



MORAVIAN COLLEGE
Education Department

**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 online.

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 – Multimodal composition	15%
Portfolio and Reflective Essay	30%
Attendance/Participation	5%

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 Monday, November 24th, you will bring your written work and be prepared to share a taste of your findings with the seminar:

- A. A two-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. Attach a **complete copy of the article** to the journal summary.

- B. A two-page reflection of an out-of-school professional development activity that you have sought out. This could be a local professional workshop (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.

OR

- C. Attend a professional conference – If you attend a professional conference, you do not have to do A and B, **just** C. Be prepare to share your experience orally. Attending a conference will guarantee a grade for the section, Professional Development, of 100%. I believe it is that valuable. A professional conference organized by state or national organization such as International Reading Association (Keystone State Reading Association), National Council of Teachers of Mathematics, National Science Teacher Association, National Association of the Education of Young Children, etc. Before you attend a conference, please inform Dr. Unger to make sure it meets the criteria of a professional conference.

Reflective Journals - 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 one or more **professional journal articles**. As you compose each response of three to five 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. Required in each reflective journal are citations from your text and at least one professional article as you apply that information to your student teaching experience. The journals should be written professionally using APA style for all citations. You will need to quote and cite the reference within the text. E-mail each journal to both your supervisors and me by noon on or before the due date. Notice that all due dates are on Sunday. The dates, topics, and related text units are listed below:

- 9/7: chapter 4
- 9/14: chapters 2 & 3
- 9/21: chapter 8
- 10/5: chapter 6
- 10/19: chapter 5
- 10/26: 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 and journal articles.
- The entry makes specific and appropriate reference to student teaching placement.
- The entry is fluent, clear, and follows the conventions of standard written English.
- The entry uses APA style footnoting.
- The entry is due every Sunday no later than noon.

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 no later than **noon on Sunday**, you will submit your written lesson plans for the upcoming week. You will e-mail your supervisor your plans in a format that can be opened. 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.

When a supervisor is scheduled for an observation, you need to e-mail a complete lesson plan to her even if you are doing block plans. The supervisor should see your plan at least **48 hours** before the scheduled observation. For any and all scheduled observations, your supervisor must have a complete lesson plan available in the classroom and e-mailed prior observation.

If you have not submitted lesson plans to your cooperating teacher and your supervisor at least 48 hours before the scheduled lesson, you will **not** be able to teach the lesson.

Technology Presentation Multimodal Composition –

What is a multimodal composition?

- **Definition:** When you, the author, conveys a message with two or more modes
- **What are modes?**
 - Linguistic (print, speech)
 - Visual (images, artwork, photography, maps, etc.)
 - Audio (sound)
 - Movement (animation)

Multimodality allows the author the flexibility to use modes (images, moving animation, sound, text) in accurate and creative ways.

Developing a clear lens:

- How do the images and words work together?
- How do they work against creating meaning?
- Which mode creates the best meaning for this message?
- Are there other modes that might convey a clearer message?

Have you tried?

- PowerPoint
- Movie maker
- Photo story
- iMovie
- VoiceThread.com
- Animoto.com
- Glogster.com
- Thinklink.com
- Pinterest.com
- iBooks Author
- And many more....Explore.....

What theme will your Multimodal Composition revolve around? Your student teaching experiences will be your focus. What kind of message do you want to share about all the fantastic teaching/learning experiences that you created for your students? Make us believe that you are the most magnificent teacher in the entire world!!

This project will be graded and is due on or before **October 27th**. Email your presentations to me or put them on a flash drive. Make sure I can view them. I will view them and email you your grade. We will view the presentations during seminar, **November 10th**. Be prepared to share yours.

Reflective Essay - You will write a final reflective essay at the end of the semester. This is a look back at all your experiences 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 4 to 5 pages in length. It will be graded as part of your portfolio. Spelling, grammar, punctuation, sentence structure, and clarity of thought will count! Place your essay in the back of your portfolio. **Due by noon, 12/9**

Final Portfolio - Due by noon, 12/9. 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 and the use of technology
 - 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 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. You will be evaluated using the rubric attached to this syllabus. Your portfolio is **due by noon December 9th**. You may pick up your portfolio December 15th. 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 5% 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.



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Name: _____

Organization and Appearance of Portfolio – Does it look professional? Is it easy to find things?

1	2	3	4	5
Messy, unprofessional appearance, unorganized and difficult to locate documents			Neat, professional appearance, logical organization and easy access to documents	

Philosophy Statements – Instruction, Management, Professional Development

1	2	3	4	5
Lacks personalization and not educationally sound			Personalized and educationally sound	

Documentation of Effective Instruction – lesson plans, pictures, student samples, etc.

1	2	3	4	5
Limited artifacts that do not provide substantial Evidence to support effective instruction			Variety of artifacts that provide evidence in support of effective instruction	

Introductions and Explanations Accompanying Artifacts – rationale and reflection for each lesson, captions on pictures, etc.

1	2	3	4	5
Narratives lack clarity; do not provide enough information			Clearly articulated narratives	

Technology Skills – statement of integration, list of skills (hardware and software), samples with explanations of creation, etc.

1	2	3	4	5
Samples do not adequately showcase individual's technology skills and philosophy statement about usage is not educationally sound			Individually created samples showcase technology skills and philosophy of usage is clearly written and educationally sound	



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Organization and Appearance of Multimodal Composition – Does it captivate?

1	2	3	4	5
Messy, unorganized, lack focus and difficult to understand			Neat, professional appearance, easy to understand, inspiring	

Images and Words work together

1	2	3	4	5
Lacks smooth transitions and hard to follow			Seamlessly works together	

All Modalities Work together to create a meaningful experience: Linguistic, Visual, Audio, Movement

1	2	3	4	5
Limited artifacts that do not provide substantial irrefutable evidence to support effective composition			Variety of artifacts that provide evidence creating an effective piece	

Wide Variety of Artifacts to support theme

1	2	3	4	5
Narratives lack clarity; does not provide enough information			Clearly articulated narratives and is informative	

Demonstrated Technology Skills

1	2	3	4	5
Individual's technology skills and student teaching experience is not revealed			Individually created works that showcase technology skills and student teaching experience is clearly exposed	

Overall Impact of Your Composition

1	2	3	4	5
Lacks involvement for the multimodal composition and teaching			Demonstrates the involvement with technology and the passion for teaching	

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Weekly Journal Rubric

Name: _____

Criteria	Pts.	1	2	3	4	5	6
Entry responds thoroughly and thoughtfully to assigned topic.	15						
Entry makes specific and appropriate reference to the assigned unit in the text.	10						
Entry makes specific and appropriate reference to outside professional resource.	5						
Entry makes specific and appropriate reference to student teaching placement.	10						
Entry is free from grammatical and structural errors. All citations are included and appropriate.	10						
Total Points	50						

1
2
3
4
5
6

Comments:

Grading: 45 – 50 points = A
 40 – 44 points = B
 35 – 39 points = C

30 – 34 points = D
 29 points and lower = F
 -5 points per day for work handed in late