

**Teacher Academy
Program Overview & Syllabus
Class of 2021**

Top high school seniors develop the skills to be 21st century Educators in the dual-enrollment **Central Montco Technical High School Teacher Academy (TA)**. The newly designed TA program invites students to explore teaching in a variety of settings including public school districts, cyber schools and the private sector. The program consists of 7.5 hours/week divided between classroom instruction and internship experience with professionals from the field. Students complete three seven-week internships and earn over 95 internship hours during the year. Students also may earn college credits through dual enrollment, including courses in Foundations for Teaching & Learning, Theory & Fieldwork, and English Composition for Education Majors.



TEACHER ACADEMY SYLLABUS CLASS OF 2021

I. INSTRUCTOR CONTACT INFORMATION

Dr. Debora Broderick
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 CMTHS: 610.277.2301
 Cell: 610.836.1536

Certifications & Credentials
 EdD Reading/Writing/Literacy
 MA English
 PA Instructional II Secondary English (7-12)
 HOUSSE Designation PK-12 Art

II. COURSE MEETING TIMES/DAYS/LOCATION

Central Montco Technical High School, 821 Plymouth Road, Plymouth Meeting, PA 19462

AM Class: 8-9:30 AM

PM Class: 12:45-2:15PM

Internship Days: Wed, Thurs, Friday

Class meets Mondays, Tuesdays during internships & daily at CMTHS between internships.

*Schedule Subject to Change

Internship Dates *Subject to Change	
Internship 1	October 14 - December 4
Internship 2	January 13- February 26
Internship 3	March 17 - May 7

Teacher Academy Program Description

The Teacher Academy is a program for high school seniors interested in pursuing a career in the field of education. In addition to earning 2 high school credits for the program, students have the option to potentially enroll in a dual enrollment and earn college credits. The Academy provides an introduction to the knowledge and skills required to work in the teaching profession in the 21st Century. The Teacher Academy program addresses instruction in all subjects on all grade levels with particular attention devoted to:

- History and philosophy of education
- Legal and ethical issues in education
- Effective teachers and classrooms
- Meeting the needs of exceptional learners
- Integration of technology in the classroom
- Student diversity

- Teacher preparation and entering the profession
- Developing a theory of practice

The course consists of 7.5 hours/week divided between classroom instruction and internships with certified, tenured teachers at all grade levels, resulting in approximately **160 hours of instruction and 95 hours of internship** (field site) experience. Student internships consist of 30+ hours in PreK-4 classrooms; 30+ hours in grades 4-8; and 30+ hours in a grade of their choice. Instruction is both teacher and student led; active individual and group participation are expected of each student. In addition, several guest speakers from the educational field will present throughout the year. Students will also participate in relevant field trips. As a culminating project, students complete a portfolio based on current college format and participate in an interview conducted by current and former administrators and human resources staff.

Curriculum & Grading Description

The **curriculum** is divided between 4 Core Components:

- Foundations for Teaching & Learning
- Theory & Field Experience in PK-12 Classrooms
- English Composition for Education Majors (College Credit option)
- Art Inquiry into Teaching & Learning

Each component is worth 25% of your overall Teacher Academy Grade, with participation built into each component. Each component is detailed below.

CORE COMPONENT 1: Foundations of Teaching & Learning

This component of the program provides students with an introduction to the field of teaching and learning. Students will become familiar with teaching as a career choice and state requirements for becoming a certified teacher. The foundations, history, and philosophy of education will be examined and students will gain an understanding of modern education in our society. Students will also examine the impact of current issues on American education today. To assist students in gaining knowledge in a well-organized format, the course is structured into four areas of competence: historical and philosophical foundations; teachers and students; schools and curriculum; and finances, government, and legal concerns.

Upon completion of the Teacher Academy Program, students should be able to do the following:

- Develop background in education foundations, theory and policy, including understanding current issues with historical and philosophical background including inclusionary practices. (PDE Competencies)
- Develop background in education foundations, theory and policy, including understanding social, economic and cultural diversity, and implications for learning. (PDE Competencies)
- Develop background in education foundations, theory and policy, including general and professional ethics. (PDE Competencies)
- Demonstrate understanding of the way in which classroom environments influence children's learning including the connection between classroom materials, learning standards, and instruction. (PDE Competencies)

- List the advantages and disadvantages of teaching as a career choice.
- Understand how teachers develop a professional reputation and obtain employment.
- Develop a statement of their philosophy of teaching and learning that is research based.
- Understand the diversity of students and student needs (educational, social, cultural, behavioral) and the responsibility of a classroom teacher to these needs.
- Understand and analyze the major developments of the history of education, especially as they relate to school reform.
- Become a more reflective learner, with particular regard to personal skills and attitudes as they compare and contrast their readiness with the vocation of becoming a classroom teacher today.
- Comprehend the practical aspects of education, including governance, politics, funding, law, and societal impacts.

Core Component 1: ASSIGNMENTS/LEARNING ACTIVITIES & GRADING

25% OF OVERALL TA GRADE BROKEN DOWN AS FOLLOWS:

Philosophy of Education Unit: (20%)

Developing a philosophy of education is an important starting point for teacher candidates. While this will be a dynamic task, changing with coursework and experience, an initial statement of philosophy gives a student a basis for his or her learning agenda. The Philosophy of Education Paper will be built on a series of smaller writing assignments leading to a final one and a half-page statement of a student's philosophy based upon current research.

Field Experience (20%)

Five hours of field experience is required. It will be broken down as follows:

One hour: Attend a school board meeting and complete a one-page reflection.

Two hours: Visit a classroom in grades 1-12 and observe. Submit a School Visit Analysis.

Two hours: Visit a classroom in grades 1-12 and assist a teacher (must be in person). You may do any of the following tasks while in the classroom: grade papers, construct instructional materials, duplicate materials, tutor students, or similar activities.

For each activity, a form must be completed and documentation that shows you actually visited the site is to be submitted. Forms for each assignment can be found on the online system. **Documentation of activities must be submitted with assignments or the assignments will not be graded.**

Chapter Activities: (20%)

For each chapter, students will complete activities to help them learn the content of the chapter. Some will be individual and some will be group activities. These activities are detailed on the course calendar.

Chapter Exams: (40%)

Students will take chapter exams/activities based on the content of the course. Exams will not be cumulative and will be based on a combination of matching items, multiple choice, definitions, or essay questions to measure understanding of chapter content. The final exam will be on all chapters not yet tested at the end of the course.

CORE COMPONENT 2: Theory & Fieldwork in PK-12 Classrooms

This component of the program will provide an orientation to various aspects of teaching in grades PK-12. Topics will include curriculum, planning, effective instruction, discipline, and the structure of the school. The major work of this component comes from the internship Field Experience, which provides prospective teachers opportunities to:

- observe the complex features of the classroom environment from the perspective of a teacher,
- examine classroom behavior, and to study the decision making of experienced teachers
- share in selected teaching duties
- observe children and/or adolescent behavior of regular and inclusion students as a basis for --understanding interpretations and instructional applications of psychological principles.
- develop a personal teaching philosophy
- relate classwork to the context of the field.

Topics for this component include...

Introduce learning materials
 Working in schools, dress code, behavior
 Setting personal goals
 Observation
 Reflective practitioner
 Professionalism
 The teaching profession
 Personal philosophy
 Ethics
 Meeting students' needs
 Pupil services
 Planning, instruction, standards
 Differentiated instruction
 Instructional strategies
 Adaptations
 Assessment
 Classroom management
 Collaboration

Core Component 2: ASSIGNMENTS/LEARNING ACTIVITIES & GRADING

25% OF OVERALL TA GRADE BROKEN DOWN AS FOLLOWS:

• **Field Experience: (60%)**

Students will complete 95 hours of field experience in various grades, including 30 hours in PK-4; 30 hours in a middle school; 30 hours in a school setting/level of the student's choice. Students are required to submit a log of their time in the field. Mentor teachers will also assess students using the Teacher Academy Internship rubric. (20% per internship)

• **Journals & Reflections of Internship Experiences: (40%)**

Journals. Students will keep a journal of experiences and observations in the classroom and reflect upon the profession of teaching and their role in it. Journal entries should follow the format listed in the reading “Reflecting on Field Experiences: Fieldwork Logs.” This is listed below:

Journal Content and Format

Name:

Date:

Time of Observation:

Description of the Observation:

Reflection and Analysis of the Observation:

Rules for Journal Keeping:

- * Students should address the following topics within their observations: professionalism, classroom environment, school-family collaboration; school services. More information on writing about these topics will be provided throughout the year. Students should also draw from readings to analyze their experiences.
- * In accordance with principles of confidentiality and professional behavior, please use fictitious names when writing about a child, another teacher, volunteers, etc.
- * Students will post selections of these logs on the online discussion board weekly during internships.

Reflections. Choose 3 of the situations below and write 1-2 pages describing the situation, how it was handled, and your analysis of it. Attach artifacts from the classroom to help explain the situation if you can.

- Describe an ethical dilemma you observed in your classroom.
- How does the teacher motivate the students to learn? Is there a system or systems in place that supports this motivation? How are the children encouraged to succeed?
- How does your teacher manage behavior? Is there a system he/ she uses? How is it implemented? Would you use this system? Why or why not? What proactive strategies does your teacher use to help children become self-disciplined learners? Are there any problems you can see with the system or discipline?
- Using a fictitious name, describe the child who had the most influence on you this semester. Why do you think this is so? Describe your teaching and observations of this child. What lessons did this child help you learn about teaching and learning in today's classroom?

CORE COMPONENT 3: ENGLISH FOR EDUCATION MAJORS

A minimum of 45 hours will be spent on this component of the course; this course will be integrated into the Teacher Academy Program, with all students participating. Qualified students may earn 3 college credits for this course.

MCCC Description: ENG 101

ENG 101 is based on the premise that critical thinking generates clear writing. In this course, the student learns to read critically, a skill that involves distinguishing central ideas from supporting material and identifying an author's purpose, assumptions, attitudes, and biases. Additionally, the student in ENG 101 learns a writing process that involves generating ideas, drafting, composing, revising, and editing. The student also learns to locate, use, and accurately reference various sources of information.

Upon completion of the Teacher Academy Program (& ENG101), *students should be able to do the following:*

- Apply college-level critical thinking and writing in various rhetorical situations
- Compose original, thesis-based essays with cogent, well-supported evidence
- Use appropriate rhetorical techniques for a specific writing task
- Demonstrate organizational skills in constructing an essay with an introduction, conclusion and transitions
- Explore and evaluate appropriate academic databases to find credible primary and secondary sources
- Synthesize appropriate sources to produce a research paper with accurate documentation
- Employ prewriting, drafting and revision strategies
- Apply formal conventions of standard English with respect to grammar, mechanics and punctuation

Core Component 3: ASSIGNMENTS/LEARNING ACTIVITIES & GRADING

25% OF OVERALL TA GRADE BROKEN DOWN AS FOLLOWS:

Major ENG 101 Coursework	
5 Related Papers that relate and build on each other, culminating with a final teacher research paper.	
Literacy Narrative (10%)	2-page personal essay where students begin to position themselves as teachers, examine their own biases and assumptions, and consider how their varied experiences inform their emerging teaching practice.
Leveraging Definitions (10 %)	Students will take up a commonly used educational term and explore the multiple ways educators and educational researchers use this term in different contexts and for different purposes. (eg. "struggling readers") 2-pages
Comparative Analysis (15%)	Building on the Definition Paper, students will compare and contrast a contested educational theory or concept. Students will use both their field sites as well as research-based articles to critically examine an issue from multiple angles and through multiple lenses. (eg. "struggling reader" research.) 3-4 pages

Persuasive Essay (15%)	Based on their developing work, students will take a position on an educational issue or theory and present a cogent argument. (eg. Weigh in on the “struggling reader” debate.) 3-4 pages
Research Paper/ Teacher Research (25%)	Students will combine research with practice for this final paper, critically examining an aspect of one of their field sites. Students will have the opportunity to use their field sites as locations for observation and data collection, which then will be analyzed using practitioner research methods. (eg. Case study of a “struggling reader” from field sites.) 10-15 pages
Course grounded in current educational teacher research, specifically <i>Inquiry as Stance: Practitioner Research in the Next Generation</i> (2009) by S. Lytle & M.C. Smith.	

Class assignments/activities (20%) might include reading responses, paragraphs, outlines, rough drafts, case studies, group discussions, other essays and other activities.

CORE COMPONENT 4: Art Inquiry into Teaching & Learning

Students will participate in an arts-based approach to developing their theory of practice; students will be using visual journals (sketchbooks) for this arts-based approach, and will complete a hand-made Japanese-Sewn Visual Teaching Book that includes their teaching philosophy statement.

Core Component 4: ASSIGNMENTS/LEARNING ACTIVITIES & GRADING

25% OF OVERALL TA GRADE BROKEN DOWN AS FOLLOWS:

Summer Sketchbook Work (10%)

Sketchbook Assignments (25%)

Arts Grant Partnership Work: Various arts-based workshops & relevant assignments (25%)

Visual Teaching Philosophy: A Hand-Made Book (40%)

-Includes final teaching philosophy statement.

COURSE MATERIALS/GENERAL REQUIREMENTS**• Textbooks**

You may be required to purchase textbooks for the program.

- Textbooks TBD

• Clearances

- * PA Child Abuse History Clearance
- * PA State Police Criminal Record Check
- * Federal Criminal History

• Professional Attire

- * Professional dress should be worn to all internship assignments.
- * Navy, grey, or black blazer; dress pants; skirts; button down shirts; blouses (no T-shirts); tie (men), dress shoes (no sneakers or open sandals).

• School Uniform

- * Students are required to wear the designated program uniform on days they attend TCHS Brandywine. The uniform is a Teacher Academy golf shirt, which will be available for purchase through our school website.

ADDITIONAL TEACHER ACADEMY ASSIGNMENTS/TOPICS/PROGRAM INFORMATION

- **Technology:** Students need to provide their own technology for the program: laptop, iPad, etc.

- **Shadow Day Assignment**

Students are required to complete a shadow day assignment in which they spend an entire school day with a mentor teacher in the classroom. Students complete a set of questions and 2-page essay reflecting on this experience.

- **Teaching Portfolio**

Students will develop and maintain a professional digital teaching portfolio. This portfolio includes all Field Work observation journals. More details in class.

- **Professional Interview**

Students will participate in a professional mock teaching interview, with current and former administrators and HR personnel. Students will present their portfolios at this interview.

Guest Speakers & Field Trips

Teacher Academy provides a rich variety of guest speakers throughout the year; additionally we will also take several field trips. Listed below are the expected speakers and field trips. These lists are subject to change.

GUEST SPEAKER PRESENTATIONS	TENTATIVE FIELD TRIPS
<ul style="list-style-type: none"> • Autism • English Language Learners (ELL) • Assistive Technology • Careers in the field of Blindness/ Visual Impairment • Special Education (IEPs) • Standards Aligned System (SAS) • School administration • School law • Careers in guidance counseling • Brain development 	<ul style="list-style-type: none"> • CCIU-Child Development Center (CDC) • The Fabric Workshop & Museum (FWM): Arts partner for Arts-Integration

PROGRAM REQUIREMENTS

- **Attendance:** Attendance is critical to your success in Teacher Academy. It is important that you attend both class and your internships. If you are going to be absent, you are required to notify your Teacher Academy instructor as well as your mentor teacher, if it is an internship day. Attendance will be factored into your final grades.
- **Participation:** Participation and engagement in class discussions and activities is critical to your success in Teacher Academy. Participation is factored into your final grades.
- **Readings:** You are required to complete all assigned readings listed in the course schedule or assigned by your instructors. You must complete the readings prior to class in order to participate in class discussions.
- **Assignments:** Complete all assignments as defined by your instructor.
- **Academic honesty:** Adhere to ALL MCCC and CMTHS policies, Education policies, and internship policies. Please refer to the MCCC and CMTHS plagiarism policies for detailed explanations.

STUDENTS WITH DISABILITIES

Montgomery County Community College policy complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students requesting academic accommodations **must** register with the Office of Disability Services and are responsible for picking up their accommodation letters at the beginning of **each** semester and presenting them to their instructors. I am available to discuss the approved accommodations that you may require for the college components of this program.

COMMITMENT TO DIVERSITY

Students are expected to show respect for their classmates, themselves, and their instructors by conducting themselves with maturity, demonstrating sincere interest in the ideas of others, and employing good manners.

Students are expected to show appreciation for the diversity of backgrounds and skills of their classmates. Violations of equal educational opportunities should be reported according to procedures given in the Student Handbook. General complaint and sexual harassment complaint procedures are detailed in the Student Handbook.