H. techniques and instruments for observing, recording and assessing behavior and development. [PS 2.c.2(ix)]
- I. the impact of federal and state laws and regulations, as well as local policies and procedures, on the work of the teacher and curriculum development.
- J. the role and use of paraprofessionals [NAEYC 2.2]
- K. how to use appropriate classroom management and discipline techniques [PS 2.d.2(iv)] [NAEYC 2.2]

During this course, students will be able to:

1. Prepare for Teacher Interview Day through updating their resume, practice interview skills, and related portfolio materials.
2. Reflect on experiences in the classroom.
3. Reflect on experiences and or interviews from outside of the classroom.
4. Critically discuss the personal challenges and difficulties in student teaching practice while proposing informed potential solutions for authentic cases.
5. Apply learning about differentiated instruction, diversity, and inclusion to internship placements and students, and discuss issues and successful strategies.
6. Observe and reflect on the professional practices of various school personnel at the assigned school

### **Class Policy Statements:**

**Participation:** Students are expected to participate in all class meeting discussions and complete all assignments. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work due to university excused absences.

**Attendance/Absences:** Attendance is required at each class meeting. Late work will be accepted only for University-approved excuses as outlined in the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies); the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies). Doctor's or other official excuse notes must be turned into the instructor no more than seven days after the absence, or it is unexcused. **Upon the third absence from a scheduled class meeting, students will be required to meet with the instructor and program coordinator to discuss continuation in this course.** The instructor should be notified by email of any absence prior to the class meeting, or as soon as possible. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

**Unannounced quizzes:** There will be no unannounced quizzes.

**Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

**Honesty Code:** The University Academic Honesty Code and [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) (the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) rules pertaining to Cheating will apply to this class.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

**Cell Phones:** Students are expected to turn cell phones off or to vibrate during class and lab time.

## Course Assignments and Evaluation:

<ul style="list-style-type: none"><li>• School Based Experiences</li><li>• Internship Notebook</li></ul>	<u>Pass-Fail Grading Per Assignment:</u> Exemplary (E) (Pass) Competent (C) (Pass) Approaching Competence (AC) (Fail) Poor (P) (Fail)
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### Assignments:

All written assignments must be typed and should adhere to Standard English usage and conventions. Weekly assignments must be presented in class (or posted to Canvas) on time and with competent quality in order to receive credit for them – i.e., to be marked as passing.

**Outside the Classroom Experiences** – During your internship you are encouraged to plan with your cooperating teacher other experiences that will help develop a knowledge and appreciation of the “other” facets of teaching. You have been provided a list below of options you can choose to complete during your internship. You will complete a form after each experience.

### CTEC 4210 Seminar Notebook –

You will be required to keep an organized notebook with the divider tabs labeled as the following:

- a. Resume - Using the Career Development Services Handbook create or update your résumé to be used for the College of Education Interview Day
- b. CTEC 4920 syllabus
- c. CTEC 4210 syllabus
- d. College of Education Internship Handbook
- e. Internship Calendar
- f. Observations Forms (be sure to keep a copy of all formal observation forms)
- g. Assessments (be sure to keep a copy of all assessments your cluster teacher/university supervisor complete throughout the semester)
- h. Lesson Plans (copies of your 10 days of consecutive teaching lesson plans)
- i. Integrated Unit (including all teaching resources such as, student handouts, rubrics, etc.
- j. School Based Experiences Checklist
- k. School Based Experiences Documentation Form (one for each of the selected experiences) \*Note: All School Based Experiences must be completed by the end of the semester and will be turned in to your university supervisor.
- l. Reflections on the following questions:
  - a. How do I address questions that arise relating to the ethics involved in working with children, parents, paraprofessionals, and school officials? How do I ensure that current research, codes of ethics, school regulations, and my understanding of the family values and cultures of the child

- guide my relationships?
- b. How do I plan, create and maintain the classroom environment and curriculum necessary to meet the academic, cultural, social/moral, physical and personal needs of the children? How do I ensure that my classroom environment and curriculum value and display children's work? How do I ensure that my classroom environment and curriculum necessary to meet the academic, cultural, social/moral, physical and persona needs of the children? How do I ensure that my classroom environment and curriculum value and display children's work? How do I ensure that my classroom environment and curriculum facilitate children's thinking?
  - c. How do I manage guidance and discipline in a vibrant learning community, so that children have ownership of the classroom rules, their problems that arise, and can devise strategies for solving those problems?
  - d. How do I adapt instruction to meet the needs of the children, parents, and community and still meet the state and local school curriculum standards? How do I evaluate my ability to consider all perspectives as I work with the children?

### **School Based Experiences Checklist**

Directions: Choose at least **10** options below. You can only do each option once in order to maximize your experience during internship. After completing each experience, be sure to fill the form out and either keep it in your internship notebook or turn the form in according to your supervisor's directions. Calendar examples have been provided for you and your cooperating teacher in helping you plan more effectively the outside classroom experiences. The classroom experiences will need to be completed prior to the last day of internship but the scheduling is flexible and allows you to complete as many experiences as possible.

Note: You can complete the experiences with other interns at your school. We suggest that when observing another teacher (e.g., art teacher) that only two interns observe at a time. This will help with management and organization.

1. \_\_\_\_\_ Observe, interact, and reflect on the first day of the school year (Fall Interns only).
2. \_\_\_\_\_ Interview **two** of the following: secretary, cafeteria coordinator, janitorial staff, after-school coordinator, book keeper, special aide assistant, parent of the advisory board, Title 1 aide, teacher aide, media specialist aide.
3. \_\_\_\_\_ Interview a teacher or other professional about how Common Core (Mathematics or Language Arts) is impacting curriculum at the local level.
4. \_\_\_\_\_ Select a student who has special needs or behavioral challenges within the school context. Locate two research articles about the specific challenge in order to identify strategies to help the student to be successful.

5. \_\_\_\_\_ Observe a Response to Intervention (RTI) or Problem-Based Solving Team (PBST) meeting and reflect on the strategies / plan recommended to support the needs of student(s).
6. \_\_\_\_\_ Observe a Title 1 teacher while she is preparing resources or conducting a small group intervention lesson .
7. \_\_\_\_\_ Observe a reading coach for ½ a day.
8. \_\_\_\_\_ Observe an ELL coach for ½ a day.
9. \_\_\_\_\_ Observe an inclusion teacher for ½ a day.
10. \_\_\_\_\_ Observe a committee meeting of your choice.
11. \_\_\_\_\_ Observe at least **two** special teachers for ½ a day each (e.g., art, music, venture, physical education, computer).
12. \_\_\_\_\_ Observe the media specialist for ½ a day.
13. \_\_\_\_\_ Observe **two** other classroom teachers with different grade levels from your internship placement.
14. \_\_\_\_\_ Observe the counselor for ½ a day.
15. \_\_\_\_\_ Attend a special event at your school (reading night, math night, carnival, musical, etc.).
16. \_\_\_\_\_ **Observe a parent teacher conference.\***
17. \_\_\_\_\_ **Attend a school wide faculty meeting.\***
18. \_\_\_\_\_ **Attend a collaborative grade-level meeting.\***
19. \_\_\_\_\_ Attend a professional development session (speaker, training, technology, etc.).
20. \_\_\_\_\_ Attend and interact in an after school program for an afternoon.
21. \_\_\_\_\_ Plan and carry out a special project (setting up recycling, organizing a math night, etc.) and reflect on the challenges, successes, and dynamics of the project.
22. \_\_\_\_\_ Interview a parent (with classroom teacher's permission) about what he or she perceives his or her role to be in supporting the child's education. Some questions may include, but are not limited to: as a parent of a child in this classroom, what is your view of parents' role in their child's education? What kinds of things do you and your child(ren) do or have done in the past that you would say support his or her educational goals? What ideas or suggestions might you have for a beginning teacher?
23. \_\_\_\_\_ Interview two teachers regarding their work to build positive families and community relationships (i.e., take into account NAEYC standards for building positive relationships with families and communities: how do they create shared understanding about quality practices and approaches to working with families and building effective community relationships? How does working with families in the school / program differ depending on children's age and developmental level? How does the teacher take into account culture and language differences when the classroom considers families and the communities in which they live? How does their knowledge of available resources within the communities support families with children who have special needs? What changes, if any, have they seen recently in their approaches to working with families and communities?

**\*Required (see CTEC 4920 syllabus: all faculty meetings, grade-level planning meetings, teacher-parent conferences, and all other school functions that faculty are expected to attend, your attendance is required as well).**

## Schedule Examples

### Schedule # 1 (One Week)

Note: The following example includes four interns that have already taught their 20 full days of teaching. These experiences may be spread out over the semester or completed at the end of the semester. The cluster teacher and intern should work out the schedule as soon as the internship semester begins.

<b>Time:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-11:30	<p>Interns 1 &amp; 2 observe the Art teacher</p> <p>Interns 3 &amp; 4 observe the counselor</p>	<p>Interns 1 &amp; 2 observe two teachers from different grade levels</p> <p>Interns 3 &amp; 4 observe an inclusion teacher.</p>	<p>Interns 1 &amp; 2 observe the reading coach</p> <p>Interns 3 &amp; 4 observe the ELL coach</p>		
11:30-3:30	<p>Interns 1 &amp; 2 observe the counselor</p> <p>Interns 3 &amp; 4 observe the Art teacher.</p>		<p>Interns 1 &amp; 2 observe the ELL coach</p> <p>Interns 3 &amp; 4 observe the reading coach</p>	<p>Interns 1 &amp; 2 observe an inclusion teacher.</p> <p>Interns 3 &amp; 4 observe two teachers from different grade levels</p>	Use this time for all interns to interview at least two school staff members.
After School		All interns attend Reading Night!		All interns attend a faculty advisory meeting.	

### Schedule #2 (Two Weeks)

Note: The following example includes four interns that might have taught their full 20 days or not.

Week 1					
Time:	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-11:30	Interns 1 & 2 observe the Art teacher	Interns 3 & 4 observe the Art teacher.			Use this time for all interns to interview at least two school staff members.
11:30-3:30			Interns 1 & 2 observe the counselor	Interns 3 & 4 observe the counselor	
After School			All interns attend Reading Night!		

Week 2					
Time:	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-11:30			Interns 1 & 2 observe the ELL coach	Interns 3 & 4 observe the ELL coach	
11:30-3:30	Interns 1 & 2 observe two teachers from different grade levels	Interns 3 & 4 observe two teachers from different grade levels	Interns 1 & 2 observe the reading coach	Interns 3 & 4 observe the reading coach	
After School	All interns attend a faculty advisory meeting.				



## School Based Experiences Documentation Form

### One Completed Form for EACH Experience

Name:	Description of the Experience:
Date:	School/Grade:
<p>Directions: This form must be completed after each experience. Be sure to list the experience that you have done along with a reflection and proof. Be sure to choose experiences that you feel will help you achieve and learn the most from your internship.</p>	
<p>Provide a one-paragraph summary of the School Based Experience:</p>	
<p>Provide a 2 -3 paragraph reflection of the experience: What did you learn? What was the most surprising thing you discovered? How can the experience help you to become a better teacher?</p>	
<p>Provide any additional documentation (i.e., notes, interview questions/responses, etc.)</p>	