

Xavier University

Exhibit

Education Syllabi Fall 2012

Education Syllabi 2012

2012

EDSP 601-01 Teaching Seminar

Jacquelin Smith
smithj9@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/education_syllabi_fall_2012

Recommended Citation

Smith, Jacquelin, "EDSP 601-01 Teaching Seminar" (2012). *Education Syllabi Fall 2012*. 99.
https://www.exhibit.xavier.edu/education_syllabi_fall_2012/99

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2012 at Exhibit. It has been accepted for inclusion in Education Syllabi Fall 2012 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Secondary and Special Education
Teaching Seminar
CRN# 93299 EDSP 601 – 01
Fall 2012

Day and Time: Tuesday, 5:00 – 6:30 PM
Dates: August 21, 2012 to December 11, 2012
Location: TBD
Instructor: Jacquelin (Jackie) M. Smith
Smithj9@xavier.edu
745-3990 (office), 948-9972 (home)
Special Education Office Phone #: 745-3655

COURSE DESCRIPTION:

Students will demonstrate and articulate professional and personal philosophies of special education, including ethics and standards, objective judgments; research applications and reflective practices concerning teaching/learning. Completion of professional portfolio is required.

RECOMMENDED TEXT:

Lencioni, P. (2002) The Five Dysfunctions of a Team, San Francisco: Jossey-Bass

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 in CLC 514 to coordinate reasonable accommodations.

| COURSE OBJECTIVES | COURSE ASSESSMENT ACTIVITIES |
|--|---|
| <p>1. Students will be able to organize professional documentation that will provide evidence of a planned, evaluated teaching experience leading to teacher licensure. (OSTP* 1-6)</p> | <p>Student Teacher Binder</p> |
| <p>2. Students will be able to analyze their teaching performance identifying successful behaviors, areas of needed improvements and specific changes to be made. (OSTP 1-5)</p> | <p>Lesson Plan Reflection, Teacher Performance Assessment</p> |
| <p>3. Students will be able to analyze and reflect on the Ohio Standards for the Teaching Profession noting areas of competency and areas of needed growth. (OSTP 1-7)</p> | <p>E-Portfolio</p> |
| <p>4. Students will be able to demonstrate the mastery of technology skills by developing professional electronic career portfolios. (OSTP 3 and 4)</p> | <p>E-Portfolio</p> |
| <p>5. Students will be able to document professional experiences and demonstrate interviewing skills that will enable them to obtain employment in their teaching licensure area. (OSTP 7)</p> | <p>Mock Interview, Resume and Cover Letter</p> |
| <p>6. Students will be able to discern the personal beliefs and emotions affecting their interactions with students and state strategies that will improve student relationships. (OSTP 1 and 5)</p> | <p>Teacher- Self-Awareness Video Reflection</p> |
| <p>7. Students will analyze behaviors of educational team and determine behaviors that cause dysfunction. (OSTP 6)</p> | <p>The Five Dysfunctions of a Team Reflection</p> |

* Ohio Standards for the Teaching Profession

| DATE | CALENDAR TOPICS | CALENDAR READINGS/ASSIGNMENTS |
|-----------------|---|--|
| Prior to 8/21 | PRIOR TO START OF SEMINAR | Preparation for first journal: Watch Teacher Self-Awareness on Blackboard. |
| 8/21 | <ul style="list-style-type: none"> • Introductions • Syllabus • Review of Handbook • Journaling | Turn in photocopies of Forms 1-4 from the handbook and a photocopy of the cooperating teacher's |
| 8/28 | <ul style="list-style-type: none"> • TPA and Video Editing – meet in Digital Video Lab in CLC | Assignment: correlate Xavier lesson plan with required TPA components |
| 9/4 | <ul style="list-style-type: none"> • Introduction of E-Portfolio, technical information, planning (Attendance by Wimba optional) | Student Studies due |
| 9/11 | Cooperating Teacher Celebration (5:00-6:00) Meet the Supervisor (6:00-6:30) | First video due to supervisor Comparison lesson plan due. |
| 9/18 | Individual Meetings – 30 minutes Bring “in process” Student Teaching Binders | Discuss organization, goals, lesson reflections, student studies and TPA concerns. Select project (11/20-11/27). |
| 9/25 | Individual Meetings – 30 minutes Bring “in process” Student Teaching Binders | Discuss organization, goals, lesson reflections, student studies and TPA concerns. Select project (11/20-11/27).. |
| 10/2 | TPA | <i>TPA progress benchmarks will be set.</i> |
| 10/9 | TPA | <i>TPA progress benchmarks will be set.</i> |
| 10/16 | TPA | <i>TPA progress benchmarks will be set.</i> |
| 10/23 | TPA | <i>TPA progress benchmarks will be set.</i> |
| 10/30 | TPA | <i>TPA progress benchmarks will be set.</i> |
| 11/6 | Virginia Hewan – Licensure | |
| 11/13 | Valarie Jacobsen – Cover Letters, Resumes and Interviewing | Bring resumes to class for personal use |
| 11/20 and 11/27 | Project Choice <ul style="list-style-type: none"> • The Five Dysfunctions of a Team (online) or • Job Interview with Administrator | Reflections for e-portfolio due. Cover letters and revised resumes due. |
| 12/4 | E-Portfolio Work Session | Project due (11/20 and 11/27) |
| 12/11 | <ul style="list-style-type: none"> • Review | Blue binders, ST binders and E-Portfolios due |

COURSE ASSIGNMENTS:**1) WEEKLEY JOURNALING WITH SEMINAR INSTRUCTOR**

Each student will submit a weekly reflection to the seminar instructor using Blackboard. Most journal entries will be two or three paragraphs in length and approximately 300 words. The reflection will be due each Sunday evening by 11:30 PM beginning August 26.

| Dates | Topic |
|-------|---|
| 8/26 | Teacher Self-Awareness: see Teacher Self-Awareness tab on Blackboard |
| 9/2 | What are the positives of your student teaching placement? What are the negatives? |
| 9/9 | Reflect on one or two significant issues that have occurred during the week or share your progress or concerns on TPA. Limit your entry to two or three paragraphs. |
| 9/16 | See 9/9 |
| 9/23 | See 9/9 |
| 9/30 | See 9/9 |
| 10/7 | Share your progress and concerns on the TPA process |
| 10/14 | NO JOURNAL FALL BREAK |
| 10/21 | See 9/9 |
| 10/28 | See 9/9 |
| 11/4 | See 9/9 |
| 11/18 | See 9/9 |
| 11/25 | NO JOURNAL THANKSGIVING WEEKEND |
| 12/2 | Reflect on the three most important things you learned by participating in student teaching. |

2) FOUR STUDENT CASE STUDIES

During the first two weeks of student teaching, the student teacher will select four diverse students and complete four case studies (Form 5). The information will be obtained from a review of the records such as the IEP and ETR and previous assessments, discussion with teachers and through observations. The case studies will be submitted to the Seminar Instructor on the date indicated on the seminar syllabus.

3) COMPARISON LESSON PLAN

As a student who has completed field experiences at Xavier University you are familiar with the Xavier lesson plan. TPA requires similar components in writing a lesson plan. As you complete TPA, an important factor will be that all required TPA components are included in your lesson plan. In this assignment you will select the best lesson plan you have written in student teaching to this point. Electronically, you will cut the portions of the Xavier lesson plan and past them into the matching components of the TPA lesson plan posted on Blackboard. You will then fill in the missing pieces on the TPA form in red.

4) COVER LETTER AND RESUME

Applying the information learned from the instructor and guest speaker, each student should prepare a cover letter and an updated resume. Students may write the cover letter to a fictitious principal (e.g. Mr. Bob Smith). The cover letter will be graded according to

writing expectations and standards of professionals in the field. Students will include the resume in their electronic portfolio.

5) **Choice of Assignments**

THE FIVE DYSFUNCTIONS OF A TEAM (see tab on Blackboard)

or

MOCK INTERVIEW

The student will participate in a mock interview with an area school administrator. The instructor will provide the student with the initial contact and the student will set up an appointment with the administrator. The interview will ask 20 minutes of questions and provide the student with 10 minutes of feedback and a rubric documenting participation. The student will submit the rubric to the instructor as documentation of participation

6) **PROFESSIONAL E-PORTFOLIO**

Each student will create an electronic showcase portfolio as an exit criterion for licensure. There is some flexibility in the structure of the E-Portfolio but it should contain the following elements

- Home page that contains all personal identifying information such as: name, address, phone numbers, photo, and licensure area.
- Links to your resume, coursework, and field placements
- Reflection are 3 to 4 paragraphs on each of the seven Ohio Standards for the Teaching Profession and two artifacts demonstrating that the student has met the criteria for each standard. Evidence may be taken from past Xavier courses or the teaching candidate's current work in the field. Artifacts should use several types of media. A seminar class will be devoted to further explanation of the portfolio.
- Any other information that will indicate your professional competencies for knowledge, skills and dispositions as an intervention specialist

PARTICIPATION IN DISCUSSION AND ATTENDANCE EXPECTATON

It is expected that all students will participate in class discussion and be active members of the learning community. Class attendance is required and an essential part of the course. More than two absences or three of more tardies may result in withdrawal from the class

ASSIGNMENTS AND PROJECTS

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to it. Assignments and projects are due on posted calendar dates or dates adjusted during class

times. **No late assignments or projects will be accepted.** All work must be typed. All assignments must be submitted at a satisfactory level to obtain a satisfactory grade. Course assignments and requirements may be changed to meet the needs of the students and/or instructor.

EVALUATION:

Student Teaching Seminar is graded as satisfactory (S) or unsatisfactory (U). In order to receive a grade of satisfactory, a student must satisfactorily complete the following assignments on the dates indicated on the course syllabus at a satisfactory level.

- Completed binder and blue folder as outlined in the Student Teaching Handbook.
- Journaling including reflection on Teacher Self-Awareness video.
- Xavier and TPA correlated lesson plan
- Resume and Cover Letter
- Professional E-Portfolio
- Mock Interview or Dysfunctions of a Team Reflection and Discussion Board
- Participation in class discussion

Students who submit work that is unsatisfactory as graded by the rubrics will be given one opportunity to resubmit the work.

Journaling*

| SATISFACTORY | NOT SATISFACTORY |
|--|--|
| Entry is timely. | Entry is not submitted in a timely manner. |
| Reflection on teaching and interaction with colleagues and/or students has been demonstrated with specific detail relating to self-performance and student learning and specific insight concerning future professional development. | Reflection on teaching and interaction with colleagues and students has been superficial and without specific detail to future professional development. |

* Regular journals will not be judged on writing mechanics but clarity of thought.

Scoring for Journal on “Teacher Self-Awareness” video:

| ELEMENTS | SATISFACTORY | NOT SATISFACTORY |
|-------------------|---|---|
| Organization | Well developed essay with a clear and logical format. Identifies two significant elements in video. | Lacks planning and organization. |
| Support | Includes two well-developed ideas to implement in personal teaching style. | Provides one or no practical implementation ideas. |
| Writing Mechanics | Contains few, if any spelling, punctuation, or grammatical errors | Contains errors in punctuation and/or grammatical errors that interfere with the meaning. |

Scoring Rubric for Student Studies

| -Satisfactory | Unsatisfactory |
|---|--|
| <p>All components of the student study are completed:</p> <ul style="list-style-type: none"> • Level of cognitive function/academic development • Physical development or condition • Communication • Family/community, cultural assets • Social and emotional development | <p>Components have not been addressed:</p> <ul style="list-style-type: none"> • Level of cognitive function/academic development • Physical development or condition • Communication • Family/community, cultural assets • Social and emotional development |
| The components clearly describe the student and give a consistent depiction of the student’s strengths, weaknesses and needs. | The components are ambiguous or inconsistent. Information given does not fully depict the student. |

Scoring Rubric for Lesson Plan Comparison

| Satisfactory | Unsatisfactory |
|---|---|
| <p>All components of the TPA lesson plan have been matched or identified as missing and entered:</p> <ul style="list-style-type: none"> • Instructional target • State academic standards • IEP goals • Lesson objective • Communication demand • Instructional procedures <ul style="list-style-type: none"> ○ Opening ○ Instructions ○ Guided Practice ○ Intervention, reinforcement, maintenance generalization ○ Differentiation ○ Accommodations ○ Modifications ○ Technology ○ Specialized teaching strategies • Formative assessment • Summative assessment • Resources and materials • Progress monitoring tools/procedures | <p>Required components of the lesson plan have not been addressed.</p> <ul style="list-style-type: none"> • Instructional target • State academic standards • IEP goals • Lesson objective • Communication demand • Instructional procedures <ul style="list-style-type: none"> ○ Opening ○ Instructions ○ Guided Practice ○ Intervention, reinforcement, maintenance generalization ○ Differentiation ○ Accommodations ○ Modifications ○ Technology ○ Specialized teaching strategies • Formative assessment • Summative assessment • Resources and materials • Progress monitoring tools/procedures |
| <p>Lesson plan fully details thoughtful planning, implementation and reflection.</p> | <p>The lesson plan process is unclear. Reflection is limited.</p> |
| <p>Academic language is specific and used correctly.</p> | <p>Academic language is not used, used in appropriately = or unclear.</p> |
| <p>Writing is clear and specific. There are few, if any, grammatical errors.</p> | <p>Writing is vague or unclear. Grammatical errors interfere.</p> |

Scoring for on The Five Dysfunctions of a Team:

| ELEMENTS | SATISFACTORY | NOT SATISFACTORY |
|-------------------|---|---|
| Organization | Well developed essay with a clear and logical format. Focuses on identified team of 3 to 12 member. | Lacks planning and organization. |
| Support | Includes four or five well developed comparisons between student teaching team and the “five dysfunctions.” | Provides three or less comparisons between student teaching team and the “five dysfunctions.” |
| Writing Mechanics | Contains few, if any spelling, punctuation, or grammatical errors | Contains errors in punctuation and/or grammatical errors that interfere with the meaning. |

Scoring for Discussion Board on The Five Dysfunctions of a Team:

| ELEMENTS | SATISFACTORY | NOT SATISFACTORY |
|-------------------------------|--|---|
| Organization | Individual message and at least two responses posted on or before due dates. | Postings not made or replies are made on the same day indicating lack of ongoing involvement in the discussion. |
| Quality of post and responses | Well developed ideas – stimulates discussion. Shows evidence of critical thinking. | Restates previous posts, thoughts not clearly expressed, or posts not relevant to topic. |
| Writing Mechanics | Contains few spelling, punctuation, or grammatical errors | Contains errors in punctuation and/or grammatical errors that interfere with the meaning. |

Scoring for Mock Interview

| ELEMENTS | SATISFACTORY | NOT SATISFACTORY |
|-----------------|---|---|
| Professionalism | Contact and interaction with administrator made in professional manner. | Administrator has reported lack of professionalism in timeliness, demeanor or appearance. |

Scoring Rubric for Resume

| ELEMENTS | SATISFACTORY | NOT SATISFACTORY |
|---------------------|--|--|
| Presentation | <ul style="list-style-type: none"> • Computer generated • Balanced margins with eye appeal • Business fonts and point size • Highlighting purposefully | <ul style="list-style-type: none"> • Hand written • Unbalanced margins • Stylized or elaborate fonts, not easily readable • Highlighting not used or randomly used |
| Organization | <ul style="list-style-type: none"> • Uses a clear and organized resume format • Has identified sections: chronologically, by order of importance or by skill • Fills two pages | <ul style="list-style-type: none"> • Lacks organizational format • Disorganized with no apparent plan, section headings may be used inconsistently or missing • Does not fill two pages |
| Elements of Writing | <ul style="list-style-type: none"> • Is written in brief understandable phrases • Contains relevant or standard facts • Uses action phrases to describe duties and skills • Does not contain the pronoun I • Information demonstrates ability to perform the job • Professional terminology used when describing skills. • There are no errors in mechanics, usage, grammar or spelling | <ul style="list-style-type: none"> • Facts about educational background and experience incomplete and difficult to understand • Important details are omitted. • Information does not clearly demonstrate the ability to do the job • Errors in mechanics, grammar and/or spelling |

Scoring Rubric for Cover Letter

| ELEMENTS | SATISFACTORY | NOT SATISFACTORY |
|---------------------|--|--|
| Presentation | <ul style="list-style-type: none"> • Computer generated • Uses a complete form for a business letter <ul style="list-style-type: none"> -Heading -Salutation -Body -Closing and signature • Business fonts and point size • Highlighting purposefully | <ul style="list-style-type: none"> • Hand written • Missing elements of business letter • Stylized or elaborate fonts • Highlighting not used or randomly used |
| Organization | <ul style="list-style-type: none"> • Explains purpose and identifies why the writer wants: a job, an interview or consideration • Concisely states ability to perform the job • Infrequently contains the pronoun I • Information demonstrates ability to perform the job • Professional terminology used when describing job skills • Uses formal language and contains no extraneous details • Is on one page | <ul style="list-style-type: none"> • Does not state the purpose for writing • Does not reflect the ability of the applicant • Level of language is inconsistent or inappropriate • Facts about educational background and experience incomplete and difficult to understand • Important details are omitted • Information does not clearly demonstrate the ability to do the job. • Too long or too short |
| Elements of Writing | <ul style="list-style-type: none"> • There are no error in mechanics, usage, grammar or spelling | <ul style="list-style-type: none"> • Errors in mechanics, grammar and or spelling |

Scoring Rubric for Reflections

| SATISFACTORY | NOT SATISFACTORY |
|--|---|
| <p>Reflections are at least 3 to 4 paragraphs in length. They describe why artifacts demonstrate achievement of each teaching standard and element. If student is currently employed, reflections include professional growth goals for future learning.</p> | <p>Reflections are 2 or less in length. Few reflections describe why artifacts demonstrate achievement of each teaching standard and element and do not outline future professional learning.</p> |

Class Participation

| Acceptable | Not Acceptable |
|---|---|
| <p>Participates in group discussions, frequently asks questions and volunteers information.</p> | <p>Rarely asks questions or volunteer information, sleeping and/or inattentive in class; text messaging or obvious lack of participation in group activities.</p> |

Scoring Rubric for E-Portfolio

| ELEMENTS | SATISFACTORY | NOT SATISFACTORY |
|--|--|---|
| Selection of artifacts that address teaching standards | Artifacts are related to the teaching standards and elements and provide evidence of excellent professional practice. | Few artifacts are related to the teaching standards and elements and evidence of professional practice is unclear. |
| Reflections | Reflections are 4 to 5 paragraphs in length. They describe why artifacts demonstrate achievement of each teaching standard and element. If student is currently employed, reflections include professional growth goals for future learning. | Reflections are 2 or less in length. Few reflections describe why artifacts demonstrate achievement of each teaching standard and element and do not outline future professional learning |
| Use of multimedia | Photographs, graphics, sound, and/or video enhance reflective statements and are appropriate examples for teaching standards and elements. The use of media is varied and of good quality. | Few of the photographs, graphics, sound, and/or video enhance reflective statements and are appropriate examples for one or more teaching standards. Media is not varied and/or the quality is poor. |
| Ease of Navigation | Hyperlinks operate properly and are clearly indicated. | Some hyperlinks do not operate correctly or are not clearly indicated. |
| Layout and Text Elements | Presentation is pleasing to the eye, using colors, text, and graphics in mutually reinforcing and uncluttered arrangements. | Presentation uses color that is not complementary or is difficult to see. Some elements seem out of place in the layout |
| Writing Mechanics | Writing uses accepted rules of spelling, grammar, construction, and syntax. | The writing has frequent errors in spelling, grammar, construction, and syntax and is a serious detractor. |