



EDUC 370, Early Childhood Curriculum and Instruction
Advocacy, Ethics, Leadership and Collaboration Seminar

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*Children are like cement. Whatever falls
on them makes an impression.*

~ Dr. Haim Ginott

*I like a teacher that gives you something
to take home to think about besides homework.*

~ Lily Tomlin

The focus of this course is on your continuing professional development as you complete your preparation for teacher certification. It is your challenge to demonstrate that you have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that you bring to this experience will help you gain the expertise and confidence that is needed to be an exceptionally effective teacher.

Advocacy, Ethics, Leadership and Collaboration Seminar is designed to support you during the semester of student teaching. We will meet weekly to discuss the issues related to the challenges of teaching and the process of certification and securing a teaching position. Your involved presence at each seminar is essential for the successful exchange of ideas, information, and coping strategies.

The goal of this course is simply to develop the understanding, skills, and attitudes of the professional teacher - the teacher who acts with reflective consideration of principles, practices, and policies. You will demonstrate evidence of your professional knowledge and practice in the areas of planning and preparation, classroom environment, instructional strategies, and professionalism.

REQUIRED TEXT

The required text for this course is: Tyminski, Carroll. (2014). *Your Early Childhood Practicum and Student Teaching Experience: Guidelines for Success*, 3rd. Boston: Pearson.

In addition you will be required to read and report on professional journal articles to promote your professional development. Administrators will often ask during an interview what you have read recently in professional journals. Appropriate educational journals like *Teaching Children Mathematics* or *The Reading Teacher* or *Elementary School Journal* may be found in the library. Additional journals may be found on line.

COURSE REQUIREMENTS

Your grade for the course will be based on the following:

Professional Development	10%
Reflective Journals	20% (10% each experience)
Weekly Lesson Plans	20% (10% each experience)
Technology Presentation	10%
Reflective Essay	5%
Portfolio	25%
Attendance/Participation	10%

Professional Development

It is expected that you will continue reading professional journals and seek out professional development activities as part of your plan for professional development. On Tuesday, November 5th, you will bring and share with the seminar:

- A one-page summary of an article from a professional journal that you found particularly useful to you in your teaching. Be sure that the article is from a recognized professional source: An article from a journal published by the International Reading Association, for example, or by the National Council For the Social Studies, or by the American Educational Research Association. Many of the journals published by these associations can be found online. Avoid brief and anonymous online articles, or articles from popular magazines.
- A list of all school-related professional development activities (in-service, faculty meetings, child-study team meetings, etc.) that you have attended with a brief, one or two page reflection of the value of each to your development.
- A one-page reflection of an out-of-school professional development activity that you have sought out. This could be a professional conference (reading, math, etc.), an author meeting at a

bookstore, or a field trip you go on to preview an historic site or other possible local resource for your students. These extra things you do will look good on your resume and in your portfolio.

Reflective Journal - The Reflective Journal is intended to provide an opportunity for you to connect your experiences in the field directly to our seminar discussions and your readings from the text and other professional journals. As you compose each response of two to three pages, allow yourself to reflect on what you are observing and how you see this helping to transform you into the teacher you hope to become. Be sure to cite specific passages from the text and from professional articles in each of your reflections. E-mail each journal to your supervisor by noon on the due date. The dates, topics, and related text units are listed below:

- 9/10: chapter 4
- 9/17: chapters 2 & 3
- 9/24: chapter 8
- 10/1: chapter 6
- 10/22: chapter 5
- 10/29: chapter 7

Please note that this assignment is worth 20% of your final course grade. Be certain to review the criteria below prior to submitting each entry:

- The entry responds thoroughly and thoughtfully to the topic.
- The entry makes specific and appropriate reference to the related reading from the text.
- The entry makes specific and appropriate reference to student teaching placement.
- The entry is fluent, clear, and follows the conventions of standard written English.

Your journal is not a place to complain about your experience. If you have serious concerns, speak directly to your College supervisor. Do not work on your journal during your time in class with your students. You need to be thoroughly engaged with your students even if your cooperating teacher is teaching.

Weekly Lesson Plans – Save all of your lesson plans in the red folder provided by your supervisor. Every week prior to seminar you will submit your written lesson plans from the previous week in your folder. Your college supervisor has a bin in the Education Department where you should place your plans unless directed to do so otherwise by your supervisor. You must follow the lesson plan format included in the Student Teaching Handbook unless you have made other arrangements with your supervisor. Your plans must be done via word processing and should include an indication that your cooperating teacher previewed them. Your lessons should be complete and detailed, and must include the WHERETO addendum. The Reflection section is crucial and will be viewed as such by your supervisor. Take extra time here for reflection and write about it. The Reflection section of each lesson plan should be about one page in length. When you have converted to block plans, you will continue to reflect on your teaching. Written reflections should be included with your block

plans. You will receive a letter grade for your written plans - both long and block form. The lesson plan rubric is included at the end of this syllabus. The lesson plan format is included in the student teaching handbook.

Technology Presentation – Put together a PowerPoint or Prezi presentation to show how you used technology in your teaching. You may devote several slides to your overall use of technology. You must also include a detailed description of at least one lesson where you significantly used technology. This might include the use of a SmartBoard for instruction, the use of a Student Response System, or the use of i-chat to communicate with another class. Using the Internet for research or *United Streaming Video*, having students use word processing programs to write papers, or using computer programs for tutorials or other fun activities are all examples of general use of technology and may be included in your general overview of how you use technology in your teaching. Your presentation must include at least 10 slides. Try to include technology usage in both your experiences. This project will be graded and is due **October 29th**. Email your presentations to me. I will view them and email you your grade. If time permits, we will view the presentations during seminar, November 5.

Reflective Essay - You will write a final reflective essay at the end of the semester. This is a look back at your experience at Moravian College and a look into your future as a teacher. Write about how you have grown and how you anticipate continuing your growth. Your paper must be done via word processing and should be 3 to 5 pages in length. You will receive a letter grade - spelling, grammar, punctuation, sentence structure, and clarity of thought count! Place your essay in the front of your portfolio. **Due by noon, 12/10.**

Final Portfolio - This is your culminating project. It will reflect the best part of you thus far in your pre-service teaching career. You will use this portfolio in your job search. Of course, this is not a final version. You will always be up-dating your portfolio. Your portfolio should include the following:

- Table of Contents with title page
- Resume
- Statement of philosophy of classroom management
- Statement of philosophy of instruction
- Technology Skills: List of technology skills – be extensive – include hardware and software
- Samples of items designed on the computer
- Statement of how you will integrate technology into the curriculum
- Lesson plans (5 or 6 total, from various content areas and from each placement) that demonstrate:
 - A variety of instructional strategies
 - Formative/summative assessments
 - Accommodation of individual differences & learning styles

- Collaborative learning strategies
- Each lesson plan should include:
 - A rationale for inclusion in your portfolio
 - The complete long or block plan including your self-evaluation of the lesson
 - Evidence of student outcomes from the lesson
 - Samples of student work (3 samples for each lesson)
 - Samples of assessment tools
 - Photos that show outcomes
 - Each lesson plan should be tabbed separately for ease of use
- Copies of Evaluations
- Document things you have done professionally outside the classroom to improve your professional skills. You should also include examples of professional reading you have done and do on a regular basis.
- You may also create sections to be added later for additional categories such as:
 - Transcripts
 - Certification documents
 - Letters of reference
 - Directing extracurricular activities
 - Evidence of community involvement
 - Three-year professional development plan

Your portfolio needs to look very professional. You need to showcase your talents and your organizational skills. Photos with computerized (nothing hand written) captions are eye catching. Remember, "A picture is worth 1000 words." A picture will often give you an excuse to talk about something neat you did in class with your students. This is a graded project. Your will be evaluated using the rubric attached to this syllabus. Your portfolio is **due by noon December 10th**. You may pick up your portfolio December 16th. If you need it sooner, talk to me.

Attendance policy - It is expected that you will attend and participate in all seminars. Your attendance and participation will contribute 10% to your final grade. It is also expected that you will arrive on time. If you are late for professional reasons, check with me after class. Otherwise your lateness will count as an unexcused absence and your final grade will be lowered accordingly. Going home to change after teaching is not a professional reason for lateness.

Accommodations: Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Learning Services for Academic Disability Support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Policy on Academic Honesty: Recognized standards of honesty are part of the foundation on which the integrity of an academic community rests. Accordingly, the Moravian College Faculty in 1986 adopted a statement on academic honesty, the standards of which will be

strictly applied in this course. You are encouraged to read carefully the description of this policy, which is printed in your Student Handbook. If you are unsure about the propriety of a given procedure or approach for completing assigned work in this course, please consult with me before completing the assignment. **Any breach of the College's honesty code will constitute grounds for the assignment of a failing grade in the course.** Lesson plan ideas may be taken from another source as long as that source is properly cited.