



## Secondary Education Academy Program Overview & Syllabus 2024-2025

The **SEA program (formerly Teacher Academy)** is open to juniors and seniors interested **in teaching learners grades 4+**. This program is appropriate for students who intend to major in education with the aim of earning a **post-secondary PA** professional teaching certificate in one of the areas below.

- PA Certification Grades 4-8
- PA Certification Grades 7-12

### Course Description

The newly expanded Secondary Education Academy (SEA) (formerly Teacher Academy) provides high school juniors and seniors an opportunity to develop the skills and dispositions of successful teachers through exploring careers in education. Through internships in area schools with certified teachers, and dual enrollment college courses, students in the SEA will potentially complete between 3-6 internships and earn up to 6 college credits. This program is also appropriate for students interested in all subject areas, as well as Special Education and English Language Learning.



## Secondary Education Academy Syllabus

<b>Instructor</b> Dr. Debora Broderick dbroderick@cmths.org CMTHS: 610.277.2301 Cell: 610.836.1536	<b>Certifications &amp; Credentials</b> EdD Reading/Writing/Literacy MA English PA Instructional II Secondary English (7-12) Housse Designation PK-12 Art
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The **Secondary Education Academy** consists of classroom instruction and internship experience with professionals from the field. Students complete three seven-week internships and earn over 95 internship hours during each year in the program. Students who attend the program for two years will complete up to **six** internships. Students also may earn 6 college credits through our dual enrollment options.

### **Internship Opportunities**

Students are paired with certified educators in the following areas:

- Upper Elementary
- Middle School (all subjects)
- High School (all subjects)
- Special Education
- Specials (Art, Music, Physical Education)
- English Language Development (ELD/ESL programs)
- School Counselor

### **2024-2025 Internship Dates**

<b><i>Internship Dates *Subject to Change</i></b>	
Internship 1	October 16 - December 6
Internship 2	January 15- February 28
Internship 3	March 19 - May 2



## Course Topics

Course material includes but is not limited to the following:

- 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

## Curriculum & Grading Description

The **arts-integrated curriculum\*** is divided into 3 Core Components:

Component	Grade Percentage
<b>Foundations for Teaching &amp; Learning</b>	30%
<b>Theory &amp; Field Experience in Grade 4-12 Classrooms</b>	30%
<b>English Composition for Education Majors</b>	30%
Participation	10%

Each component is worth 30% of your overall Teacher Academy Grade, with participation counting for 10% of the overall grade. Each component as well as the arts-integration description is detailed below.

### **Core Component 1: Foundations of Teaching & Learning (Del Val University, 3 credits, ED1010)**

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 SEA 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**

30% OF OVERALL SEA 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.



### **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 the 4-12 Classroom**

This component of the program will provide an orientation to various aspects of teaching in grades 4-12. 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
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## Core Component 2: Assignments/Learning Activities/Grading

30% OF OVERALL SEA 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)

- **Fieldlogs of Internship Experiences: (40%)**

*Fieldlogs* . Students will keep a journal of experiences and observations in the classroom and reflect upon the profession of teaching and their role in it. Fieldlog entries should follow the format detailed on Schoology.

- *Internship Reflection Paper:* Consider 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 (MCCC, 3 credits, ENG101)

*A minimum of 45 hours will be spent on this component of the course* ; this course will be integrated into the SEA 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 SEA 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**

30% OF OVERALL SEA GRADE BROKEN DOWN AS FOLLOWS:

<p><b>Major ENG 101 Coursework</b>  5 Related Papers that relate and build on each other, culminating with a final teacher research paper.</p>	
<b>Literacy Narrative (10%)</b>	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.
<b>Leveraging Definitions (10 %)</b>	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
<b>Literature Review (30%)</b>	Building on the Definition Paper, students will begin the formal Literature Review process. Students will read and annotate academic journal articles based on their research topics. They will synthesize the literature from the field into a 4-6 page literature review.



<b>Research Paper/ Teacher Research (30%)</b>	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.) 15-20 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.

### **Arts-Integrated Pedagogy: 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. The arts-integrated work will be built into the 3 core components detailed above. Arts-Integrated work includes the following:

#### **Summer Sketchbook Work**

#### **Sketchbook Assignments**

**Arts Grant Partnership Work** : Various arts-based workshops & relevant assignments

**Visual Teaching Philosophy: A Hand-Made Book:** 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; optional tie , dress shoes, professional shoes/business casual sneakers..

- **School Uniform**

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

### **Additional SEA 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

### **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.

<b>GUEST SPEAKER PRESENTATIONS</b>	<b>TENTATIVE FIELD TRIPS</b>
<ul style="list-style-type: none"> <li>• Autism</li> <li>• English Language Learners (ELL)</li> <li>• Assistive Technology</li> <li>• Careers in the field of Blindness/ Visual Impairment</li> <li>• Special Education (IEPs)</li> <li>• Standards Aligned System (SAS)</li> <li>• School administration</li> <li>• School law</li> <li>• Careers in guidance counseling</li> <li>• Brain development</li> </ul>	<ul style="list-style-type: none"> <li>• The Fabric Workshop &amp; Museum (FWM): Arts partner for Arts-Integration</li> <li>• Educators Rising States (Penn State University)</li> <li>• Educators Rising Nationals</li> </ul>



## 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 SEA 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 SEA. 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 instructor. You must complete the readings before class 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: MCCC Statement

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.

## MCCC 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.

