



**College of Education and Health Professions
Department of Curriculum and Instruction**

Program Affiliation: Career and Technical Education
Course Number and Title: CATE 4052: Seminar
Co-Prerequisite: CATE 406x Teaching Internship
Meets: On/Off Campus: Peabody Hall TBA

Instructor: Sheri Deaton 313 Peabody Hall sddeato@uark.edu 479-575-2581	<u>Office Hours:</u>	
	Monday:	By appointment
	Tuesday:	By appointment
	Wednesday:	By appointment
	Thursday:	By appointment
	Friday:	By appointment

Course Description/Justification

Catalog Description: This seminar is taken concurrently with student teaching. Topics discussed are designed to link the university/school experience and practice to the knowledge base of the teacher education program.

Relationship to Knowledge Base: This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis assessments with special emphasis given to the following standards:

InTASC Standard 2: Learning Differences. The teacher used understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 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 the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 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.

InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 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.

InTASC Standard 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.

Goals and Objectives

Goals: Candidates will engage in problem solving, self-analysis, and reflection about teaching and learning through active participation. The specific goal in this course is to: engage candidates in problem solving, self-analysis, and reflection about teaching and learning through active participation.

Objectives: By completing the assignments and/or tasks of this course, each candidate will:
Discuss teacher characteristics that facilitate the teaching-learning process.
Identify and discuss the differing needs of various groups within a multicultural society.
Demonstrate the ability to analyze and solve discipline problems.
Facilitate closure of internship experience by reinforcing and sharing the experiences.

Textbooks and/or Supplementary Materials

Arkansas and national standards, Instructor's library, Professional journals, State Department of Education resources; High school textbooks

Technology:

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice.

Content Outline

- ❖ Teacher Excellence Support System (TESS)
- ❖ Self-reflection
- ❖ Classroom management
- ❖ Legal rights and responsibilities including: Family & Community Engagement, Child Maltreatment, Teen Suicide Awareness & Prevention, Mandated Reporting, Dyslexia Awareness, and Human Trafficking
- ❖ Curriculum frameworks
- ❖ Professional Dispositions

Evaluation Policies

Grades for the course will be based on successful completion of all required assignments. Grades will be assigned using the scale below:

- A = Distinguished – 100% - 93%
- B = High Quality – 92% - 83%
- C = Acceptable – 82% - 70%
- D = Poor Quality – 69% – 60%
- F = Not Acceptable – below 60%

Student Activities and Experiences

Accommodations: Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Academic Integrity: The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy.

The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php>. All students are to complete their own work during the semester. Although students are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person's work. All assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

Inclement Weather: For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at: <http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your e-mail.

Professional Dispositions: This course is reserved for candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants.

Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students overall grade will be affected by absences. All work will be turned in on time. Late work will not be accepted for full credit, or accepted at all per instructor's evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This "constructive criticism" is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

Classroom Behavior: Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Assignments/Tasks

Each student must upload assigned artifacts to Google classroom as a required component of this class. Assignments not posted on time will be deducted points.

- **Teaching Strategies (50 points)** – Students will be required to bring copies of new or innovative teaching strategies they have used in the classroom, or from their mentor teacher to share with the rest of the class.
- **Professional Growth Plan (50 points)**—Students will reflect on data from TESS observations to identify one area needed for professional growth. Students will research techniques and resources to assist them in this area. Upon applying the strategies learned, students will submit appropriate documentation to show evidence of growth.
- **Teaching Portfolio (100 points)** – Students will compile artifacts from previous courses and the internship into a teaching portfolio to be used during job interviews. Expectations of what should be included in the portfolio will be covered in the first weeks of the semester, and grading procedures will be outlined in a rubric.
- **Portfolio Presentation (50 points)** – Students will present their portfolios in front of the class on the last day of Seminar. The presentation will require visual aids and a brief discussion of portfolio components.
- **Professional Development**—All students will complete professional development training as it relates to ethics, family and community engagement, child maltreatment, teen suicide awareness & prevention, dyslexia, and human trafficking. Training will be facilitated through the Arkansas IDEAS portal and www.ar.mandagedreporter.org. Submission of certificates of completion will be embedded in the Teaching Portfolio.

Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.