MORAVIAN COLLEGE
Education Department

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

Spring 2016

Dr. Jack Dilendik   email: dilendikj@moravian.edu
PPHAC 320   campus: 610-7399446
Cell: 610-861-1557   Office: Wed. & Fri., 10:15-12:00

Children are like cement. Whatever falls   *I like a **teacher** that gives you something*
on them makes an impression.   *to take home to think about besides homework.*
                        ~ Dr. Haim Ginott   ~ 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.

This 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.

As a partial requirement for completion of the course, 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:

Four Professional Journal Summaries   20% (5% each)
Weekly Reflective Journals   20%
Weekly Lesson Plan and Oral Report   20%
Portfolio and Reflective Essay   35%
Attendance/Participation   5%

Professional Journal Summaries
It is expected that you will continue reading professional journals and seek out professional development activities as part of your plan for professional development. You will submit four critical response summaries of professional journal articles over the course of your student teaching experience. Each submission will be two to three pages long, will provide a succinct summary of the author(s)' central thesis and your critical response. 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. Due dates are provided on the attached seminar schedule.

Reflective Journal – Your weekly journal is intended to provide an opportunity for you to reflect on your professional development as you grow through the experience. Each entry should be submitted in a binder or folder with all earlier entries. As you compose each response of three to five pages, allow yourself to reflect on what you are observing and how the experience is helping to transform you into the teacher you are becoming. Be sure to cite specific examples/anecdotes from your lessons: What went right, what went wrong? What are your strengths and what do you need to work on? Each entry will be due at that week's seminar.

Weekly Lesson Plans – Save all of your lesson plans for your portfolio. Select one lesson plan each week (except on those occasions when we are meeting with a speaker) to present to and discuss with the class. Bring three copies of the plan that you want to share. When writing your lesson plans, you must follow the format included in the Student Teaching Handbook. When you have converted to block plans, you will continue to write complete plans for me when I come to observe and you will continue to present a full plan for the seminars.

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 at the seminar on 4/20**.

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:
- Title Page
- Table of Contents
- 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. Your portfolio is **due by noon on April 29.** You may pick up your portfolio On May 2. 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 the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. 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

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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

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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
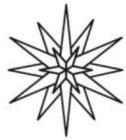
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Organization and Appearance of Multimodal Composition – Does it captivate?

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