**CTEE 4953**

**Professional Development Seminar**

**Spring 2019**

**Course Syllabus**

**Class Meetings:** Via Distance and Periodic Meetings with Supervisor

**Class Location:** TBA

**Credit Hours:** 1 hour

**Prerequisite:** Admission to Teacher Education

**Co-requisites**: CTEE 4923: Clinical Residency

**Course Description**

This seminar is designed to support early teaching practice in elementary 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 clinical residency placement, thoughtful reflections via distance delivery and periodic meetings over the semester.

**Course Objectives:**

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 clinical residency 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.

**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](https://ch1prd0202.outlook.com/owa/redir.aspx?C=WgyqOeIOVUuAUAV0hdKTy_xkJ6WXS88IdlmilzBmndsznwaScKGhLhujZBIt9sziFNUcHD3f5Bo.&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) (the URL is [www.auburn.edu/studentpolicies](https://ch1prd0202.outlook.com/owa/redir.aspx?C=WgyqOeIOVUuAUAV0hdKTy_xkJ6WXS88IdlmilzBmndsznwaScKGhLhujZBIt9sziFNUcHD3f5Bo.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)) 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:**

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| --- | --- |
| * Initial Reflection * School Based Experiences * Final Exit Reflection | Pass-Fail Grading Per Assignment:  Exemplary (E) (Pass)  Competent (C) (Pass)  Approaching Competence (AC) (Fail)  Poor (P) (Fail) |

**Assignments:**

All written assignments must be typed using Times New Roman 12 pt. font and should adhere to Standard English usage and conventions. Weekly assignments must be 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 clinical residency 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 clinical residency. You will complete School Based Experiences Documentation Form form after each experience.

**Initial Reflection-** Before you begin your first day of placement, you will submit a 1 page double-spaced reflection to Canvas a reflection about the ethics involved in teaching. Reflect on the following questions:

* 1. How do I address questions that arise relating to the ethics (think: Code of Ethics) involved in working with children, parents, paraprofessionals, and school officials?
  2. 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?
  3. What role does the administration play?
  4. What role does the school counselor play?

**School Based Experiences –**TheSchool Based Experiences and their reflections must be completed by the due dates posted on Canvas.

**School Based Experiences**

Directions: Choose at least **7** options below. You can only do each option once in order to maximize your experience during clinical residency. After completing each experience, be sure complete the reflection on Canvas. You will print out your reflection and add it to your clinical residency notebook. 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 clinical residency but the scheduling is flexible and allows you to complete as many experiences as possible.

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

\*\* Required

1. \*\*\_\_\_\_\_\_\_ 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). If your school will not let you attend this meeting, interview your classroom teacher and others involved in these meetings to ask what occurs, how decisions are made, what the teacher’s responsibility is in these meetings, and how/ if parents are involved.
2. \*\*\_\_\_\_\_\_\_ Attend a school wide faculty meeting
3. \*\*\_\_\_\_\_\_\_ Attend a collaborative grade-level meeting
4. \*\*\_\_\_\_\_\_\_ Observe one of the following for a ½ day
   1. An instructional, reading, or math coach
   2. A special education teacher
   3. A Title 1 teacher (ensure you observe her while she is working with an intervention group)
   4. An ELL teacher
5. \*\*\_\_\_\_\_\_\_ Observe **two** other classroom teachers with different grade levels from your clinical residency placement
6. \_\_\_\_\_\_\_ Interview **two** of the following: secretary, cafeteria coordinator, janitorial, after-school coordinator, book keeper, special aide assistant, parent of the advisory board, Title 1 aide, nurse, counselor, technology specialist, teacher aide, media specialist aide
7. \_\_\_\_\_\_\_ Interview a teacher or other professional about how Common Core (Mathematics or Language Arts) is impacting curriculum at the local level
8. \_\_\_\_\_\_\_ Observe a committee meeting of your choice
9. \_\_\_\_\_\_\_ Observe at least **two** special area teachers for ½ a day each (i.e. art, music, venture, physical education, or media specialist)
10. \_\_\_\_\_\_\_ Attend a special event at your school (reading night, math night, carnival, musical, etc.)
11. \_\_\_\_\_\_\_ Observe a parent teacher conference
12. \_\_\_\_\_\_\_ Observe ½ day in an inclusion classroom (may not be the same as classrooms from #5)
13. \_\_\_\_\_\_\_ Attend a professional development session(speaker, training, technology, etc.)
14. \_\_\_\_\_\_\_ Attend and interact in an after school program for an afternoon
15. \_\_\_\_\_\_\_ 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?
16. \_\_\_\_\_\_\_ Other (*must be pre-approved by supervisor*): examples include: initiating a special project such as setting up school recycling, organizing a math night, etc. and reflecting on the challenges, successes, and dynamics of the project.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17.\_\_\_\_\_\_\_ Observe, interact, and reflect on the first day of the school year (Fall Clincal Resident only)

**Final Exit Reflection-** During the last week of placement, before your last day, you will submit a 1 page double-spaced reflection to Canvas in which you critically discuss the personal challenges and successes you had in student teaching. You will share how these will impact your future classroom. Reflect on the following questions and include specific examples from this semester:

* 1. What is the greatest challenge you faced? What did you learn from this?
  2. What was your greatest success? What did you learn from this?
  3. How do you plan, create and maintain the classroom environment and curriculum necessary to meet the academic, cultural, social/moral, physical and personal needs of the children?
  4. How do you plan to ensure that your classroom environment and curriculum facilitate children's thinking?
  5. How do you manage and discipline such that your classroom is a vibrant learning community, in which children have ownership of the classroom rules? Give examples from this semester of how you did (or would in your future classroom) support students when problems arise so that they are able to devise strategies for solving those problems?

**Schedule Examples**

**Schedule #1 (One Week)**

Note: The following example includes four clinical residents 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 clinical residents should work out the schedule as soon as the clinical residenc semester begins.

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| --- | --- | --- | --- | --- | --- |
| **Time:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 7:30-11:30 | Clinical residents 1 & 2 observe the Art teacher  Clinical residents 3 & 4 observe the media specialist | Clinical residents 1 & 2 observe two teachers from different grade levels  Clinical residents 3 & 4 observe an inclusion teacher. | Clinical residents 1 & 2 observe the reading coach  Clinical residents 3 & 4 observe the ELL coach |  |  |
| 11:30-3:30 | Clinical residents 1 & 2 observe the counselor  Clinical residents 3 & 4 observe the Art teacher. |  | Clinical residents 1 & 2 observe the ELL coach  Clinical residents 3 & 4 observe the reading coach | Clinical residents 1 & 2 observe an inclusion classroom    Clinical residents 3 & 4 observe two teachers from different grade levels | Use this time for all Clinical residents to interview at least two school staff members. |
| After School |  | All clinical residents attend Reading Night! |  | All clinical residents attend a faculty advisory meeting. |  |

**Schedule #2 (Two Weeks)**

Note: The following example includes four clinical residents that can either have taught their full 20 days or not.

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

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| --- | --- | --- | --- | --- | --- |
| **Week 2** | | | | | |
| **Time:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 7:30-11:30 |  |  | Clinical residents 1 & 2 observe the ELL coach | Clinical residents 3 & 4 observe the ELL coach |  |
| 11:30-3:30 | Clinical residents 1 & 2 observe two teachers from different grade levels | Clinical residents 3 & 4 observe two teachers from different grade levels | Clinical residents 1 & 2 observe an RTI meeting. | Clinical residents 3 & 4 attend a grade level meeting |  |
| After School | All clinical residents attend a faculty advisory meeting. |  |  |  |  |