

EDPS 600 Introductory Professional Seminar
Department of Integrated Studies in Education
Faculty of Education
Summer 2011

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Room 428

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Class times: Monday, Wednesday and Friday 10am – noon (4-15 July 2011)
Classroom: EDUC 358 (Science Lab, Education Building)

An important note on contacting the instructor:

As per McGill policy, you need to use your McGill e-mail address in all correspondence with the instructor. E-mail sent from any other server will not be acknowledged.

Required readings and materials

- 1) EDPS 600 course pack (available at the McGill Bookstore)
- 2) The Québec Education Programme (QEP) particular to the discipline area for which you are seeking accreditation (certain materials will be provided at first class)

Course Goals

This seminar course is designed to further your thinking about the community and culture of schools and classrooms – the various dilemmas that emerge at those intersections, and your place as teacher/adaptive expert within that context. Drawing on your experiences of schooling and classrooms, you will be encouraged to deepen your “wakefulness” about what might constitute effective teaching and learning in Quebec secondary schools. You will become familiar with a range of tools to heighten your critical awareness of professionalism in practice – and will put many of them to use as you reflect deeply on your own values, beliefs, and interest in teaching. This deep thinking will help you shape a nascent philosophy of education that will evolve over your program. As part of this process of critical reflection, you will be introduced to the professional development portfolio that you will build throughout your program. We will begin a discussion of the MATL capstone research project that is an important component of your professional journey to becoming an adaptive expert and life-long learner. Learning in this course will draw upon theoretical perspectives, group discussion, activities in the classroom and solo activities.

I will provide and steer a variety of possibilities for shared and independent learning for all of you, whatever your background and individual teaching experience. As a MATL student teacher you are a unique person and you will approach learning from that position. Teamwork and collegiality are also central to our shared experience of this course. You will gain enormously from sharing resources with colleagues and helping them to develop theirs. Your success in this course depends on your *active engagement* with the course materials *and* with your peers throughout the coming weeks. Come to each class prepared to participate in class discussion and activities. It is up to you to ask questions and to question. This course is an opportunity for you to deepen and broaden your professional tool-kit of resources and personal/teacher knowledge and to further confirm your commitment to becoming an outstanding teacher and

adaptive expert.

The MELS Professional Teaching Competencies and Course Learning Outcomes

Although the twelve professional competencies prescribed by the MELS are interdependent and interactive, the following three competencies will be addressed, developed and assessed in this course:

Competency 1: To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

In this course, you will be encouraged to challenge your own experience, understanding, awareness and assumptions about schools and teaching and venture opinions about what does/should constitute the culture and community of school. You will reflect upon teacher/learner relationships and how teachers address a raft of professional challenges. You will be exposed to theoretical and action-based approaches to support your development as a teacher, and different schools of thought to help you formulate a beginning philosophy of education. You will have frequent opportunities to discuss how you view yourself as a teacher in that landscape. You will become familiar with some of the guidelines, protocols, demands and resources of your chosen profession. Your work in this course will illuminate, inform and strengthen your understanding of the range, complexity and challenge of what teaching demands and entails. You will have a better sense of the trajectory of your teacher preparation program and how it prepares you for entry into the profession of teaching.

Competency 2: To communicate clearly in the language of instruction, both orally and in writing using correct grammar, in various contexts related to teaching.

In this course, you will gain a better understanding of the importance of professional language/discourse as currency in schools and classrooms. You will become more aware of some of the communication challenges you can encounter when interacting with school administrators, teachers, staff and students, and how this understanding will help avoid miscommunication and ensure the appropriateness and success of your professional interactions. You will further develop, reflect upon and assess your own level of English language competency, oral and written and the importance of such competence in your role as teacher.

Competency 11: To engage in professional development individually and with others.

In this course, you will be provided opportunities to inquire, try out, question, read, respond and deepen your thinking about teaching, learning, and your own professional development. You will bring your unique perspectives and opinions to class whilst benefiting from listening to, and discussing, a range of opinions and ideas with your peers.

(Teacher Training: Orientations, Professional Competencies: p. 55. 2001, Québec: Gouvernement du Québec, Ministère de l'éducation.)

Evidence of learning/professional competency development outcomes

- Engaging in active participation in small and large group discussions around critical questions generated to facilitate critical thinking about readings and class activities;
- Conveying a personal professional understanding of various theoretical and practical implications of teaching and learning;

- Developing philosophy of education;
- Completing related professional competency grids.

Course/Classroom etiquette and code of conduct

100% attendance is expected in the course; the only exception is a verified medical reason. Unexplained absence for more than one class may result in the awarding of a “J” (absent) grade for this course, or, at the discretion of the instructor, there will be a penalty of 15% off the overall course mark for each class missed. Absence due to religious observance is covered by the Code of Student Rights and responsibilities. Such absences are to be reported to the professor according to the procedures outlined in the Code.

Punctuality is also important, so please come to class on time.

“Given the growing concern among professors and students over significant lapses in classroom etiquette (e.g. incessant chatting, recurring lateness, repeatedly walking in and out of class, use of technology in disruptive ways), it is important to remind students that the Faculty of Education is committed to 1) the development of responsible professional behaviour (MELS, competency no. 12), and 2) a classroom environment conducive to learning.” As stated in the McGill Student Rights and Responsibilities Handbook (2006), “disruption which occurs during the teaching of a course may be treated as an academic offence under the provisions of Article 19.” *Mobile phones are never to ring, vibrate or be used in any way in class. Do not use your laptop unless asked to do so for a specific purpose in class.*

Academic integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (www.mcgill.ca/integrity/ for more information)."

Students with disabilities

Students who require academic adaptation or services may discuss their needs with the professor and/or contact the McGill Office for Students with Disabilities (www.mcgill.ca/osd) or phone (514) 398-6009.

Learning Opportunities:

Writing style

Please ensure that written assignments are word processed and submitted electronically to my e-mail (fiona.j.benson@mcgill.ca) and not to webCT. Faxed submissions will not be accepted. All written work must be double spaced, typed in 12pt font, and use APA citation. An APA citation style guide can be found at: www.mcgill.ca/files/library.assistance/APA.pdf For further help with academic writing please refer to: Giltrow, J. with Burgoyne, D., Gooding, R., and Sawatsky, M. (2005). *Academic writing: An introduction*. Peterborough, ON: Broadview Press.

Language

Linguistic competency is vital for teachers (professional competency 2). Student teachers should be able to “master the rules of oral and written expression so as to be understood by the linguistic community” and be able to “express himself or herself with the ease, precision, and accuracy expected by society of a teaching professional”. Hence all assignments and presentations in this course must be carried out in English.

Evaluation

To meet course requirements, students must complete all written assignments and presentations. Assignment due dates are firm. Assignments are to be submitted electronically to the professor’s e-mail address (NOT webCT) at fiona.j.benson@mcgill.ca. Students are required to pass, with a mark of B- or better, all those courses which have been designated by the department as forming a part of the program, including additional requirements. Final grades for this course will be assigned in accordance with University grading policy/guidelines as defined in the 2010-2011 university calendar.

Evaluation for this course comprises the following four learning opportunities:

A. Seminar topic presentation	(Group Activity)	35%
B. Seminar topic written component	(Individual Activity)	15%
C. Philosophy of Teaching	(Individual Activity)	20%
D. Professional competency self-evaluation grids	(Individual Activity)	15%
E. Participation	(Individual Activity)	15%

Rubrics for all assignments will be posted to webCT and discussed in class.

A. Seminar topic presentation – Group (35%)

Purpose: to develop competencies 1, 2 and 11. A group, to be randomly selected, will lead the class in a focused and interactive discussion and activity around a theme or themes and/or topics emanating from the reading(s) due for that class. The parameters of this assignment will be discussed in class. This assignment will be evaluated by the group, and possibly peers, and the instructor using an agreed upon assessment protocol. **Refer to the course itinerary for presentation dates by group number.**

RUBRIC

Features	Observable Elements	Rating
PC#1: Culture To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.		/10
<ul style="list-style-type: none">Adopts a critical approach to the subject matter.Establishes links between the secondary culture set out in the program and the secondary culture of the students.Casts a critical look at his or her own origins, cultural practices and	Group successfully targets, captures and shares key notions (themes/foci/topics) within and across required texts in a manner that demonstrates a deep understanding and interrogation of those texts.	

social role.		
PC#2: Communication To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.		/10
<ul style="list-style-type: none"> • Uses appropriate language when speaking to students, parents and peers. • Observes rules of grammar and stylistics when writing texts intended for students, parents or peers. • Constantly strives to improve his or her own oral and written language skills. 	Logical, cohesive and seamless. Full and equitable sharing of presentation duties and content rigour. Excellent oral presentation skills in evidence (vocal, visual, support) and, as required, professional materials.	
PC#11: Professional Development To engage in professional development individually and with others		/15
<ul style="list-style-type: none"> • Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments. • Discusses the relevance of his or her pedagogical choices with his or her colleagues. 	Within your role as <i>teachers</i> you select an appropriate activity(ies) to delineate focus and enhance understanding/ engagement. You set the stage for, manage and develop ensuing discussion/ engagement. The presentation both reflects and encourages reflection on teacher professional development and includes as appropriate, critical analysis in terms of personal experience.	

B. Seminar topic written component – Individual (15%)

Purpose: to develop competencies 1 and 2, and in order to engage critically, both individually and in shared discussion, with readings for this course. You must submit a brief and succinct reflection (not a regurgitation) on how the readings that informed your group presentation also informed, and resonated with, you. How did they shape your contribution to the group presentation? How do they speak to your developing sense of self as teacher? Your thinking around these (and other) questions should demonstrate a deep understanding of important ideas contained in and across the readings in question. Prior to writing this critical reflection, you are encouraged to refer to group/class discussions, your own teaching/learning experience, and to reflect on your experience of engaging in the seminar topic presentation and ensuing discussion. Clearly identify the readings cited (APA citation style).

This response should not exceed 750 words (3 pages). **Due by midnight the day after your group topic presentation (refer to course itinerary).**

RUBRIC

Features	Observable Elements	Rating
PC#1: Culture To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.		/10
<ul style="list-style-type: none"> • Adopts a critical approach to the subject matter. • Establishes links between the secondary culture set out in the program and the secondary culture of the students. • Casts a critical look at his or her own origins, cultural practices and social role. 	Demonstrates intellectual and critical engagement with, and understanding of, the thesis of the texts under examination. Responds to <i>some</i> key notions within and across texts. Exhibits original thought in relation to the topic(s) under study – making appropriate links to professional and life experience. Addresses how the readings shaped individual contribution – pre and post presentation.	
PC#2: Communication To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.		/5
<ul style="list-style-type: none"> • Uses appropriate language when speaking to students, parents and peers. • Observes rules of grammar and stylistics when writing texts intended for students, parents or peers. • Constantly strives to improve his or her own oral and written language skills. 	Produces a coherent, succinct and reasoned opinion of how the readings speak to a developing sense of self as teacher. Makes links across texts. Writing is grammatically correct and respects word limit. APA citation style is employed correctly.	

C. Philosophy of teaching – Individual (20%)

Purpose: to develop competencies 1, 2 and 11; building on the work you are doing on autobiography in EDTL 601, you will draw ideas from our class discussions, readings and presentations in order to construct a beginning version of your philosophy of teaching. You will, cogently and succinctly, write about your beliefs about education, about teaching and learning, about students, about knowledge and about what is worth knowing and why. You are to correctly use APA citation style to cite references that support any claims/ideas that inform your thinking. Your philosophy of education will be further refined as you progress through your program of study. The goal here is to become aware of the various branches of philosophy that will help you formulate, position and clarify your nascent educational philosophy.

This text should not exceed 250 words (1 page). **Due by 17 July 2011**

RUBRIC

Features	Observable Elements	Rating
PC#1: Culture To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.		
<ul style="list-style-type: none"> • Adopts a critical approach to the subject matter. • Establishes links between the secondary culture set out in the program and the secondary culture of the students. • Casts a critical look at his or her own origins, cultural practices and social role. 	A professionally insightful, authentic and logical beginning educational philosophy that captures your initial beliefs about education, about teaching and learning, about learners, about knowledge and about what is worth knowing and why – and your role as teacher in that landscape. This philosophical stance/position/statement reflects an understanding of various philosophical orientations in educational thought.	/10
PC#2: Communication To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.		
<ul style="list-style-type: none"> • Observes rules of grammar and stylistics when writing texts intended for students, parents or peers. • Communicates ideas concisely using precise vocabulary and correct syntax. 	Writing is in the first person, is grammatically correct (edited) and clear. Text meets the length requirement (250 words). APA citation and formalistic style is correctly employed.	/5
PC#11: Professional Development To engage in professional development individually and with others.		
<ul style="list-style-type: none"> • Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments. 	The philosophical statement is informed by class discussions, readings and presentations and draws as well from ideas encountered and developed in EDTL 601.	/5

D. Professional competency self-evaluation grids – Individual (15%)

Purpose: to develop competencies 2 and 11 and using the professional competency self-evaluation grids provided (www.mcgill.ca/ost) you will assess your own development, performance and level of “mastery” in professional competencies 2 and 11. This provides you with an opportunity to learn from the professional development work you have engaged in and the feedback you have received on it. Importantly, this self-evaluation enables you to demonstrate, articulate and provide evidence of improved understanding and attainment of the targeted professional competencies 2 and 11 for this course (professional competency 1 will be assessed more fully in Dr. Gale Seiler’s course) – and starts the ongoing and explicit process of

self-evaluation of the 12 professional competencies that is integral to your MATL journey and will continue throughout your program. **Due by 17 July 2011**

RUBRIC

Features	Observable Elements	Rating
PC#2: Communication To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.		
<ul style="list-style-type: none"> Observes rules of grammar and stylistics when writing texts intended for students, parents or peers. 	A professional tone is maintained as is the use of professional discourse. Well written, logical, cohesive and grammatically correct.	/5
PC#11: Professional Development To engage in professional development individually and with others		
<ul style="list-style-type: none"> Takes stock of his or her competencies and takes steps to develop them using available resources. Discusses the relevance of his or her pedagogical choices with his or her colleagues. Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments. 	An authentically critical, analytic and concise reflection of your professional development and level of mastery of the targeted PCs for this course (1, 2 and 11). Attention is paid to the appropriate competency features. A brief distillation of those insights about your professional growth into clearly identifiable strengths, areas that need improvement and strategies for that improvement.	/10

E. Participation – Individual (15%)

Purpose: to develop competencies 1, 2 and 11; Talk, active listening, engaging in critical debate and open-hearted/minded participation in class activities is part of ongoing assessment. Much of your success in this course depends on your **active engagement** with the course readings *and* your peers throughout the seminar classes. Come to each class prepared to take part in a discussion of the relevant readings. Mutually-respectful discussions are key to the course's success, your learning and enjoyment. You will be expected to demonstrate that you have read deeply and understood the readings well enough to be able to engage in a coherent, well-reasoned discussion with your peers in class. Whilst this professional expectation does not penalize students for not engaging frequently in classroom discussion, those who participate more often have a better chance of scoring higher.

RUBRIC

Features	Observable Elements	Rating
PC#1: Culture To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.		
		/5

<ul style="list-style-type: none"> Adopts a critical approach to the subject matter. Casts a critical look at his or her own origins, cultural practices and social role. 	Your contributions reveal an ability to critique readings and make links between them with regards to (the subject of) culture and community of schools. You connect key ideas in the readings to past and present experiences of culture and community of schools and to future professional aspirations.	
PC#2: Communication To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.		
<ul style="list-style-type: none"> Uses appropriate language when speaking to students, parents and peers. Constantly strives to improve his or her own oral and written language skills. 	You use appropriate language when discussing the readings and other professional topics and themes. You demonstrate development of professional discourse.	/5
PC#11: Professional Development To engage in professional development individually and with others.		
<ul style="list-style-type: none"> Discusses the relevance of his or her pedagogical choices with his or her colleagues. Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments. 	You demonstrate the ability to support ideas, opinions and choices, as informed by the readings, with your peers. You reflect on how key ideas in the readings are enabling you to construct professional knowledge and develop as a beginning teacher.	/5

CLASS ITINERARY – subject to change

WEEK/ DATE	TOPICS	READINGS, PRESENTATIONS and ASSIGNMENTS DUE
MON 4 JULY	9:30-10 Breakfast 10-11:15 MATL welcome, overview and introductions 11:15-noon Course launch;	
WED 6 JULY	Traits of effective teachers' professional competencies and grids; from peer assessment to Internship evaluation; links to FE and QEP; taking stock/looking inward	<ul style="list-style-type: none"> Hammerness, K., Darling-Hammond, L., Bransford, J. with Berliner, D., Cochran-Smith, M., McDonald, M. & Zeichner, K. (2005). How teachers learn and develop. In Linda Darling-Hammond & John Bransford (Eds.), <i>Preparing teachers for a changing world</i> (pp.358-389). San Francisco, CA: Jossey-Bass.

		<p>Hand in group information sheets (names) Hand in MATL Internship placement information sheets</p> <p>PCs 1 & 11</p>
FRI 8 JULY	Self-observation and examination; reflection and praxis; self-study - teacher emotion and knowledge, the capstone research project	<ul style="list-style-type: none"> ▪ Grant, C. & Zeichner, K. (1995). On becoming a reflective teacher. In Gerald Taylor & Robert Runte (Eds.), <i>Thinking about teaching</i> (pp. 54-68). Toronto: Harcourt Brace. ▪ Samaras, A. & Freese, A. (2006). <i>Self-study of teaching practices</i>. New York: Peter Lang (Excerpt: pp. 55-79). ▪ Seifert, K. (2010). Learning to feel like a teacher. In Greg S. Goodman (Ed.), <i>educational psychology READER: The art and science of how people learn</i> (pp. 627-640). New York: Peter Lang. <p>Seminar topic presentation (assignment A) Group 1 * Seminar topic written component (assignment B) due by midnight Saturday 9 July</p> <p>PCs 1 & 11</p>
MON 11 JULY	Community, culture and dilemmas of schooling/engagement; working professional portfolio;	<ul style="list-style-type: none"> ▪ Adkins-Coleman, T. (2010). "I'm not afraid to come into your world": Case studies of teachers facilitating engagement in urban high school English classrooms. <i>The Journal of Negro Education</i>, 79(1), 41-54. Retrieved June 18, 2010 from http://proquest.umi.com. ▪ Baurain, B. (2010). The aesthetic classroom and the beautiful game [Electronic Version]. <i>The Journal of Aesthetic Education</i>, 44(2), 50-62 ▪ Nichols, M. (1995). <i>The lost art of listening</i>. New York: Guilford press (Excerpts: pp. 1-15; 23-27; 68-73). <p>Seminar topic presentation (assignment A) Group 2 * Seminar topic written component (assignment B) due by midnight Tuesday 12 July</p> <p>PCs 1, 2 & 11</p>
WED 13 JULY	Ethical and legal guidelines; professionalism and the code of conduct; philosophy of education	<ul style="list-style-type: none"> ▪ Crook, K. & Truscott, D. (2007). <i>Ethics and law</i>. (Excerpt: pp. 1-13; 165-182). ▪ Parkay, F., Stanford, B., Vaillancourt, J. & Stephens, H. (2009). <i>Becoming a teacher</i>. Toronto: Pearson Education (3rd ed.)

		<p>(Excerpt: pp. 73-84).</p> <ul style="list-style-type: none"> Zinn, L. (2009). A resource for teacher leadership: Philosophy of education Inventory. In Marilyn Katzenmeyer & Gayle Moller (Eds.) <i>Awakening the sleeping giant: Helping teachers develop as leaders</i> (pp. 159-188). Thousand Oaks, CA: Corwin (3rd ed.). <p>Seminar topic presentation (assignment A) Group 3 * Seminar topic written component (assignment B) due by midnight Thursday 14 July</p> <p>PCs 1, 2 & 11</p>
FRI 15 JULY	What counts as “knowledge”; capstone research project; showcase professional portfolio; final questions	<ul style="list-style-type: none"> Bell, J. (1992). <i>Doing your research project</i> (Chpts. 1 & 2). Bristol, PA: Open University Press. Berrill, D. & Addison, E. (2010). Repertoires of practice: Re-framing teaching portfolios. <i>Teaching and Teacher Education, 26</i>, 1178-1185. Retrieved June 21, 2010 from http://www.elsevier.com/locate/tate. Tom, A. (1987). Replacing pedagogical knowledge with pedagogical questions. In John Smyth (Ed.), <i>Educating Teachers: Changing the nature of pedagogical knowledge</i> (pp. 9-17). New York: The Falmer Press. <p>Seminar topic presentation (assignment A) Group 4 * Seminar topic written component (assignment B) due by midnight Saturday 16 July</p> <p>PCs 1, 2, & 11</p>
SUN 17 JULY		<p>Philosophy of teaching (assignment C) and Professional Competency self-evaluation grids (assignment D) due by midnight</p>