

**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATION**

**SYLLABUS**

**OVERVIEW/SCHEDULE/INSTRUCTIONS**

**I. EDUC 4613: PROFESSIONAL EDUCATION SEMINAR**

Hours Credit: 3

Courtney Glazer, Ph.D.

Nance Boyer 1014, 581-2858

Classroom: Nance Boyer 1075

Office Hours: Tuesday 3:00 – 6:00  
Thursday 3:00 – 5:00  
other times by appointment

E-mail Address: cglazer@cameron.edu

**II. COURSE DESCRIPTION:**

The Professional Education Seminar is a capstone experience focusing on classroom dynamics, creating positive learning environments, reflective teaching and professionalism. A complete portfolio will be required.

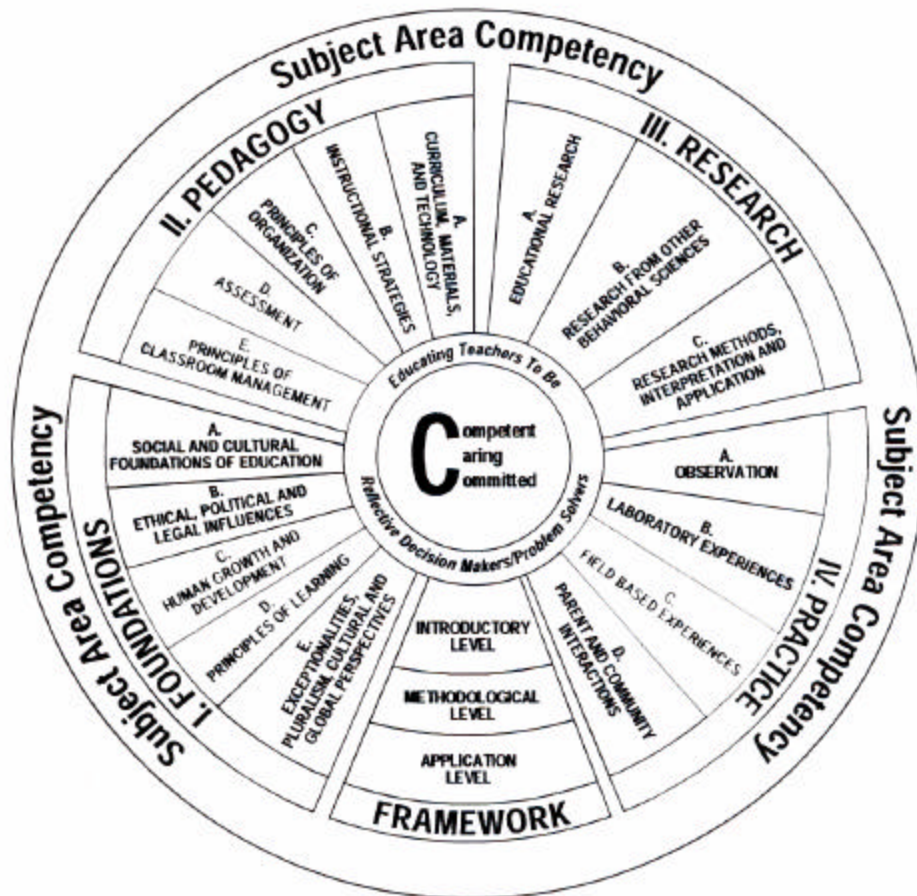
Prerequisite: Admission to Professional Semester.

**III. SPECIFIC LEARNING OBJECTIVES:**

The successful student will:

- complete a professional portfolio that meets the Oklahoma General Competencies for Teacher Licensure and Certification and the Cameron University Portfolio Rubric at the competent level
- design a plan that clearly defines expected student behavior, encourages positive behavior, and controls negative behavior (OK Criteria for Effective Teaching, #3)
- evaluate the effects of choices and actions on others, modifies those actions when needed, and actively seeks opportunities for continued professional growth (OK General Competency for Teacher Licensure and Certification, #9)
  - ✍ think reflectively about classroom teaching experiences by applying a specific process of reflection
  - ✍ problematize challenges in the classroom through a process of problem identification and problem solving

- foster positive interaction with parents/families to actively engage them in support of students' learning and well-being (OK General Competency for Teacher Licensure and Certification, #10)
- be willing to change when the change leads to greater student learning and development (OK General Competency for Teacher Licensure and Certification, #12)
  - ✍ create and carry out an action plan in response to a challenge in their teaching experience



#### IV. ACTIVITIES, REQUIREMENTS AND ASSIGNMENTS:

Cameron University is committed to making its activities as accessible as possible. The University provides a range of special services for those with disabilities. If you anticipate a need for any of those services, please contact the Cameron University Disabled Student Services office, located in 326 N. Shepler, 2800 W. Gore Boulevard, Lawton, OK 73505-6377. Phone: (580) 581-2209. Website: [http://www.cameron.edu/disabled\\_services](http://www.cameron.edu/disabled_services)

You can expect me to:

- Respond to email and phone calls within 24 hours
- Be available during office hours and by appointment
- Make assignments that will be valuable to you as an intern and novice teacher

I expect you to:

- Be an active participant in class
- Do your best work on assignments
- Apply and share your classroom experiences during seminar

Assignments (details to follow)

- 1) *The First Days of School* small group presentations 8/23-8/26

In small groups, students will read selections from *The First Days of School* and will make a brief presentation to the class about the information contained in those selections.

- 2) Classroom Management Plan 8/26

Students will develop a Classroom Management Plan for inclusion in their portfolios. This plan will include a brief philosophy of classroom management, rules, procedures, positive reinforcements, and negative consequences.

- 3) Revised Philosophy of Education 10/17

Students will revise their Philosophy of Education for inclusion in their portfolios.

- 4) After Action Review Report 10/17

Students will apply the process of an After Action Review (AAR) to a single experience in the classroom during their first student teaching assignment. After conducting the AAR, students will write up their findings.

- 5) Portfolio Checks 10/18 and 12/9

Portfolios will be checked during the second and third weeks of the seminar. At each checkpoint, you will complete a self-assessment and peer-assessment. Additionally, students will turn in your portfolio so that faculty members may review it.

- 6) Parent-Teacher Interactions Report 12/9

Students will write up their reflections about their experiences attending parent-teacher conferences as part of their first student teaching assignment.

## 7) Action Plan Results

12/12

During class, students will follow a process of problem solving for a challenge identified during their first student teaching assignment. Students will enact an Action Plan, the culmination of this process, during their second teaching assignment and will write up a brief report of the results.

**V. TEXTBOOKS/MATERIALS:**

Wong, H. & Wong, R. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

Labaree, D. F. (2000). On the nature of teaching and teacher education: Difficult practices that look easy. *Journal of Teacher Education*, 51(3), 228-233.

**VI. EVALUATION/GRADING:**

“[Professors] often tell students that we want to develop a community of learners, that ideas and their articulation are more important than grades, and that intrinsic interest should motivate aspiring teachers. . . . If we were true to our mission (and our oft-stated pedagogical beliefs), we would instead state clearly . . . ‘We will work together to produce high-quality products.’” (Noddings, 2004)

The final grade for this class will be an “S” for satisfactory work or a “U” for unsatisfactory work. To ensure that you receive an “S,” have no more than one absence and complete all assignments.

All work is to be turned in prior to or at the beginning of the class period. If there are circumstances beyond your control, please notify the instructor before the assignment is due.

Teachers are held to a high ethical standard by colleagues, administrators, and students. In keeping with this, academic honesty is expected throughout this class.

**VII. ATTENDANCE/WITHDRAWAL POLICY:**

I expect you to be in class every day. Two absences will constitute a meeting with the instructor and may be the basis for a “U.” You are responsible for all material covered and/or assigned in this class, whether you are present or not. If you find that you must miss a class or be late, please contact the instructor by phone or email.

Last date to enroll or add a class.....Aug. 29

Last date to drop without entry on transcript .....Sept. 2

Last date to drop with a full refund .....	Sept. 2
(Student is responsible for tuition/fees after this date.)	
Last date to withdraw with an automatic "W" .....	Nov. 16
Last date to withdraw from a class .....	Dec. 5

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor's signature will receive an "F" in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of "W" in such a circumstance.

### **VIII. COURSE OUTLINE AND SCHEDULE:**

This class meets August 22 – August 26, October 17 – October 19, December 8 & 9, and December 12 & 13. All classes will meet 9:00-12:30, unless otherwise announced. The final exam for this class is scheduled for Wednesday, December 14 at 9:00.

#### Week One

- Stages of Teacher Development
- Phases of Mentor Teacher Development
- Goals for Student Teaching
- After Action Review Process
- Self-Assessment of Philosophy of Education
- Classroom Management
- Meet University Consultants
- Fingerprints

#### Week Two

- Process First Student Teaching Assignment
- Job Search Information
- Revise Classroom Management Plans
- Problem Solving Process
- Action Plan Development
- Self- and Peer-Assessments of Portfolio
- Parent-Teacher Conferences

#### Week Three

- Final Portfolio Submission
- Certification Paperwork
- Process Second Student Teaching Assignment
- Process Action Planning Experiences
- Letters to Influential Teachers
- Celebration

Additional topics will be included throughout the seminar as those needs are identified and prioritized by students.

## IX. BIBLIOGRAPHY:

Bennett, C. K. (1994). Promoting teacher reflection through action research: What do teachers think? *Journal of Staff Development*, 15(1), 34-38.

Clement, M. (1999). Reducing the stress of student teaching. *Contemporary Education*, 70(4), 20-26.

Corcoran, C. A., & Leahy, R. (2003). Growing professionally through reflective practice. *Kappa Delta Pi Record*, Fall, 30-33.

Curwin, R. L., & Mendler, A. N. (1999). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fay, J., & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden, CO: The Love and Logic Press, Inc.

Johnson, E. W. (1993). *Teaching school: Points picked up*. Braintree, MA: Association of Independent Schools in New England, Inc.

Marzano, R. J. (2003). *Classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Noddings, N. (2004). Learning from our students. *Kappa Delta Pi Record*, Summer, 154-159.

Tigheelaar, A., & Korthagen, F. (2004). Deepening the exchange of student teaching experiences: Implications for the pedagogy of teacher education of recent insights into teacher behaviour. *Teaching and Teacher Education*, 20, 665-679.

Woods, A. M., & Weasmer, J. (2003). Great expectations for student teachers: Explicit and implied. *Education*, 123(4), 681-688.

**“Teachers learn just as their students do:  
by studying, doing, and reflecting;  
by collaborating with other teachers;  
by looking closely at students and their work;  
and by sharing what they see.”**

—Linda Darling-Hammond