Course: EDUC 478-01 Seminar in Contemporary Issues –FALL 2013
Credit Hours: 0 - P/F
Professor: Dr. Anne White
Office: TBA
Phone: (252) 426-1121 (home); (252) 339-7365 (Cell)
Email: anniewhite@embarqmail.com
Course Location: Gilchrist Complex Lecture Hall (107) 9:00 am – 4:00 pm August 12-16, 2013 and 4:30-7:30 August 27, September 24, October 29, and November 19.


Other Materials: Crisis Intervention Workbook. The workbook will be available for purchase ($20.00) from Ms. Sandra Jordan on Thursday, August 15, 2013. You will need cash.

Course Description: The purpose of this seminar is to assist each teacher candidate with the transition from student to professional educator. The seminar is designed to support the clinical practice experience by addressing contemporary issues and by examining critical issues as they occur throughout the semester. The seminar topics will focus on the North Carolina Professional Teaching Standards, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, the Department of Education’s Conceptual Framework, and identified reinforcement needs i.e. planning, classroom management, instructional practices, diversity, and assessments. In addition, this seminar will provide assistance to students preparing documentation for licensure and employment.

Requirements
Prerequisites:
- Admission to Teacher Education.
- Registered for EDUC 433 (ELEM) or one of the other 12 Clinical Practice Courses and EDUC 478
- Eligible to graduate: December 2013

Course Requirements:
Each student will demonstrate an understanding of the standards and contemporary issues in education through implementation of the following tasks:
- Teach in the approved setting that meets licensure requirements for his/her grade/subject.
- Design comprehensive lesson plans for each lesson taught.
- Participate in discussions of information gained during the face to face class time and participate once each week in discussion board activities.
- Submit a weekly reflection and follow the journal format. Journals entries submitted but fail to follow the journal guidelines will receive “0” points.
- Completion of all assignments.

Any student that does not complete ALL class and Taskstream assignments by each posted deadline will receive the grade of “F” (Fail) for the final course grade.

**Learning Outcomes:** Each student teacher demonstrates his/her ability to understand and apply the North Carolina Professional Teaching Standards, INTASC Standards and the ECSU Department of Education’s Conceptual Framework by successfully completing the requirements of the Taskstream Accreditation Portfolio.

**Course Outline:**

**Monday, August 12, 2013**

**Part I: The Human Aspect of Clinical Practice – Chapter 1 and 2**

Topics:
- Meeting Your Cooperating Teacher
- Who are the People in Your School?
- Understanding School Culture
- Workplace Professionalism
- Philosophy of Education – Due August 30

Preparing for the next step: Resume and Career Planning
- Employment Resume – **Due August 16**

**Tuesday, August 13, 2013**

Bring a laptop computer to class for Department of Public Instruction (DPI) training: Academic Vocabulary and Teaching the 21 Century Learner.

**Part II: The Politics of Clinical Practice and Managing the Work Load - Chapters 3, 4, and 5.**

Topics:
- Understanding Your Cooperating Teacher
- Classroom Management during Clinical Practice

**Wednesday, August 14, 2013**

What does the Building Level Principal Expect from Student Teachers and what do They Look For in a New Teacher? – **Speaker, Mrs. Melissa Fields**
Part III: The Planning Process for Effective Clinical Practice – Chapters 6 and 7

Topics:
- Strategies for Effective Teaching
- Lesson Planning

Thursday, August 15, 2013
Crisis Intervention – Ms. Sandra Jordan

Part IV: Performance - Chapters 8 and 9
- Student Teacher
- Students

Friday, August 16, 2013
Part V: Preparing for a Good Start - AM
- Meet your university supervisor - Mr. Cole- 12:00 Noon

Course Evaluation:
- Each student is required to participate in the seminar discussion each day and to demonstrate competence in each phase of the seminar. Each student will identify areas in which he/she needs reinforcement.
- Each student will engage in observation and reflection activities designed to enhance his/her own cognitive development for making decisions. **Weekly Journal entries are submitted Blackboard.** Each student will keep a journal/log which will be shared with the course instructor and the university supervisor. Reflective entries will be used to guide candidate professional development. **Journals must follow the required format and follow these guidelines for Reflective Journal Writing.**

There are 5 parts to the reflection. Use the 5 headings when writing your journal.

- **Select** an activity or lesson to discuss in the journal. Share why you selected this activity or lesson.
- **Describe** the activity or lesson include all relevant details such as content, level, time frame, the type of lesson/activity, focus of the lesson/activity, steps of the lesson/activity. Where does this lesson fit into the curriculum or unit plan? What did you teach before or after this lesson? What were the expected outcomes? What kind of questions did you ask the students?
- **Analyze** the activity or lesson. What were your or the classroom teachers reason/motives for what you or he/she did or said. What were the interactions between teacher-students and student-student? What were the group dynamics and level of engagement?
- **Appraise** the activity or lesson. Discuss the appropriateness and effectiveness of the lesson/activity; address as many of the following focus points as applies. How did you measure what the students learned during the lesson? How did the students react to the materials you chose or the
methods you used? Did the lesson achieve or help achieve a class or school goal?

☐ Transform the activity or lesson. What might you change to make the lesson/activity more effective or better suited to the students’ needs? What might you change or modify to better fit your own personal teaching style? What insights have you gained?

- Each student will submit all evidence assignments and the LEA/IHE Report to their Task Stream Portfolio coursework. **Taskstream Assignments are submitted to the Program Coordinator and University Supervisor.**

## Course Grading Components:

<table>
<thead>
<tr>
<th>Assignment (Examples of Assignments)</th>
<th>Due Date</th>
<th>Number of Points for Assignment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Resume</td>
<td>8-16-13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2. Updated Philosophy of Education</td>
<td>8-30-30</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5. EE#2 – Documentation of Learning (Research Paper)</td>
<td>9-27-13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6. EE#3 - Unit Plan</td>
<td>10-11-13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>7. EE#5 - Impact on Learning Project</td>
<td>10-25-13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>8. EE#6 - Leadership Project</td>
<td>11-08-13</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>9. EE#4 – LEA/IHE Capacity for Teaching Form</td>
<td>11-22-13</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**
Grade will be determined by the QUALITY of the assignments and submitted by the posted deadline. Any student not completing assignments by the due date will NOT receive points for the assignment. **Any student earning less than 90 points will fail the course. Assignments of low quality or not meeting the rubric criteria will be returned to the student corrections and revisions. Only quality work will be submitted for licensure.**

- A student MUST complete all required evidences for professional licensure to pass this course.

**Other Classroom Policies:**
- **Attendance Policy:** Students are required to attend all scheduled classes, arrive on time and depart at the conclusion of each day. Students with excused emergencies that require late arrival and early departure will be required to make-up the loss of class time by completing additional assignments. Students are expected to actively participate in class and complete assignments as scheduled.

- **Drop Policy:** Please refer to the university drop policy
• **Missed Assignments / Make-up Work**: Attendance is mandatory and assignments are required for licensure. Students who miss class must contact the course instructor, their university supervisor and the Director of Teacher Education. Incompletion of requirements for licensure will result in an F – failure of the course. **All assignments are posted with deadline for posting. No make-up or missed assignments are permitted** except for extended illnesses. A doctor’s statement will be required for missed assignments.

**Policy on Academic Honesty:**
As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

• **PLAGIARISM**. Plagiarism is presenting another person's work as one's own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student’s work as one’s own.

• **CHEATING**. This involves giving or receiving unauthorized assistance before, during or after an examination.

• **UNAUTHORIZED COLLABORATION**. Submission for academic credit for a work, product or a part thereof, represented as being one’s own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.

• **FALSIFICATION**. It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.

• **MULTIPLE SUBMISSIONS**. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

**Accommodation Statement:**
ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.

Any student in the class who has a disability that may prevent full demonstration of ability should contact the instructor personally before the end of the first week of classes so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.