



**Professional Education Unit  
Department of Foundational and Graduate Study Education  
EDEL 686—301 (Hybrid)  
Seminar for Experienced Teachers (P-9)  
Spring 2010**

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Office Hours: T 1:00-6:00 p.m. and TH 1:00-2:00 p.m., others by appointment

**Course Description:** This course is designed as an advanced graduate seminar and serves as a culminating experience. Through group study, oral reports, independent investigation, and discussion, students will explore current educational issues related to the teacher's expanding role in the community and the profession. Self-evaluation and reflection on professional practices are an integral part of this seminar. This course cannot be taken until the student has completed 24 hours if enrolled in Ed.S/RankI degree; 30 hours if enrolled in the Rank I from Fifth Year Program. This includes all of the professional education courses; can be concurrently enrolled in one of these.

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

*The Instructor for this course will be the facilitator for candidates to examine teaching as a profession of continual growth, reflection, and self-evaluation, and of community outreach/community involvement. Appropriate national content standards, KY Teacher Standards, EPSB themes, and NCATE Themes will be incorporated into the five projects.*

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

1. **articulate** major trends and current issues affecting education in our country today;
2. **identify** and **explain** the impact of student diversity (i.e., SES, ethnicity, ability, sexual orientation, etc.) on the teaching of middle level social studies in our country today;
3. **employ** numerous *teaching strategies* which accommodate learners of all ability and interest levels;
4. **ascertain** *developmentally appropriate teaching strategies* for a diverse groups of students;
5. **evaluate** and **reflect** upon the effectiveness of assessment procedures on student learning;
6. **integrate** technology (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective instruction;
7. **integrate** best – practice literacy strategies for effective integration of school and community;
8. **align** projects to local, state, and national standards in order to involve the community, enhance professional growth, and improve self reflections
9. **demonstrate** conceptual understanding of community involvement, professional growth and self-reflection;
10. **demonstrate** resourcefulness in the acquisition of community involvement, professional growth and self-reflection;

**Required Textbooks:**

Murray, T. (2005). Teachers doing Research: An introductory guidebook Boston, MA: Pearson / Allyn & Bacon.

**Course Evaluation:**

The candidate’s course evaluation will be determined by out – of class assignments. The course evaluation is based upon 600 points. The instructor expects all assignments to be turned in on time using Times New Roman (12 font) on all work. \*\*\* Explanation of assignments and their point values are explained in the following two tables.

**NCATE/ EPSB Accreditation Alignment of SLOs and CFOs:**

<b>Program:</b>	<b>EDS and RankI</b>		<b>Seminar for Experienced Teachers EDUC 686</b>	
<b>Aligned with → Assessment ▼ (point values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>NCATE</b>
<b>Professional Development Plan(PDP) (30) CFO: 1-5</b>	5-9	n/a	Diversity, assessment, literacy, achievement gap,	1-4

<b>SLO: 1-10</b>				
<b>Informational Materials (20)</b> CFO: 1-5 SLO: 1-10	5-7	n/a	Diversity, assessment, literacy, achievement gap,	<b>1-4</b>
<b>5-Projects (500)</b> CFO: 1-5 SLO: 1-10	1-9	All that are appropriate per individual project	Diversity, assessment, literacy, achievement gap,	1-4
<b>Critiques (50)</b> CFO: 1-5 SLO: 1-10	1-9	All that are appropriate per individual project	<b>n/a</b>	
<b>EXIT EXAM For Program is a pass or fail</b>	<b>1-9</b>	All that are appropriate	Diversity, assessment, literacy, achievement gap,	<b>1-4</b>

**Assignment Descriptions:**

<b>Program: EDS and RankI Seminar for Experienced Teachers EDUC 686</b>	
<b>Assessment (point value)</b>	<b>Description</b>
<b>Professional Development Plan – PDP (30)</b>	Each Student will generate a PDP within the first three weeks of the semester. Independent investigation and project choices are to be related to the needs of the candidate, school of employment, and the community. A description, rationale, and reflection of each project is to be included in the PDP.
<b>Information materials (20)</b>	Each candidate will submit via Bb a completed information form. This includes graduate transcript: list of core courses in program, year taken, and professor of record; and total number of graduate hours in your program.
<b>5 Projects (500)</b>	Five projects are to be completed. Projects will be chosen from the list below. *** See list of projects below with descriptions.
<b>Critiques (50)</b>	Each student will give feedback to other candidates on five chosen projects..

**\*\*\*PROJECTS**

You will **choose five projects** to complete throughout the semester. If you have ideas other than these, please share them with the instructor for approval and possible modification.

Community Involvement: Choose **at least one** of these.

- Civic Organization: present a program on some aspect of public education within the community to that organization
- Civic Organization: involve an organization in a school or classroom related program/sponsorship
- Contact and establish an alliance between the school/grade/class and a local/regional business
- Compile a list of resources in the community which will support some element of the curriculum and give a brief description of the resource and how it supports the element.
- Conduct interviews with influential people related to some topic/concept of local interest related to the school/curriculum. Interview five people using the same questions. In the written part of the assignment discuss the differences and similarities of responses and the connection to your area and school curriculum.

Continued Professional Growth: Choose **at least one** of these.

- Submit a program proposal to a state, regional, or national conference
- Attend a state, regional, or national conference; report on the sessions attended and application to your classroom/professional responsibilities
- Contact a professional organization to secure a set of guidelines on classroom instruction and evaluate your curriculum in light of those guidelines
- Apply for a grant
- Increase use of technology in your classroom to *support* your instruction and student learning
- Focus on special needs students and ways you can better adapt your instruction to meet their needs.
- Choose a model of instruction that you have never used before and design a lesson plan or plans. Teach a group of students using the model.

**Self-Evaluation/Reflection: Choose at least one of these.** Any of these reflective activities may be tied to projects chosen in the above categories. For example, you might tape a lesson using technology and reflect on that.

- Choose a topic of interest, research that topic, generate a bibliography, **discuss application to your professional role**, and present the topic to the class
- Keep a semester-long reflective journal on instruction
- Tape your instruction, and analyze it through a thorough and honest reflective process.
- Ask a colleague to watch you teach and evaluate your instruction. From that observation, chose one teaching behavior on which you need to concentrate, research ways to overcome that behavior, have a follow-up observation to note progress.
- Conduct an in-depth analysis of the work of three students, choosing a high, average, and low student. Work samples should be collected over several weeks. The analysis must reflect on student learning as a result of your teaching and classroom organization of the learning process.

**Grading Scale:**

90% - 100 %	A	600-540
80% - 89%	B	539-480
70% - 79%	C	479-420
60% - 69%	D	419-360
0% - 59%	E	359

**Format for Completing Assignments:**

1. Put name, course # and Section #, date and assignment title in upper right hand corner.
2. Use Times New Roman, 12 – font only
3. Double – space all assignments
4. Use 1” margins all the way around.

**Attendance Policy:** Attendance at all three class meetings and exit exam are mandatory. If there is a problem, please inform the professor ASAP and an additional assignment will be provided as a make-up assignment for the class meetings, no available make-up for the exit exam..

**Links to Websites for NCATE/ EPSB Alignment:**

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kvepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

### Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

### EDEL 686 Seminar for experienced Teachers (P-9) Spring 2010 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
1/11	Candidate will read the syllabus and calendar. Discuss with the professor any problems.	Read the PDP Plan on Bb and begin to respond	
1/25	Discussion of PDP	Begin working on Project #1	
2/1	Discussion of Project #1	Begin Project #2 Finish PDP plan	
2/8			Complete PDP and Informational materials. Attach to Bb.
2/22 FACE TO FACE mtg. 5:00 to 8:00 p.m.	Presentations of Project #1 and Project #2	*Choose two presented projects and prepare written comments for feedback to the respective individual  *Begin on Project #3	Completed Projects #1 and Project #2 (Presentation and written copy)
		Begin Project #4	
3/22 FACE TO FACE mtg.	Presentations of Project #3 and Project #4	*Choose two presented projects and prepare written comments for feedback to the	Completed Projects #3 and #4 (Presentation and written copy)

<p><b>5:00 to 8:00 p.m</b></p>		<p>respective individual.</p> <p><b>*Begin work on Project #5</b></p> <p><b>*Prepare to take the exit exam for your program on April 12, 2010.</b></p>	<p>Complete comments for two presented projects for feedback to the respective individual</p>
<p><b>4/12 EXIT EXAM</b></p> <p><b>FACE TO FACE mtg.</b></p> <p><b>5:00 to ? p.m</b></p>			<p><b>EXIT EXAM</b></p>
<p>4/26</p> <p><b>FACE TO FACE mtg.</b></p> <p><b>5:00 to 8:00 p.m</b></p>	<p>Presentation of Project #5</p>	<p><b>*Choose one presented project and prepare written comments for feedback to the respective individual.</b></p>	<p>Completed Project #5 (Presentation and written copy)</p> <p>Complete comments for three presented projects for feedback to the respective individual</p>