

NIAGARA UNIVERSITY
DEPARTMENT OF EDUCATION

A. Course Number and Title

EDU 743-744: Content, Theory and Practice- Seminar I and II

B. Number of Credits

6 credit hours (3 in first semester and 3 in second semester)

C. Course Description

This two-semester course is designed to assist novice teachers as they develop content expertise within their profession. Arts and Sciences faculty members will teach this course by arrangement, with a focus on linking content and pedagogy for all learners. Participants will reflect and evaluate their effectiveness in teaching the New York State Learning Standards. Teachers enrolled in this course must have a current teaching position within a school district participating in the Foundations of Teaching Program Partnership and must be simultaneously registered for the EDU 741-742 sequence.

D. Method of Teaching

Interns will meet on a weekly basis with the instructor and fellow candidates to discuss issues related to the completion of the National Board of Professional Teaching Standards based portfolio required by the program. Each weekly discussion will also cover subject area content, theory, and practice as they relate to a seminar topic.

E. Course Objectives (adapted from the National Board of Professional Teaching Standards)

Teachers will evidence the following objectives in the English Language Arts, Mathematics, Social Studies, and Science and Technology for Childhood teachers, and in the specific teaching discipline for Middle/Adolescence teachers:

1. knowledge of the subject matter and curriculum they teach and demonstrate their efforts to plan units and lessons that effectively integrate content;
2. ability to create, assess, select, and adapt materials and resources including technology that help to link pedagogy and content;
3. ability to engage students in learning within and across disciplines, and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them;
4. ability to provide instruction using multiple methods to learn central concepts within the subjects they teach;
5. use of a variety of assessment strategies and understanding of the strengths and weaknesses of various methods of assessment;
6. efforts to understand, respect, and adapt to each student's developmental level, abilities, interests, aspirations and values;
7. efforts to understand, respect, and adapt to group differences;

8. establishment of a caring, inclusive, stimulating, and safe classroom environment where students take intellectual risks, practice democracy, and work both collaboratively and independently;
9. efforts to create positive relationships with families as they participate in the education of their children;
10. contributions to improve schools and to advance knowledge and practice in their field;
11. efforts to regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.

F. Outline of Course Content

1. Content and Curriculum
2. Resources and Materials
3. Engaging learners with content
4. Multiple methods of teaching content
5. Assessment Strategies for measuring content knowledge
6. Individual differences
7. Group differences
8. The classroom environment
9. Parental Involvement
10. Service to the school and educational communities
11. Reflective Practice

G. Course Requirements

Texts:

Developing a Teaching Portfolio by Ann Adams Bullock and Parmalee P. Hawk.
Merrill/Prentice Hall.

Blackboard Site and Individual Readings

www.nbpts.org (a web site with details of the NBPTS Standards)

Course Activities and Grading:

Reflection Log (40% of Grade)- Candidates will keep a reflection log of the weekly discussions between candidates and the instructors of the Seminar. This log will describe the topics discussed; insights provided by the Education and the Arts and Sciences instructors, and by fellow candidates; and a personal reflection on practices related to the topics.

Participation (20% of Grade)- Candidates must attend each class session and be prepared to discuss the topic. This preparation will be based on the completion of

assigned readings and a discussion with the mentoring teacher in the school placement.

Portfolio (40% of Grade)- Candidates will provide at least one portfolio submission for each of the NBPTS standards in their certification area. Each submission must have a reflection summary describing the standard addressed, submission, and defending the manner in which the submission relates to the objective. The portfolio grade will be based largely on the quality of the reflection summary.

Attendance: Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may jeopardize a student's course grade. A phone call, e-mail message, or not delivered to the instructor is required if you expect to miss a class.

Student Disclosure: Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

Academic Integrity

“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.