**CTEE 4950**

 **Professional Development Seminar**

**Spring 2023**

**Course Syllabus**

**Class Meetings:** Wednesdays @ 5- 6

**Class Location:** Zoom <https://auburn.zoom.us/j/87954632054>

**Credit Hours:** 1 hour

**Prerequisite:** Admission to Teacher Education

**Co-requisites**: CTEE 4920: 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 clinical residents. Dialogue and reflection will center on possible solutions to the challenges, difficulties, and dilemmas facing clinical residents 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, clinical residents 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:** Clinical residents are required to participate in all class meeting discussions and complete all assignments. It is the clinical resident’s responsibility to contact the instructor if assignment deadlines are not met. Clinical residents are responsible for initiating arrangements for missed work due to university excused absences.

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

**Accommodations**: Clinical residents 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.

**Face Covering Policy**

The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.

**Course Assignments and Evaluation:**

|  |  |
| --- | --- |
| * Initial Reflection
* School Based Experiences (6)
* Final Exit Reflection
 | Pass-Fail Grading Per Assignment:Satisfactory (S)Unsatisfactory (U) |

**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.

**Initial Reflection (see assignment on Canvas)-** Before you begin your first day of clinical residency, you will submit a 1-2-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?

**Outside the Classroom Experiences** – During your clinical residency you are encouraged to plan with your clinical educator 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 after each experience.

**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 **6** 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. Calendar deadlines have been provided for you and your clinical educator 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 clinical educator 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. Observe a committee meeting of your choice
7. Observe at least **two** special area teachers for ½ a day each (i.e. art, music, venture, physical education, or media specialist)
8. Attend a special event at your school (reading night, math night, carnival, musical, etc.)
9. Observe a parent teacher conference
10. Observe ½ day in an inclusion classroom (may not be the same as classrooms from #5)
11. Attend a professional development session (speaker, training, technology, etc.)
12. 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?
13. 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 Clinical Resident only)

**Final Exit Reflection-** During the last week of placement, before your last day, you will submit a 1-2 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?