Instructor: Christine Lotter, Ph.D.
Office: 223 Wardlaw
Office Hours: Tuesday 2:00—4:00 PM; Additional hours by appointment
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Email: lotter@mailbox.sc.edu

Course Description: This course is designed to synthesize the skills and instructional techniques learned during coursework and field experiences. Emphasis will be placed on those qualities necessary to promote professional development and success in the middle and high school teaching internship. A seminar format that includes class discussions, small group activities, and guest speakers will be used.

Intended Audience: This course is designed to serve MT, MAT, and undergraduate students who are student teaching in science, mathematics, health, the arts, and business classrooms.

Co-requisite: Enrollment in Internship B

Course Credit: 3 credit hours

Course Goals and Objectives

Goals

- To promote and strengthen professional attitudes needed by teachers.
- To enable teaching interns to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of content, students, teaching, and practice.
- To broaden professional educators' knowledge base of effective and appropriate practice
- To explore applications of learning theories to classroom teaching
- To develop an understanding of the multiple responsibilities of a classroom teacher and
- To develop an appreciation of the diversity of the student population and to recognize resources and techniques helpful to teaching diverse populations.
Objectives

Students will

- Refine their general philosophy of teaching;
- Utilize national and/or state standards to guide curriculum development;
- Recognize the policies and legal responsibilities of the professional educator;
- Demonstrate an understanding of the ADEPT teaching and evaluation model;
- Exhibit professional ethics in their relationship with students, parents, professional educators, and the public;
- Utilize appropriate assessment and evaluation tools;
- Implement appropriate classroom management and discipline procedures;
- Demonstrate an awareness of resources and methods for the teaching of exceptional students and diverse populations;
- Demonstrate an understanding of how to utilize technology for classroom instruction, reflection of best teaching practices, and general professional development;
- Plan instructional lessons that account for student diversity and individual student needs.

Required Readings, Text, and Materials

Required

1. USC Internship Policies and Procedures Manual (available at Quick Copy in basement of Russell House)
2. USC ADEPT Handbook (available at Quick Copy in basement of Russell House)
3. Additional articles will be posted on Blackboard or provided in class.

Administrative Course Requirements

Attendance

Attendance is required for success in this professional course. Any absence will affect the participation grade. Absence from class is not a valid excuse for failing to meet deadlines or fulfilling course requirements. Participation may not be made up except in extreme cases of illness or loss. The university bulletin specifies that students may miss up to 10% of class time without penalty. Upon the second absence, a student’s grade will be lowered by one letter grade. Students who miss more than 4.5 hours will fail the course. Deductions will be made in your class participation/attendance points if you are persistently or excessively tardy to class—or for leaving class early. Please let me know in advance any time you will miss class.
Completion of Assignments and Course Requirements

You are responsible for the completion and quality of all work for this course. **All assignments are due on the designated date; late work will not be accepted.**

**Additionally, you are responsible for any work announced in class and for all announced changes, additions, and deletions to the syllabus.** Absence from class is not a valid excuse for failing to meet deadlines or to fulfill course requirements. University catalogue guidelines are followed for the granting of an incomplete.

Because I typically handle administrative tasks and announcements at the beginning of class, you will need to be here on time. If you are late, please enter quietly and be sure to see me following class for any announcements, reminders, changes, or handouts that you may have missed. Again, frequent or excessive tardiness will result in a deduction from your class participation grade.

You should be aware that **failure to meet** any one of the following requirements will result in a grade of F in your final (student teaching) internship course:

- Participation for 12 weeks or 60 full days in the internship
- Teaching independently for a minimum of 10 full days in one placement/setting
- Assessed as “Competent” through ADEPT

Please note: All work completed outside of class must be word-processed, carefully edited, and accurate with regards to conventions of Standard English.

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**Students with Disabilities**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester. Students with disabilities must verify their eligibility through the appropriate campus office.

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**Academic Course Requirements**

1. Complete any readings and assignments prior to the designated class meeting
2. Participate in and contribute to class activities and discussions
3. Develop and submit a professional resume and cover letter
4. Write and analyze critical teaching incidents
5. Collect data and reflect on the community in which you teach
6. Plan and implement student-centered instruction and assessment
7. Participate in the USC Education Recruitment Fair
8. Participate in Blackboard on-line discussions
9. Prepare a description of a management strategy to share with peers.
10. Complete and submit a written reflection on instruction and student learning.
11. Complete the online course evaluation.

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Assignment Descriptions

Class Participation and Attendance (100 points)

This class will use a workshop or seminar design in which all participants—students and instructor—will share with and learn from each other. Class discussion, small group activities, and guest speakers will be regular components of this seminar. Students are expected to take part in all class activities.

Evaluation and Grading: Those students who attend all classes and participate in activities and discussions will receive 100 points (10 points per seminar).

Cover Letter (20 points)

Your first assignment is to write a cover letter for your potential employers. Once you have briefly introduced yourself, focus your letter on your academic and teaching strengths. Describe why you believe you will be a good teacher (content knowledge, pedagogy, professionalism, etc.) and colleague. Let me know where you will be searching for a job and about your plans after graduation. Due electronically by 4:30 PM on Tuesday, 1/19/10. (Class will not meet on this date.)

Evaluation and Grading: Students whose letters meet the stated guidelines will receive 20 points.

Resume (20 points) and USC Career Fair (20 points)

Following the presentation in the USC Career Center, you will develop a professional resume to use during the USC Education Recruitment Fair on February 23 and during other career fairs and interviews with school districts.

Evaluation and Grading: Students who complete and submit a professional resume that meets the assignment guidelines will receive up to 20 points. Your grade for this assignment will be based on the quality of the presentation of information NOT on your prior experiences. You should try to fit all of your resume information on one page.

Resume due 1/26/10

Students who attend and participate in the Education Recruitment Fair will earn 20 points.

USC Career Fair 3/16/10 3pm-8pm

Shared Teaching or Management Strategy (20 points)

As you enter the teaching profession, you will discover that colleagues are one of the best resources of teaching ideas—offering sage advice on content, activities, motivating students, and classroom management. For this assignment you will reflect upon your own teaching during Internship B and share one of your own teaching or management successes with your colleagues. This assignment will
include a one page handout including a purpose for the strategy, a summary/description of the idea, practical advice for its implementation, and a list of any needed materials or resources. You will present this information to the class on the assigned date and supply a copy of the handout for each class member.

**Due in class on 2/2/10**

Evaluation and Grading: Students who develop and submit a strategy to share with colleagues meeting the assignment guidelines will receive up to 20 points.

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**Community Inquiry Project (60 points)**

I know what school you teach in, but this question is much broader. In particular, the school is situated within a community and in this community live human beings, some of whom are required by the state to attend the school you teach at. But many of us may not be familiar with the community in which we teach, other than through vague impressions obtained through driving in the area, stereotypes obtained through years of living, media reports, etc. This assignment is a required opportunity for you to learn more about the community in which your school is situated. You will also learn about the diversity of individuals that make up your school community (including but not limited to diverse learning needs, cultures, ESL, and special needs students).

Part I: In the first part, you will collect artifacts that represent different aspects of your school community and share these with the class (20 points)-**Due 3/2/10**

Part II: In the second part, you will write a 3-5 page paper that describes the community in which you will be teaching (40 points)-**Due 4/27/10**

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**Critical Incidents (3 at 20 points each)**

A Critical Incident is something which we interpret as a problem or a challenge in a particular context, rather than a routine occurrence. For example, students may constantly arrive late for a class, or talk when other students are presenting their ideas. Critical Incident Analysis is an approach to dealing with challenges in everyday practice. As reflective practitioners we need to pose problems about our practice, refusing to accept 'what is'. We need to explore incidents which occur in day-to-day work in order to understand them better and find alternative ways of reacting and responding to them. Throughout the semester you will develop three Critical Incident reports and share these with the class through either an in-class discussion or through Blackboard (see below).

**#1: 2/9/10 First Critical Incident paper due in class**
**#2: 3/9/10 Second Critical Incident paper due on Blackboard—connection to Blackboard Discussion Post**
**#3: 4/13/10 Third Critical Incident paper due in class**

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**Blackboard Discussion Groups (40 Points-Graduate students)**
**(20 Points-Undergraduate students)**

Throughout the semester, you will be expected to participate in several (see below) Blackboard discussion groups. A question will be posted on Blackboard on most of
the days we do not meet at USC (2/16, 3/9, 3/23, 4/20) and you are expected to respond to the question as well as one other student’s comment (this is the minimum) before the next Monday by 5pm.

Evaluation and Grading:
**Graduates:** You must participate in all four Blackboard discussions. For each Blackboard discussion group you participate in and respond to the teacher and another student with a reflective, analytic, and thoughtful answer, you will receive 10 points. Additional information about this assignment will be provided in class.

**Undergraduates:** You must participate in 2 of the 4 Blackboard discussions. For each Blackboard discussion group you participate in and respond to the teacher and another student with a reflective, analytic, and thoughtful answer, you will receive 10 points. Additional information about this assignment will be provided in class.

**Reflection on Instruction and Student Learning (20 points)**

Beginning with the 2007-2008 academic year, all induction contract teachers in South Carolina were evaluated using the revised ADEPT Performance Standards and the new teacher evaluation model called SAFE-T—the System for ADEPT Formal Evaluation for Classroom Teachers.

Under this evaluation model, teachers will complete a written reflection on their instruction and the learning of their students following each formal ADEPT observation. These written reflections will then become part of each teacher’s ADEPT dossier.

For this assignment, you are to complete a written reflection on your first observed lesson (either cooperating teacher or supervisor) using the SAFE-T template **prior to the post-observation conference with your coaching teacher or supervisor.** (The template with its ten questions will be available on Blackboard.) After the post-observation conference you will complete one additional question for the purpose of this assignment.

**Due on 3/2/10**

Evaluation and Grading: Students who reflect upon their teaching and their students’ learning with insight and detail will receive up to 20 points.

**School Laws and Procedures Worksheet (20 points)**

We will be learning about SC state laws that influence your professional behavior in the classroom. You will be required to fill out a worksheet answering questions about the procedures your district or school follows to participate in the classroom discussion.

**Due 3/30/10**
### Assessment and Grading Procedures

#### Course Requirements

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<thead>
<tr>
<th>Requirement</th>
<th>Graduate Points Possible</th>
<th>Undergraduate Points Possible</th>
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<tr>
<td>Class participation and attendance</td>
<td>100</td>
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<td>Resume Cover Letter</td>
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<td>Resume</td>
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<td>Participation in Education Recruitment Fair</td>
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<td>Community Inquiry Project</td>
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<td>Critical Incidents</td>
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<tr>
<td>Shared Management Strategy</td>
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<td>Reflection on Instruction and Student Learning</td>
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<td>Classroom Rules/Procedures Worksheet</td>
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<td><strong>Total Points</strong></td>
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<td><strong>280</strong></td>
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#### Grading Scale

- **A** 93 to 100%
- **B** 85 to 92%
- **C** 77 to 84%
- **D** 69-76
- **F** 75% or below