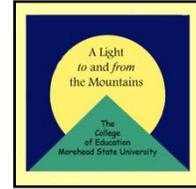




EDEM 499C – Fall 2011
Seminar in Effective Teaching
Morehead State University
College of Education
Departments of
Early Childhood, Elementary, & Special Education and
Middle Grades and Secondary Education

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Office Hours: Wednesday 1:30-4:00; Friday 10:00-12:00;
Meetings available as needed via email, phone, and online chat



Meeting times/dates:

Monday 4:00-5:00 via Wimba conference calls (log in via Bb and have speakers and microphone available)

Description: EDEM 499C. Seminar in Effective Teaching. (3-1-3). I, II. A critical exploration, analysis, and implementation of the knowledge, skills, and dispositions needed to effectively teach all students. **This is a web-supported course, including both face-to-face and on-line instruction.**

Prerequisite: Satisfactory completion of requirements for professional semester in Teacher Education Program.

Co-requisite: Enrollment in one of the following: EDEE 423, EDMG 446, EDSP 435, EDSP 437, IECE 425.

Required Readings and Resources:

- Professional research and review literature relevant to content area and grade level of student candidate's co-requisite clinical experience (student teaching). Relevant peer-reviewed scholarly journals and review literature are required references in support of contextual and instructional decision-making. Example journals to consult for article reviews include the following: *Young Children*, *Teaching Exceptional Children*, *Teaching Children Mathematics*, *The Reading Teacher*, *Social Studies and the Young Learner*, *Science and Children*, *Middle Level Learning*. (Note: *Young Children*, *Young Exceptional Children*, and *Dimensions* are most appropriate for IECE candidates and are all available at the MSU library and/or online)
- Selected professional readings on current issues in education that relate directly to components of the Teacher Performance Assessment. Readings selected by faculty.
- Video recording device with good sound quality; tripod
- Current Issues in Teacher Education: Periodically throughout the semester, candidates will be required to read current issue articles relevant to unit development and instructional practices and participate in discussion. Him
- **All students in this course are required to purchase a Folio 180 account.** To purchase Folio180 online or through the MSU Bookstore:
 1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
 2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
 3. Complete registration and payment information. Your login information will be emailed to you.
 4. Note: if **you have a Tk20 account, you will NOT need to purchase Folio180**--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
 5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.

Recommended Resources:

- Course textbooks from previous Teacher Education Program courses.
- Wireless microphone

NOTE: Throughout this document, the college level teacher education students are referred to as “candidates,” “teachers,” or “students.” The Preschool through 9th grade learners the candidates will teach are referred to as “P-9 learners” or “children.”

Candidate’s Responsibilities/attendance policy: You are expected to attend every class, arrive promptly (i.e. be logged in and ready for the conference call at 4:00), come prepared, and participate actively. You are much more likely to do well in this course and your co-requisite clinical field course if you attend and participate. This course is designed to support you in preparing your Teacher Performance Assessment (TPA). Your primary responsibility is to learn and apply the course content. Please understand that you are expected to study and prepare outside class time. You are expected to demonstrate ethical and professional conduct consistent with the Teacher Education Program and the teaching profession.

Throughout the clinical field semester, candidates will be required to collect video records of instructional events, such as individual diagnostic interviews, a one-to-one instructional session, small group instructional experiences, and full-class instructional events. It is highly recommended that candidates frequently video their instructional practice to provide a wide choice of video from which the candidate can choose brief clips for class discussion. At least two video clips for classroom discussion are required of each candidate.

This course meets weekly via online conference calls through Wimba. Candidates are required to have online access to Wimba conference calls (have speakers and microphone) each Monday 4:00-5:00 or as rescheduled to best meet student and instructor schedules. Because these sessions are of vital importance to share information and organize candidate assignment, one absence will decrease grade by one letter grade. In cases of illness or other personal extenuating situations please email your instructor before the class session for which you will be absent.

Professors’ Responsibilities: It is our responsibility to guide your learning in preparation to do the complex relational, psychological, social, and intellectual work of teaching. Our responsibility is also to be available for questions, to evaluate your work, and to give you constructive feedback. Our ultimate responsibility, however, is to your future students, that they may learn from well-prepared teachers. To this end, the course will focus on teaching practices that have a research and evidence base.

Class Time: This will include instructor-directed discussion and activities, candidate-directed discussion and presentations, and group or individual work. Class time is intended to provide opportunities to grapple with the work of teaching using research and evidence to support decisions of teaching practice. Records of candidate instructional events (see above) will often provide the framework for discussion. Your preparation for class will increase the learning value for all participants.

Grading: Final grades will be determined as follows:

- 90% or above – A
- 80% or above – B
- 70% or above – C
- 60% or above - D,
- below 60% - E.

Student Learner Outcomes:

This course serves as the General Education capstone course for Teacher Education candidates in Early Childhood, Elementary, Special Education, and Middle Grades programs. Upon successful completion of the course, Teacher Education candidates will demonstrate proficiency with student learner outcomes of three types: 1) Professional Education Unit Conceptual Framework Outcomes (CFOs), 2) Morehead State University General Education Student Learner Outcomes (SLOs), and 3) course specific learner outcomes (CSLOs).

Professional Education Unit Conceptual Framework:

“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. The Unit prepares professionals to improve schools, quality of life, and 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.

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 twenty-first century skills needed 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.

Morehead State University General Education Student Learner Outcomes (SLOs):

Communication Skills: Students will demonstrate ability to:

- 1a. Listen and speak effectively in conversational, small group, public, and intercultural contexts.
- 1b. Read college-level critical, creative, and technical texts for comprehension.
- 1c. Write effectively for a variety of target audiences using conventions associated with standard English.

Intellectual Skills: Students will demonstrate ability to:

- 2e. Apply knowledge and skills to new settings and complex problems.
- 2f. Explore the connections among practical, esoteric, critical and creative thinking.

Course Specific Student Learner Outcomes (CSLOs):

The Course Specific Student Learner Outcomes are adopted from the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The final revised InTASC standards, expected in late March 2011, are anticipated to be included in NCATE’s accreditation process. These standards are organized into four general categories as indicated below.

The Learner and Learning

- Standard/CSLO #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard/CSLO #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
- Standard/CSLO #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Content

- Standard/CSLO #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
- Standard/CSLO #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- Standard/CSLO #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher’s ongoing planning and instruction.
- Standard/CSLO #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Standard/CSLO #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- Standard/CSLO #9: Professional Learning and Ethical Practice. The teacher engages in professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard/CSLO #10: Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

| Program: P5, 5-9, LBD, MSD | | Seminar in Effective Teaching | | |
|--|---|--|---|--|
| Aligned with → Assessment ↘ (point values) | Kentucky Teacher Standards (KYS) | Kentucky Core Academic Standards (KCAS) | Education Professional Standards Board (EPSB) | NCATE |
| Critical analysis of curriculum unit 10% CFO: 1 SLO: 1-10 GenEd: 1b, 2e, 2f | 1, 2, 6 | Addressed as appropriate to content area and grade level of student teaching assignment. | -Diversity -Assessment -Literacy -Closing the Achievement Gap | NAEYC: 1, 4 ACEI: 1, 2 NMSA: 1, 3, 4 CEC: 2,3, 7, |
| Professional resource review 1 (5%) & 2 (10%) CFO 1 SLO: 4, 5, 7 GenEd: 1b, 1c, 2e, 2f | 1, 2, 3, 6, | Addressed as appropriate to content area and grade level of student teaching assignment | -Literacy -Closing the Achievement Gap | NAEYC: 4, 5 ACEI: 2, 3, 4 NMSA: 1, 3, 4, 5 CEC: 2, 3, 4, 7, 10 |
| Record of instructional event (15%): CFO: 1,3, 4 SLO: 5, 8 GenEd: 1a, 2e, 2f | 1, 2, 3, 4, 6, 7 | Addressed as appropriate to content area and grade level of student teaching assignment | -Diversity -Assessment -Literacy -Closing the Achievement Gap | NAEYC: 1, 3, 5 ACEI: 1, 3, 5 NMSA: 1, 5, 7 CEC: 2, 3, 5, 6, 9 |
| Written consultation request of a university faculty (5%) CFO: 1, 2, 3 SLO: 4, 10 GenEd: 1a, 2e, | 1, 2, 3, 5, 8 | Addressed as appropriate to content area and grade level of student teaching assignment | -Diversity -Assessment -Literacy | NAEYC: 1, 2, 4, 5 ACEI: 1, 2, 3, 4, 5 NMSA: 1, 2, 5, 7 CEC: 2, 3, 5, 7, 8, 9, 10 |

| | | | | |
|---|-------------------------------|---|--|---|
| 2f | | | | |
| Teacher Performance Assessment (TPA) Written Document (35%) CFO: 1,2,3,4 SLO: 1-10 GenEd: 1c, 2e, 2f | 1, 2, 3, 4, 5, 6, 7, 8, 9 | Addressed as appropriate to content area and grade level of student teaching assignment | -Diversity -Assessment -Literacy -Closing the Achievement Gap | NAEYC: 1-5 ACEI: 1-5 NMSA: 1-7 CEC: 2-10 |
| Parent Communication (5%): CFO: 3, 4 SLO: 2, 9, 10, GenEd: 1c, 2e | 3, 5, 8, 10 | Addressed as appropriate to content area and grade level of student teaching assignment | -Diversity -Literacy | NAEYC: 2 ACEI: 5 NMSA: 6 CEC: 1, 2, 3, 5, 10 |
| Teacher Performance Assessment (TPA) Defense (15%) CFO: 1, 2, 3, 4 SLO: 9 GenEd: 1a, 2e, 2f | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Addressed as appropriate to content area and grade level of student teaching assignment | -Diversity -Assessment -Literacy -Closing the Achievement Gap | NAEYC: 1-5 ACEI: 1-5 NMSA: 1-7 CEC: 2-10 |

Assignments, Experiences, and Assessments:

One goal of this seminar is to help candidates learn to use teaching tools such as P-9 curriculum or textbook materials effectively in development of a teaching unit. The assignments begin with a critical analysis of a curriculum unit. Portions of the curriculum unit will be further analyzed through the lenses of professional research and review materials. The candidate is expected to use a curriculum unit as the foundation for the development of their Teacher Performance Assessment (TPA). Changes or adaptations must be justified with evidence from available and collected classroom data and references from research articles and/or teacher education textbooks.

| Program: P5, 5-9, LBD, MSD | | Seminar in Effective Teaching | |
|--|--|-------------------------------|--|
| Assessment (value) | Description | | |
| Critical analysis of curriculum unit 10% . | <p>Critical analysis of curriculum unit (10%): Candidates will critically analyze a curriculum unit that will be used as the basis for their TPA Unit in their co-requisite clinical experience. The unit must be from the textbook series of the candidate's clinical semester school or other unit resource approved by the university supervisor and cooperating teacher. (Note for IECE candidates: discuss with your instructor any published curriculum used in your placement (such as the Letter People or Second Step to discuss options for this assignment.) The candidate will analyze the unit for its strengths and weaknesses in each of the following areas:</p> <ul style="list-style-type: none"> • Common areas of difficulty for preschool learners regarding the concepts and skills of the unit • Content knowledge for teaching needed by the teacher | | |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Suggested strategies, accommodations, modifications for working with diverse learners (i.e. disabilities, English language learners, culture, etc.) • Assessment strategies – both formative and summative, pre- and post-assessments • Support for classroom discourse • Development of the three phases of a lesson (launch, explore, summarize) and potential homework activities • Suggested grouping strategies to create an effective learning environment at each phase of the lesson • Suggested learning strategies that promote active engagement of the learner • Suggested strategies for communicating with parents and other stakeholders <p>The Critical Analysis will be <u>assessed using the General Education Reading Rubric and the Curriculum Unit Analysis Rubric</u></p> |
| <p>Professional resource review 1 (5%):</p> <p>Professional resource review 2 (10%):</p> | <p>Professional resource review 1 Candidate will review a chapter, related to the content of the TPA/curriculum unit, in a textbook from a previous Teacher Education Program course (e.g. special education course, content methods course, assessment course). The review will provide another lens for analyzing the curriculum unit. The chapter review will be <u>assessed using the Professional Resource Review Rubric</u>.</p> <p>Professional resource review 2 Candidate is responsible for finding, studying, and writing a review on a research article related to the content of the TPA/curriculum unit. Articles must be chosen from peer-reviewed professional journals. Example journals to consult for article reviews include the following: <i>Young Children, Teaching Exceptional Children, Teaching Children Mathematics, The Reading Teacher, Social Studies and the Young Learner, Science and Children, Middle Level Learning</i>. The review will provide another lens for analyzing curriculum unit. The article review will be <u>assessed using the Professional Resource Review Rubric</u>.</p> |
| <p>Record of instructional event (15%):</p> | <p>This activity evaluates a candidate’s ability to communicate effectively to multiple audiences. During observations during clinical practice component of the semester the candidate will video himself/herself and then use the video in conference with the candidate to analyze 1) their effectiveness in communicating key concepts to the children are teaching, 2) the ability discuss these concepts in a professional discussion with their supervisors and 3) the quality of their self analysis and discussion during the debriefing session. Records of instructional events will be <u>assessed using the Record of Instructional Event Rubric</u>. (Note: see IECE 425 syllabus for date of discussion. You will need to record your teaching session well in advance of our meeting to account for technology difficulties!)</p> |
| <p>Written consultation request of a university faculty (5%)</p> | <p>Candidate will write to a faculty member with expertise in content, grade level, and/or special needs related to candidate’s unit of instruction, providing a summary of the unit plan, and requesting feedback or assistance on one to two specific questions related to the instructional unit. Faculty member may choose to respond in</p> |

| | |
|---|--|
| | <p>writing or meet with candidate to discuss the specific questions. The <i>Adapted General Education Writing Rubric Parts I, II, III, & V will be used to evaluate</i> this professional correspondence. (Note: this may be completed prior to TPA or solo week, based on candidate need)</p> |
| <p>Teacher Performance Assessment (TPA) Written Document (35% (GenEd 10%, Course 25%))</p> | <p>The TPA written document consists of the following components: Contextual Factors, Learning Objectives, Assessment Plan, Design for Instruction, Instructional Decision-making, Analysis of Student Learning, Self-Evaluation & Reflection, Presentation. The assignments above (Critical analysis of curriculum unit, Professional resource reviews, and Records of instructional events, Written consultation request) are designed to provide a foundation for and support the development of the TPA. Professional resources such as research or review articles and textbooks will be used in the Teacher Performance Assessment as supporting references for the various components of the TPA.</p> <p>-- The TPA will be <i>assessed using the General Education Capstone Project Rubric</i>.</p> <p>-- It will <i>also be assessed in the context of the co-requisite clinical field semester course using the rubric prescribed by the Clinical Field Office, TPA Rubrics</i>.</p> <p>-- Be aware that the two assessments are assessing different objectives, so the results may not be the same.</p> |
| <p>Parent Communication (5%):</p> | <p>Candidates will prepare a class newsletter or individual informational letter for parents. This letter will provide information about activities occurring in the classroom and information for the parents about opportunities for enrichment/extension at home. This communication must be professional but at the same time written at a level appropriate for the parents of your students. (Note for IECE candidates: this will be completed as part of your solo week – see IECE 425 syllabus for due date) The cooperating teacher and the school principal must approve this communication. The <i>Adapted General Education Writing Rubric Parts I, II, III, & V</i> will be used to evaluate the letter.</p> |
| <p>Teacher Performance Assessment (TPA) Presentation (15%):</p> | <p>Candidates will present a summary of their TPA and respond to questions posed by a three-member committee Each committee will consist of three of the following four members: a Teacher Education Program Faculty member, a University Supervisor, a Content Area Faculty member, and a Highly Skilled Educator. The presentation will be <i>evaluated using the General Education Capstone Presentation Rubric</i>.</p> |

Summary of Assignments, Student Learner Outcomes, Assessments, and Percent of Total Grade

| Assignment | General Education | | | | | Assessment Tool | % of grade | Course specific | | TOTAL | |
|--------------------------------|-------------------|----|----|----|----|--|------------|----------------------------------|-------------------------------------|-------|------------|
| | SLO | | | | | | | CSLO | Assessment Tool | | % of grade |
| | 1a | 1b | 1c | 2e | 2f | | | | | | |
| Curriculum unit analysis | | √ | | | √ | Capstone Reading & Unit Analysis Rubrics | 10% | 1-10 | | 10% | |
| Professional resource review 1 | | √ | | | | | | Related to content of Prof. Res. | Professional Resource Review Rubric | 5% | 5% |
| Professional resource | | √ | | | | | | Related to content of | Professional Resource Review Rubric | 10% | 10% |

| | | | | | | | | | | | |
|---|---|--|---|---|---|------------------------------|-----|------------|--|-----|-------------|
| review 2 | | | | | | | | Prof. Res. | | | |
| Record of instructional event (2 req'd) | √ | | | | | | | 5, 8 | Record of Instructional Event Rubric | 15% | 15% |
| Written consultation request | | | √ | | | | | 4 | Adapted GenEd Writing Rubric Parts I, II, III, & V | 5% | 5% |
| TPA written document | | | √ | √ | √ | Capstone Project Rubric | 10% | 1-10 | TPA Rubrics | 25% | 35% |
| Parent letter | | | √ | | | | | 10 | Adapted GenEd Writing Rubric Parts I, II, III, & V | 5% | 5% |
| TPA defense | √ | | | √ | | Capstone Presentation Rubric | 15% | 9 | | | 15% |
| TOTAL | | | | | | | 35% | | | 65% | 100% |

Administrative Details

Inclement Weather: In the event the University closes due to inclement weather, class will be held on the schedule indicated by University inclement weather plan. Information regarding the university's weather plan is available from these sources: MSU's Office of Public Safety at (606) 783-2035; and at <http://tinyurl.com/MSUweatheralerts> If the university remains open during extreme weather, class will be held unless otherwise announced by instructor. Feel free to contact professor if you have doubts. Use your judgment regarding your own personal safety & email professor if traveling is unsafe for you.

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. For example: Copying information from the Internet is plagiarism if appropriate credit is not given. The policy is located at <http://tinyurl.com/MSUAcademicHonesty> or <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-09.pdf> [pgs.11 & 39].

Policy for Accommodating Students with Disabilities: 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, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu

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>

Semester Calendar

| Week | Date Mon-Fri | Topic | Assignments During the Week | Assignment Due – Mondays at 4:00 (upload to Bb in Word unless otherwise specified) |
|------|-------------------|--|---|--|
| 1 | Aug 22- Aug 26 | Orientation to Clinical Practice and Seminar | <ul style="list-style-type: none"> Determine TPA unit in consultation with US, CT, Methods Faculty Begin collecting contextual factors information | |
| 2 | Aug 29- Sep 2 | Review Contextual Factors | <ul style="list-style-type: none"> Work on Contextual Factors for TPA | <ul style="list-style-type: none"> TPA Unit Decision – tell instructor verbally during class |
| 3 | Sep 5 - Sep 9 | | <ul style="list-style-type: none"> Confirm with CT that TPA objectives are appropriate/feasible Complete Professional Resource Review #1 (be efficient - review a chapter that addresses a difficulty you expect to address during designing lessons and/or assessment) | <ul style="list-style-type: none"> No seminar meeting this week TPA - Contextual Factors due (9/5) Seminar III Sept 9- ADUC |
| 4 | Sep 12- Sep 16 | Review Learning Objectives and Assessment Plan | <ul style="list-style-type: none"> Work on Learning Objectives and Assessment Plan for TPA | <ul style="list-style-type: none"> Professional Resource Review #1 due Sept 12 |
| 5 | Sep 19- Sep 23 | Review Design for Instruction | <ul style="list-style-type: none"> Work on Design for Instruction for TPA | <ul style="list-style-type: none"> TPA - Learning Objectives due 9/19 TPA - Assessment Plan due 9/19 |
| 6 | Sep 26- Sep 30 | Topics based on student need | | <ul style="list-style-type: none"> TPA - Design for Instruction due 9/26 |
| 7 | Oct 3- Oct 7 | Topic based on student need | <ul style="list-style-type: none"> Implement TPA this week or next | |
| 8 | Oct 10- Oct 14 | Review Instructional Decision Making | <ul style="list-style-type: none"> Implement TPA this week if not implemented last week Work on Instructional Decision Making for TPA | |
| 9 | Oct 17- Oct 21 | Review Analysis of Student Learning and Reflection & Self-Evaluation | <ul style="list-style-type: none"> Work on Review Analysis of Student Learning and Reflection & Self-Evaluation for TPA | <ul style="list-style-type: none"> TPA - Instructional Decision-making due 10/17 |
| 10 | Oct 24- Oct 28 | Topic based on student need | <ul style="list-style-type: none"> Continue working on revisions for and compiling TPA document | <ul style="list-style-type: none"> TPA - Analysis of Student Learning and Reflection & Self-Evaluation due 10/24 Seminar IV – ADUC Oct 28 |
| 11 | Oct 31- Nov 4 | Topic based on student need | <ul style="list-style-type: none"> Begin thinking about solo week, write consultative letter to faculty member if applicable Obtain published curriculum used in your school to use for | <ul style="list-style-type: none"> Entire TPA document due to instructor no later than Monday, Oct 31 at 4:00 (upload in one Word document to Bb) – I will |

| Week | Date Mon-Fri | Topic | Assignments During the Week | Assignment Due – Mondays at 4:00 (upload to Bb in Word unless otherwise specified) |
|-----------|-------------------|--|---|---|
| | | | critical analysis <ul style="list-style-type: none"> Obtain professional resource for review #2 | return to you by Friday of this week <ul style="list-style-type: none"> Discussion of video-recorded lesson this week if not last week (see IECE 425 observation schedule for date/time) |
| 12 | Nov 7- Nov 11 | Review solo week (planning template and family newsletter) | <ul style="list-style-type: none"> Plan solo week – consult CT Write family newsletter to align with solo week theme Complete critical analysis of curriculum unit (as used in your solo week) Complete Professional Resource Review #2 (be efficient – review an article that aligns with the theme, activities, or objectives you are using during your solo week) | <ul style="list-style-type: none"> TPA submitted to Folio 180 Nov 8 Discussion of video-recorded lesson this week if not last week (see IECE 425 observation schedule for date/time) |
| 13 | Nov 14- Nov 18 | Review solo week (planning template and family newsletter) | <ul style="list-style-type: none"> Plan solo week – consult CT Write family newsletter to align with solo week theme Complete critical analysis of curriculum unit (as used in your solo week) <i>Observation in kindergarten classroom will occur this week – plan accordingly to schedule consultation with CT</i> <i>Note – instructor will be out of town much of this week for a conference</i> | |
| 14 | Nov 21- Nov 25 | Review TPA Oral Presentation | <ul style="list-style-type: none"> Prepare for TPA Oral Presentation <p style="text-align: center;">Thanksgiving Break Nov 23-25</p> | <ul style="list-style-type: none"> Critical Analysis of Curriculum Unit due Nov 21 Professional Resource Review #2 due Nov 21 |
| 15 | Nov 28- Dec 2 | IEP Meeting Discussion (see IECE 425 syllabus for details) | <ul style="list-style-type: none"> Prepare for TPA Oral Presentation | <ul style="list-style-type: none"> TPA Oral Presentation (time/date TBA - may take place on M, T, W, Th, or F) |
| 16 | Dec 5- Dec 9 | Topic based on student need | | <ul style="list-style-type: none"> Written consultation due Dec 5 (completed prior to TPA or solo week) |
| 17 | Dec 12- Dec 16 | Topic based on student need | <i>Final Exam (written <u>defense if orals not passed</u>)</i> | <ul style="list-style-type: none"> Clinical Practice Seminar V Dec 16 – ADUC Time Cards due to ESU Dec 16 |