

The Egyptian English, Mathematics, and Science Teacher Leader Program

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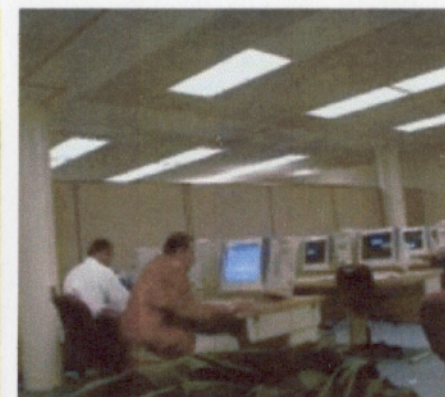
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*Educational Leadership /
Service
#23, 24, 26, 27*

The Egyptian Teacher-Leader Program

*UMBC and Egyptian Ministry of Education
Professional Development Model*

Professional Development

Creating a Vision
of Excellence for
the Diverse and
Dynamic World

Observations

Public Schools
Educational Exhibits
Cultural Sites

Courses

Instructional Strategies
Computer Skills
Reflective Teaching

Collaborative Culture

Seminars

Interactive Discussions
with K-12 Teachers and
Education Specialists

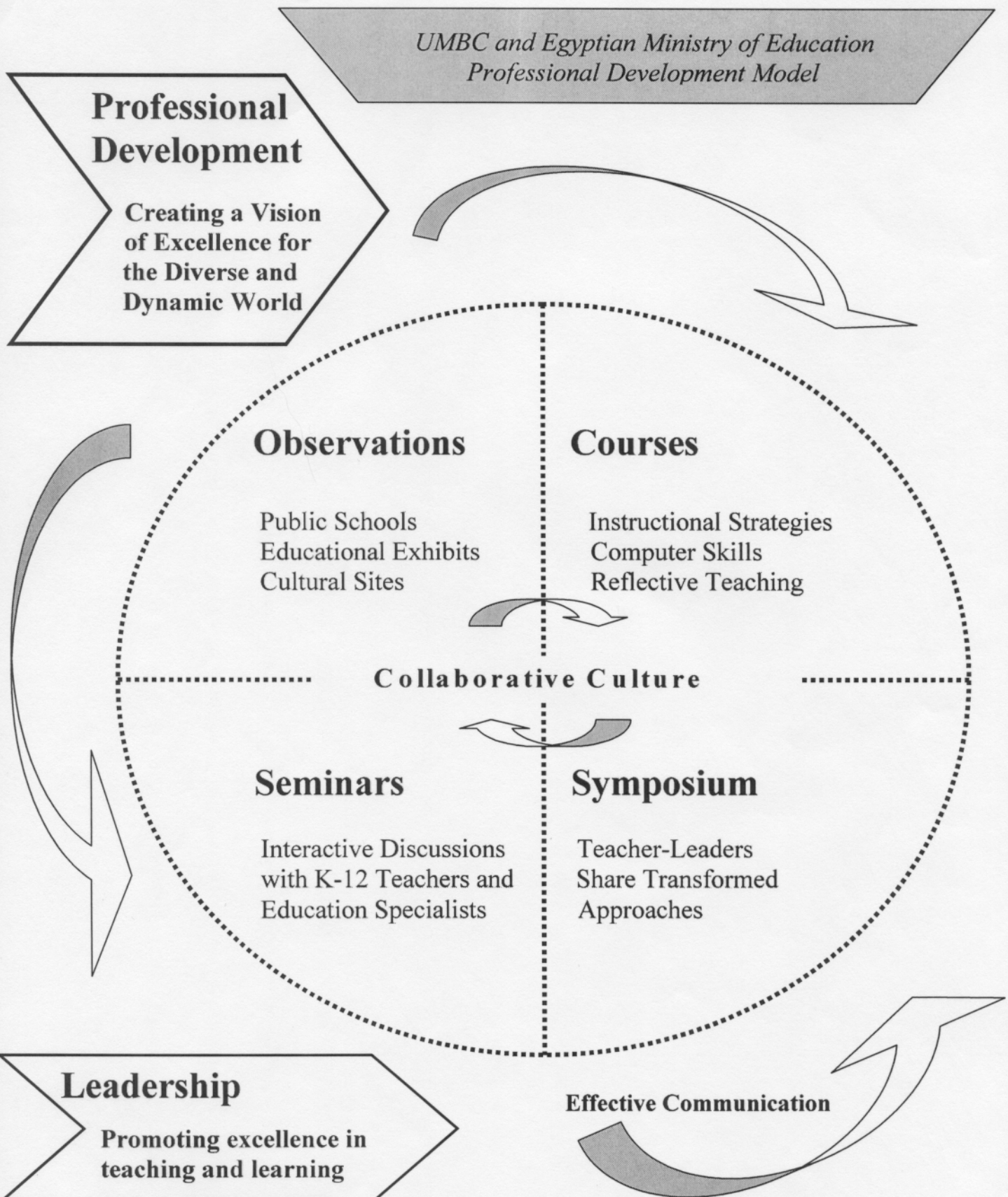
Symposium

Teacher-Leaders
Share Transformed
Approaches

Leadership

Promoting excellence in
teaching and learning

Effective Communication



The Egyptian Mathematics and Science Teacher-Leader Program

Supported By
Egypt Cultural and Education Bureau
The University of Maryland Baltimore County
1000 Hilltop Circle, Baltimore, MD 21250

Program Description

The Egyptian Mathematics and Science Teacher-Leader Program is a collaborative effort between the University of Maryland Baltimore County (UMBC) and The Egypt Cultural and Education Bureau. This professional development program is designed to support 30 mathematics and 30 science teacher-leaders in a semester long program. The program helps these teacher-leaders learn about US improvement efforts in mathematics and science education. The UMBC Departments of Education and The English Language Center along with the local school districts cooperate to provide the teacher-leaders with a variety of course experiences, school visitations and field trips. These experiences are designed to help the teacher-leaders improve their practice and better understand issues in American education. The teacher-leaders have opportunities through their program experiences to grow in a variety of different ways. There is special emphasis place on helping teacher-leaders grow with their innovative teaching practices, English language, and computer skills as well as their science and mathematics understandings.

In addition to developing individual capacities and leadership skills, the program is a professional development experience that connects and integrates key aspects of mathematics and science with program improvements in education. The hope is that this program will stimulate and foster lasting alliances among teachers, schools, universities/colleges, and communities for continued communication and cooperation with the common goal of improving mathematics and science education. This program respects and nurtures the intellectual capacities of the teacher-leaders and others in the school community as they work together to create mathematics and science education programs that are meaningful for all students.

Course Descriptions

Professional Development: Leadership in Action

This course increases the professional skills of the teacher-leaders in evaluating instruction and programs in mathematics and science. The course meets twice a week. Each leader reflects on his or her current practice and develops a set of criteria to evaluate instruction. A highlight of the course is weaving the school observations into an action research plan for their own profession. Teacher-leaders work in collaborative teams to present ideas related to school reform from current publications in educational leadership. Through this offering, teacher-leaders applied for

a mini-grant for their program and instruction. They each developed a rationale for selecting current method and technology texts and materials to improve their instruction.

Computer Skills Development

This course is designed to enhance basic computer skills and to build on developing instructional technologies. The teacher-leaders will be learning the latest information processing techniques. The teacher-leaders will learn how to use databases, word processing program, Internet linkages, a variety of communication technologies, and educational software applications. They will be challenged to identify ways to integrate these technologies into their current practice. Teacher-leaders will be expected to demonstrate their skills with these technologies as they develop portfolios and professional presentations.

Instructional Strategies for Mathematics and Science Teachers

This course is designed to help teacher-leaders acquire specific understanding of content, pedagogy, and teaching technologies. Teacher-leaders will be engaged in a variety of constructivist learning experiences across the semester and will be expected to develop transformed teaching units in their own disciplines. During the course, teacher-leader will be analyzing how the content in the various disciplines is delivered and what their roles are as facilitators in the learning process. The course is designed to provide opportunities for teacher-leaders to be a student as they participate in course activities. By experiencing the content and methods as learners they will come to understand and appreciate student perspectives and understandings. Teacher-leaders will be challenged to rethink key concepts related to their disciplines as they take on student roles. Course projects will be showcased in their professional portfolio and at the end of semester symposium.

English for Specific Purposes (ESP)

In this course, teacher-leaders are immersed in language acquisition designed for mathematics or science instruction. The content of their learning is expected to enhance the learning in the other parts of the program. Emphasis is placed on speaking and listening to foster greater understandings of their experiences. The class meets twice a week. During school observations, seminars, classroom discussions, and the symposium, the leaders showcase their learning.

ACADEMIC PROGRAM INFORMATION
UMBC Egyptian Mathematics, Science, and TEFL Teacher-leaders

The guidelines for this professional development program at UMBC are intended to assist UMBC instructors and Egyptian Teacher-leaders in assessing progress and expectations for the program. The staff at UMBC and the Egyptian Ministry of Education share the expectation that each Egyptian Teacher-Leader will seek the highest possible level of achievement in all the program offerings.

EVALUATION AND GRADING POLICY

During the semester, the instructors will meet on a regular basis with Teacher-leaders to discuss progress in the class. These meetings are intended to help teacher-leaders to review their individual expectations for achievement and the course objectives.

Grades

Grading is standardized with the TEFL Teacher/Leader Program. A description follows:

Teacher-leaders will be graded for each course using an A, B, C or I scale outlined below. Course instructors will have specific objectives for teacher-leaders to achieve that will provide feedback for assessing achievement.

"A" - Participates in classroom activities by asking and responding to questions, by discussing how the assignments relate to teaching, and by generating new ideas about how the assignments and activities are applied to teaching practices. A sophisticated level of effort is evident in the work that is done. There is evidence of an in depth analysis and synthesis of new connections between classroom activities and learning goals of the course. The teacher leader exhibits evidence of leadership ability.

"B" - Participates in classroom activities by asking and responding to questions and by discussing how the assignments relate to teaching. An adequate level of effort is evident in the work that is done. There is evidence that connections are being made between classroom activities and the learning goals of the course.

"C" - Participates in classroom activities and assignments. A minimum level of effort is evident in the work that is done. There is little attempt at making connections between classroom activities and the learning goals of the course.

"I" - A grade of an "incomplete" will be issued to teachers who do not attend class regularly and who do not provide evidence of sufficient work to be evaluated.

Monthly Evaluation Reports

It is necessary to submit to the Egyptian Education and Cultural Bureau periodic reports on the progress of each teacher leader. This information will include an in-progress grade, a brief comment, and attendance. We will provide you a copy of the report.

ATTENDANCE

Teacher-leaders are expected to attend all classes and program events. However, the attendance policy is administered as follows:

The teacher leader is allowed to have as many unexcused absences as there are number of classes each week. If a class is held once per week, the teacher leader will be allowed only one (1) unexcused absence for the entire semester. If the teacher leader misses more than one (1) class, the grade for the class will be reduced by one (1) letter grade. If the class meets two (2) times each week, there can be no more than two (2) unexcused absences. We will consider that an absence is excused only if the teacher leader brings in an official explanation from a physician or the Egyptian Embassy. The class work missed because of an excused absence must be made up to the satisfaction of the instructor.

LATENESS

Instructors will begin classes on time so teacher-leaders are expected to be on time for all classes and program events. Programs and instruction can be greatly hindered by habits of lateness. The individual instructors, coordinators, or directors will address these issues.

CERTIFICATES AND TRANSCRIPTS

There are three levels of Certificates to be granted.

Level I

Certificate for Outstanding Achievement
Criteria: All grades must be "A".

Level II

Certificate for Successful Completion
Criteria: All grades must A, B, or C

Level III

Certificate of Program Participation
Criteria: This teacher-leader receives one (1) Incomplete "I".

If two or more Incomplete grades are received no certificate will be issued.

The Egyptian Mathematics and Science Teacher-Leader Program

Faculty and Staff Education and Experience

Susan M. Blunck, Ph.D., Director

Education:

Ph.D. The University of Iowa, Science Education/Curriculum, 1993.

M.S. The University of Iowa, Science Education, 1988.

B.A. The University of Iowa, Elementary Education, 1972.

Experience:

Assistant Professor Science Education, University of Maryland Baltimore County.
Director, Post Baccalaureate Teacher Education Program.

Co-director The Iowa Chautauqua NDN Program.

Taught all levels of science education in K-12 schools.

Research areas in teacher leadership development, STS (science, technology, and society) instruction, and systemic reform.

Egyptian Program Co-instructor for Professional Development for Teachers.

Susan Bresee, Instructor ESP

Education:

M.A., Instructional Systems Development, ESOL/Bilingual Option, UMBC

B.A., German, University of Maryland-College Park

B.A., Geology, Wittenburg University

Experience:

TEFL Instructor, TEFL School Visit Coordinator, and ESP Instructor, UMBC

Egyptian Teacher-Leader Program. Instructor, English Language Center. UMBC,

Instructor, ESOL Reading Lab, UMCP. ESOL teacher, elementary school.

Janis C. Chaillou, GLOBE instructor

Education:

B.S. Towson University, Biology, Minor in Mathematics, 1977.

Currently working on M.A. Instructional Systems Development, University of Maryland Baltimore County.

Experience:

Environmental Monitoring and Assessment, Information Management, Quality assurance/Quality Control, Technical Training.

GLOBE instructor for Egyptian Mathematics and Science Program and UM

Gail Holm, Coordinator

Education:

M.A., Instructional Systems Development, ESOL/Bilingual Option, UMBC
B.S., Agricultural Journalism, University of Wisconsin-Madison
B.S., M.S., Poultry Science, University of Wisconsin-Madison

Experience:

ESP Coordinator, UMBC Egyptian Teacher-Leader Program.
Instructor, TEFL and ESP classes, UMBC Teacher-Leader Program
ESOL Instructor, Howard Community College. ESOL Intern in elementary and middle schools. ESOL instructor in employment and training program for Hispanic immigrants. Research assistant, poultry reproductive physiology and nutrition.

Gail Kaplan Ph.D., Instructor

Education:

Ph.D. SUNY at StonyBrook, Mathematics, 1977.
M.S. Mathematics SUNY at StonyBrook, 1973.
B.A. Mathematics. 1972.

Experience:

Mathematics teacher for algebra through AP calculus at Key School.
Instructor for History of Mathematics at UMBC.
Supervised teachers for certification for secondary mathematics.
Egyptian Program Instructor for Instructional Strategies for Mathematics and Science Teachers.

Kate McElderry Harrison

Education:

B.A, Ripon College, Anthropology & Environmental biology, 1994.
Currently working on M.A. Instructional Systems Development, University of Maryland Baltimore County.

Experience:

Community coordinator & team teacher for Adopt-a-Watershed Environmental Science Program. Coordinator & volunteer for the Peace Corps Paraguay Environmental Education Program. Illustrator & collaborator for the Paraguayan Environmental Education Curriculum Series. Egyptian Program Academic Instructor for Instructional Strategies for Science Teachers.

Michelle Perez, Instructor

Education:

B.S., University of Maryland, College Park, Maryland
Currently working on M.A. Instructional Systems Development, University of Maryland
Baltimore County.

Experience:

Legal Assistant, Bracewell & Patterson, Washington, DC. Internal Investigator, Public
Defender Service, Washington, DC. Egyptian Mathematics and Science Program
Academic Instructor for Educational Technology.

Kyle Taylor, Instructional Aide

Education:

B.S. (Projected Graduation Date: May 2001) University of Maryland Baltimore County,
Information Systems.

Experience:

Sales Associate, Office Max, Somerdale, New Jersey. Courier-Post, Cherry Hill, New
Jersey.
Egyptian Program Instructional Aid for Computer Skills Development for Teachers.

Abraham Veppumthara, Instructional Aide

Education:

B.S. (Projected Graduation Date: May 2001) University of Maryland Baltimore County,
Information Systems, General Biology/Pre-Medicine.

Experience:

Instructor for Newport youth basketball camp.
Physician's Aid at Washington Adventist Hospital Center.
Egyptian Program Instructional Aid for Computer Skills Development for Teachers.

Department of Education

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September 18, 2000

Dear Egyptian Teacher-Leaders,

As the Director of the Egyptian Mathematics and Science Teacher-Leader Program, I want to welcome you to The University of Maryland Baltimore County - UMBC. We as a program staff are so glad you are here. The courses we have designed for you are intended to help you grow as teachers and leaders. We are confident that you have been chosen by your government to be here based on the fact that you are already accomplished teachers.

We are sure you know a great deal about teaching and we look forward to learning from you. But as we all know, the truly great teachers are always learning new things and accepting new challenges. Over the course of the next semester, you will learn many new ideas and be challenged as a teacher-leaders to think about how you could creatively use and test these ideas in your teaching. You will also be asked to think deeply and reflect on the experiences you have during this semester in order to tell us how you are growing and changing as a teacher. This means that you will have to attend all your classes and pay close attention.

We expect that you will try your hardest while you are here and take on the professional challenges. You will be asked to work as a team member on projects and activities, learning from other teacher-leaders in the program. You will learn the newest teaching and assessment techniques and sharpen your English and computer skills. On Tuesdays, you will be visiting Maryland schools and meeting US teachers and their students. The instructional staff will be here to guide, support and encourage you. Questioning is encouraged in the US, so please ask us for help when you need it.

As we get the semester going, we remind you to be patient as you get used to living in the US. It takes a little time to get oriented and settled in your new homes and on campus. We look forward to working with you this semester. We are confident that each one of you will be successful in your studies this semester and that we will be proud of all you do while you are here. Have a wonderful semester.

Sincerely,

Susan M. Blunck, Ph.D.

Director, UMBC Egyptian Mathematics and Science Teacher-Leader Program