

***SCHOOL OF EDUCATION***



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*Between University Street & Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course: EDUC 552/MALT 652**

**Course Title:** Teaching Seminar

**Term: Days/Times:**

**Class Location:**

This is a 14 week course, attendance is mandatory.

**Faculty: Office: Phone:**

**Office Fax:** (909) 335-5204

**E-mail:**

**Office Hours:**

**Catalogue Description**

Culmination of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates’ professional preparation. Serves also as a summary of course and field experience. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

**Prerequisite:** Permission from the School of Education.

**COURSE DESCRIPTION**

The seminar course culminates the Teacher Education Credential Program. This course addresses three areas to conclude the teacher education preparation program, self- evaluation and reflection, completion of requirements needed to obtain a credential, and preparation for entering the field following the completion of the program.

The duration of the seminar is concurrent to 14 weeks of student/internship teaching placements. There are 14 sessions during the seminar with sessions being designated to address a credential requirement to obtain CPR training and Health Workshops focusing upon the critical importance that health and safety issues play in the well-being of a child. In addition to completing teaching placements, students will complete their final two TPA Tasks – III & IV.

The seminar sessions provide time for facilitated discussion, reflection and support to share their experiences from their student teaching/internship placements provided by faculty and their peers. Topical discussion and in-service sessions for professional development and discussion of relevant topics, such as law and professional responsibility, dispositions, special education, socio-cultural issues of students, English learners, and other topics related to the professional development of teaching are addressed in class meetings. In addition, candidates will self assess and evaluate their preparation and professional development prior to completing the program and in preparation for entering the field as a NCLB qualified credentialed teacher. [TPE 12, 13]

In addition to the certification requirements described above, MALT candidates will be required to use the skills and knowledge developed across the MALT 600 Fieldwork courses to design, implement, and evaluate an intervention around a specific learning objective for a targeted group of students. The intervention project will include the following elements:

 Finding and Defining Research Topics

 Consulting the Literature

 Research Methods – Quantitative & Qualitative

 Techniques for Gathering Data

 Organizing Information

 Interpreting the Outcomes

 Reporting the Results

**TPE 12: Professional, Legal, and Ethical Obligations**

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

**TPE 13: Professional Growth**

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. Candidates access resources such as feedback from professionals, professional organizations, and research describing teaching, learning, and public education.

**COURSE ASSIGNMENTS**

**1. Complete credential and program requirements:**

 Gathering of documentation of: passing CSET, CBEST, and RICA (multiple subject only) positive results of TB test, CPR card, fingerprints, technology workshop certificate

 Submission of and passing Teacher Performance Assessments (TPA’s) Task I, II, III, & IV. Task I and II of Teacher Performance Assessments are completed prior to this seminar. During student teaching/internship placements candidates will complete Task III & IV in authentic settings in which they are teaching.

*Task III: Classroom Assessment of Academic Learning Goals*

Candidates will demonstrate an ability to select a unit of study and learning goal(s) and to plan standards-based, developmentally appropriate student assessment activities for a group of students. In addition, candidates will demonstrate an ability to assess student learning and diagnose student needs from particular responses to the assessment activity.

 Candidates will demonstrate an ability to make assessment adaptations for two focus students: an English learner and a student with identified special needs.

 Candidates will score, review, and analyze evidence of student learning and will reflect on assessment implications.

 Candidates will submit their completed response, the assessment, selected student assessment responses, and, if appropriate, scoring scales, rubrics, or scoring guides as artifacts.

*Task IV: Academic Lesson Design, Implementation, and Reflection after Instruction*

 Candidates will demonstrate an ability to design a lesson based on state- adopted academic content standards for students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson.

 Candidates will demonstrate an ability to make lesson adaptations for two focus students.

 Candidates will demonstrate an ability to analyze evidence of student learning and reflect upon instruction.

 You will submit your completed response, a videotape of the lesson you taught, instructional artifacts, and samples of student work. Look at the Task

4 directions in advance. The videotaping information can help you prepare, practice, and become familiar and comfortable with the process.

 Graduation participation!

**2. Written reflections on professional development topics**

Candidates will provide a written reflective response addressing the topics presented in class sessions related to professional, legal, and ethical obligations. In the response candidates will provide a thoughtful and critical discussion of the topic, importance to entering the field as well as in their teaching practice.

**3. Prepare to enter the field**

A. Candidates will prepare a professional cover letter and resume. Cover letters and resumes will be professionally written and follow guidelines provided by the samples, resources and support provided by students services at the University and relevant to the field of education. Optimal Resume will be explored.

B. Candidates will attend a session to rehearse being interviewed for a position. They will come prepared with the knowledge needed to successfully address: NCLB, challenges in teaching, be able to discuss effective instructional strategies and other common characteristics of a professional interview and be able to provide the above named documents.

**4. California Standards for the Teaching Profession Portfolio: Self Examination, Reflection & Evaluation of Professional Development.**

The Teaching Performance Assessments completed in the program provide a tool for assessing specific knowledge that is expected of an individual who is awarded a credential in the state of California. In this assignment candidates will self-assess and evaluate their preparation and professional development from the viewpoint of a teacher entering the field. Through class discussion and self-reflection, candidates will evaluate the courses they completed, signature assignments, fieldwork observations conducted, current student teaching/internship experiences and topics covered in the seminar sessions. This written assignment will be framed by The California Standards for the Teaching Profession and presented as an electronic Reflective Portfolio/Web Page using Optimal Resume.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION:

 Engaging and Supporting All Students In Learning

 Creating and Maintaining Effective Environments For Student Learning

 Understanding and Organizing Subject Matter for Student Learning

 Planning Instruction and Designing Learning Experiences For All Students

 Assessing Student Learning

 Developing as a Professional Educator

**5. Job Search Portfolio**

Job Search Portfolios are commonly presented at interviewing sessions to hiring committees. Portfolios are organized in a 3-ring binder or displayed on your professional website. The portfolio will be well organized with tabs labeled so each section can be easily accessed. As a reviewer (interview committee, principal, etc.) opens your portfolio the first document is:

 A presentation letter in which you have explained in detailed why you consider yourself a good teacher candidate.

 A well-written resume that includes a page listing of at least three professional references (Use Optimal Resume website).

 Philosophy of education (statement from your philosophy to convey your beliefs and values about teaching)

 Philosophy of classroom management statement or samples of effective management plans.

 Samples of Student Work from your Student Teacher Experience.

 A sample or samples of your best lesson plans.

 Letters of Recommendation (You do not need to have for the class but request them for your first interview (current, no more than 6 months old)

 Documentation of pertinent test scores, fingerprint clearance, CPR certification, etc.

**6. Research in Practice: Pilot Study**

MALT candidates will be required to use the skills and knowledge developed across the MALT 600 Fieldwork courses to design, implement, and evaluate an intervention around a specific learning objective for a targeted group of students. The intervention project will include the following elements:

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 Interpreting the Outcomes

 Reporting the Results

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course, like all other Professional Teacher Preparation courses. Moodle is a web-based tool that you can access from any Internet connection with Internet Explorer, twenty-four hours a day, and seven days a week. The logon is on the [http://www.my.redlands.edu.](http://www.my.redlands.edu/) The course site will have links to the course syllabus, assignments, resources, and other communication tools. There is no charge for the use of Moodle. You will continue using the MALT 600 Moodle site for resources. Other technology tools like word-processing, spreadsheet; PowerPoint, and Inspiration will be used in your teaching experiences. All this software is available in the School of Education for use. Microsoft Office 2000 or later version will be helpful if you have it accessible. Internet access using the Internet Explorer web browser will be required for classes. All courses are designed to build on prior coursework, knowledge and technology skills. In addition, specific technology skills are incorporated throughout the program to ensure they are used as often as is appropriate to enhance learning and teaching competence. When you have successfully completed all coursework, and technology workshops, and the AB 2042 Credential is completed, candidates will have met the Level I technology requirements for the Preliminary Teaching Credential.

**GRADING SYSTEM/SCALE**

(See University Catalog)

3.7 - 4.0 **A Outstanding**

The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

2.7 - 3.3 **B Excellent**

Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

1.7 - 2.3 **C Acceptable**

The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the

material and attending to detail.

0.7 - 1.3 **D Poor**

The quality of work was not always satisfactory but overall was passing. Assigned work was not always done or, when done, was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.

0.0 **F Failing**

A grade of "F" indicates that the student failed the course. The quality and/or quantity of work were not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examination and/or assignments, or excessive absences.

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

This is a 14 week course, meeting one evening per week. Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments and activities in a manner approved by the instructor. Any student who misses more than two sessions of a course might be required to retake the course.

Students are required to attend all classes. It is mandatory to notify the professor via email in case of a necessary absence.