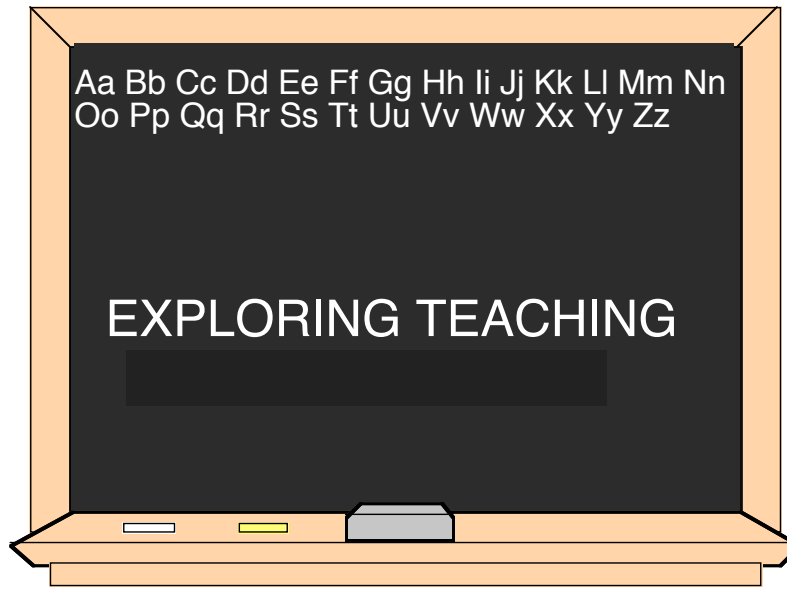


ED 101 Exploring Teaching

2 Sh



Spring 2013
Education Department
Eastern Mennonite University

Catalog Description: An exploratory course designed to provide the student a means for self-assessment as a potential teacher. Learning activities include directed observations and participation in school settings, analysis of teaching skills and discussions centering on constructivist theory, reflecting teaching, and current issues in education. (A 20 hr practicum is included.) (1 sh content; 1sh practicum) (Community Learning Designate)

Course Purpose:

This course is designed to give you a means for assessing yourself as a prospective teacher. You will engage in basic communication skills development, participate as a teacher assistant in several school settings, and encounter the demands and rewards of the teaching profession in a variety of ways. The course serves as the required “Introductory” exposure to the profession, for those who will choose to pursue a teacher certification option; and will serve as an elective credit for those who elect to pursue some other major toward graduation from this university.

Course Instructors

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Course Textbooks

REQUIRED:

Reagan, T. G., Case, C. W., & Brubacher, J. W. (2000). *Becoming a reflective educator: How to build a culture of inquiry in schools*. (2nd ed.). Thousand Oaks, CA: Corwin Press.

*Students are expected to purchase the 2nd edition of the textbook and bring it to class everyday.

EMU Teacher Education Handbook available online at <http://www.emu.edu/education/tehandbook.pdf>

CLOSED RESERVE:

Landau, E. D., Epstein, S. L., & Stone, A. P. (Eds). (1976). *The teaching experience*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Additional Considerations

The Committee on Teacher Education has approved the assessment of \$50.00 for practica experiences. This required fee goes toward transportation costs and professional courtesy stipends given to your host teachers. In addition a fee is required to cover the following:

- | | |
|------------------------------|--|
| 1. Plato (Praxis I tutorial) | 25.00 (if Praxis I requirement has not been met) |
| 2. Your Course Syllabus | 3.50 |
| | \$28.50 |

This fee will be charged to your account when you enroll in the course.

Teacher Candidate Performance Outcomes

The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

- demonstrate competency in general education knowledge and liberal arts
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) s/he teaches
- demonstrate awareness and apply meaningful connections across disciplines and cultures

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

- evaluate philosophies of education from multiple perspectives to articulate a personal philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts through critical reflection, problem-solving, and dialogue

- demonstrate teaching as praxis by drawing upon personal and collegial reflections to evaluate and revise practice

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- examine how educational legal and policy issues affect students', caregivers', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and specialty professional associations standards

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or caregivers of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

- plan and advocate for safe and just learning experiences for each student
- evaluate the effects of his or her actions on students, colleagues, and supervisors
- promote restorative approaches to peacebuilding in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for each student
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

- view teaching as a vocation
- demonstrate resourcefulness and responsibility in creating just and equitable educational settings
- build productive and collaborative relationships with colleagues
- participate in opportunities for professional growth

<http://www.emu.edu/education/mission/>

EMU CORE Community Learning Rubric

The following rubric assesses course outcomes #7 and 14. Individual student scores are reported for institutional data collection and are not factored into the student's grade.

Criteria	Exceeds Expectations 3	Meets Expectations 2	Does Not Meet Expectations 1
Demonstrates community involvement	Goes well beyond minimum requirement of community involvement and engages in meaningful activity	Meets minimum course requirement of community involvement (15 hours for a standard CL course)	Unable to demonstrate minimum requirement of community involvement
Reflects on issues encountered in involvement	Demonstrates insightful analysis of issues encountered through community learning involvement	Identifies basic reflection of issues encountered through community learning involvement	Unable to demonstrate reflective learning from community involvement

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Disability Statement

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access ASC Tutoring (also accessible through myEMU).

Course Outcomes

Each outcome below is aligned with the EMU Teacher Education (<http://www.emu.edu/education/mission/>) or EMU Core (Community Learning) outcomes.

I. Knowledge

1. Identify the opportunities and demands of the teaching profession through field experiences, observation reports, and exams. (Inquiry, Communication, Leadership)
2. Explore and articulate current issues in education through group research projects. (Scholarship, Leadership)
3. To integrate Christian Faith principles with understandings and expectations of the role of a teacher through reflection and exams. (Caring, Leadership)
4. To review the certification requirements of the teacher education program at EMU, including Praxis I and II assessments by completing Plato Profile Tests and reading the EMU Teacher Education Handbook. (Scholarship)
5. To examine the role of schooling in society, curriculum and instruction issues, and philosophies of education through current issues research, exams, and quizzes. (Inquiry)
6. To inquire into the processes, contexts, and challenges of teaching using a reflective teaching model through field experience reports, exams, and reflective teaching lesson. (Inquiry, Leadership)
7. Reflect on the issues encountered in their involvement. (EMU CORE Community Learning)

II. Skills

8. To demonstrate human interaction skills in order to communicate more effectively through group research project, reflective teaching lesson, and exams. (Communication, Leadership)
9. To develop observation and reflection strategies through field experience reports and self and peer evaluations. (Inquiry)
10. To demonstrate the ability to teach a concept in a brief reflective teaching activity. (Professional Knowledge)
11. To sample the research base on various educational issues through article summary reports. (Communication)
12. Exhibit personal and professional behaviors that promote student learning and professional growth and development as reflected in field experience evaluations. (Leadership)
13. Actively seeks opportunities for professional growth and development as reflected in field experience evaluations. (Leadership)
14. Demonstrate community involvement. (EMU CORE Community Learning)

III. Dispositions (see <http://www.emu.edu/education/dispositions/>)

15. To analyze personal strengths/weaknesses, personality traits, values, motivations, and attitudes through reflection, disposition reflection, field experiences, observation reports, and reflective teaching lesson. (Caring, Leadership)
16. To test and articulate my desire and ability to work with various age groups and/or specific subject area in a school context through field experiences and reports, reflective teaching lesson, and exams. (Leadership)
17. To demonstrate caring attitudes as evidenced in field experience reports and exams. (Caring)

Evaluation Criteria

- **All out-of-class assignments are to be word-processed.**
 - **Assignments submitted late will receive continuous point deductions (one point per week).**
- 1. Field Experience Reports** **8 X 10 = 80 points**
Eight field experiences and related summary reports, valued at 10 points each, are required. The actual in-school observation sessions are required for the submission of a report. A rubric delineates the point value for each observational report. Please submit Word-processed papers on the back of the colored observation report (single-spaced, 12-font). Late submissions will receive a deduction of 1 point per week. (Outcomes 1, 6, 9, 10, 11, 12, 13)
 - 2. Exploring the Calling to Teach Panel: Tues., March 19, 2013, 8-9:30 p.m.** **25 points**
Students will attend a panel presentation of local teachers held in Common Grounds. A reflective paper will examine teaching as calling and vocation. See rubric for assessment criteria. (Outcomes 3, 15) **PAPER DUE: Tuesday, April 9, 2013**
 - 3. Current Issues Research Presentation** **10+10+15+15 = 50 points**
This research project is designed to model a cooperative learning experience. The goal is for small groups to research and present findings on a current issue in education in a presentation or debate format. (Outcomes 2, 5, 8, 15) **DUE: Tuesday, April 2, 2013**
 - 4. Unit Tests** **3 X 25 = 75 points**
Three essay tests covering textual readings and related classroom discussions. Any and all activities, presentations, etc., that take place in regular class sessions are to be considered as testable material. (Outcomes 1, 3, 5, 6, 12, 13, 15)
 - 5. Response Writing** **10 points**
One unannounced writing activity. No make-up. (Outcomes 5, 8)
 - 6. Dispositions Self-Assessment and Reflection** (Outcome 11) **10 points**
 - 7a. Plato Predictor Test for Praxis I and Self-Evaluation** **2 X 10 = 20 points**
Completion of this test will help you determine your strengths and weaknesses in reading, writing, and math and your readiness to successfully complete Praxis I. 10 points will be awarded for completing all three sections of the test and up to 10 points will be awarded for the completion of your self-evaluation. (Outcome 4) **DUE: Tuesday, February 5, 2013**
 - 7b. Plato Alternative Assignment for those meeting Praxis I scores with SAT/ACT scores** **20 points**
DUE: Tuesday, February 5, 2013
 - 8. Reflective Teaching Lesson—Thursday, April 18, 2013** **3 X 10 = 30 points**
Teach a lesson of your own design. A 10-minute videotaped reflective teaching activity that includes instructor, self, and peer evaluations. (Outcomes 6, 11, 16, 17)

Early Graded Experience Grade:

First and second-year students enrolled in this course will receive a grade of satisfactory (SA), warning (WA), or UN (unsatisfactory) after the **fourth** week of the semester. This grade is intended to provide students with feedback on their academic performance and engagement in this course. Students who receive a WA or UN grade will be expected to discuss with us, within one week of receiving their grades, plans for improving their performance in this course.

Total Points Possible: 300 Points

The following score ranges shall be used to determine the final letter grade to be assigned for the course:

Percentage	Points	Grade
96 - 100	288-300	A
94 - 95	282-287	A-
92 - 93	276-281	B+
89 - 91	267-275	B
86 - 88	258-266	B-
83 - 85	249-257	C+
79 - 82	237-248	C (A grade of C or better is required in all education courses with an ED/EDS prefix)
75 - 78	225-236	C-
71 - 74	213-224	D+
67 - 70	201-212	D
66 - 0	200- 0	F

Methods of Instruction to Be Utilized

1. Field Experience Practicums:

Utilized in assignments in which students are placed in actual in-school settings, to work as an observer and teacher aide with a classroom teacher. Reflected upon in weekly written observation reports.

2. Research:

Utilized in instances in which students are assigned to do individual research preparatory to writing of papers and/or participate in group projects and reports.

3. Self-Assessment/Reflection:

Utilized in assignments to provide opportunities for self-assessment relative to EMU teacher education outcomes and dispositions.

4. Small Groups (Think/Pair/Share):

Utilized periodically when the total class is divided into small groups, assigned a topic to discuss, and then to share views with total class.

5. Class Group Presentation and Discussion:

Utilized when presentation of information and/or ideas (concepts) in a clear, concise, and systematic manner is of primary importance.

6. Question and Answer:

Utilized when the objective is to have students respond to ideas (concepts) and to report (share) experiences in field experience practicums.

7. Resource Persons/Calling to Teach Panel:

Utilized primarily in bringing public and private school professionals into the class, to share ideas and/or issues related to the educational profession.

8. Case Studies (Assigned Readings):

Utilized in library closed reserve assigned readings and reflective discussions on teacher experienced classroom events and interactions.

9. Technology (Internet, YouTube, DVD):

Utilized to examine “real life” issues and current educational concerns, and in the development of an electronic portfolio.

10. Reflective Teaching Lesson:

Utilized in assignments in which students are each assigned to select a topic, prepare a mini-lesson, teach it before a group of peers and an instructor, and reflect upon the effectiveness of their teaching.

Exploring Teaching Knowledge Base

The purpose of Exploring Teaching is to provide students with an opportunity to address the question: “**Shall I Teach?**” During the course students will experience a combination of in-class discussions, group work, in-school field experiences, and a reflective teaching lesson, all designed to explore the calling to teach. Through participation in Exploring Teaching, students may become either more sure of their desire to teach or may decide not to pursue teaching as a career. However, if students decide to teach, a commitment to excellence is essential.

Exploring Teaching draws from the philosophical foundations of an ethic of care, reflective practice, and constructivism within the teacher education conceptual framework, and the belief in early field experiences.

An Ethic of Care

Caring is a way of being in relationship with others (Noddings, 2005). Goldstein (2002) believes that “the ethic of care provides a way of thinking about caring that repositions the concept, transforming it from a personality trait to a deliberate and decisive act” (p. 16). Noddings (2003a) distinguishes between the concepts of *caring for* and *caring about* and describes *caring for* as a reciprocal, responsive, and relational transaction between the *carer* and the *cared-for*. In contrast, *caring about* is a response to an idea or large, distant group of people, such as caring about starving children in another country. In *caring for*, the teacher meets the needs of students with diverse interests and abilities (Noddings, 2003b). Gay (2000) describes this caring as “multi dimensional responsiveness” which “places teachers in ethical, emotional and academic partnerships and speaks especially to the expectations teachers have of their students” (p. 62). Katz (2007) characterizes this concept of *caring for* as “professional caring” in which the teacher cares for the student as a learner.

Caring is also enacted through restorative approaches in education (Amstutz & Mullet, 2005). A restorative framework relates both to nurturing relational behaviors in school settings and to building inclusive school communities. Recognizing that the aim of the teacher is to engage each student as learner, EMU teacher education nurtures candidates in valuing school discipline that mediates wrongs and restores relationships among all participants in the learning community. Also aware that differences in culture, ethnicity, race, skill, ability and behavior create rich and vibrant learning experiences, EMU candidates are nurtured to demonstrate caring by attending to the needs of diverse learners and the contributions of each to the learning community.

Reflective Practice

Reflective practice is an “iterative process rather than a one-off event, involving repeated cycles of examining practice, adjusting practice and reflecting upon it, before trying it again” (Grushka, McLeod, & Reynolds, 2005, p. 239). The reflective process, both reflecting-in-action and reflecting-on-action (Schon, 1993), allows the teacher to create meaning around practice. The new understanding that comes from reflection acts as the starting point for adapting one’s practice (Kahn, Young, Grace, Pilkington, Rush, Tomkinson, & Willis, 2006). Reflective teachers are able to carefully examine and analyze their teaching with the goal of gaining new insight and understanding into their own teaching, which increases their own capacity for learning as knowledge, skills, and dispositions change, and use the new understanding to improve student learning (Costa & Garmston, 2002).

Such reflective action and teaching, seen as a cycle of critical praxis intended to transform, requires support and development for candidates over the span of the program. Coming to see teaching, learning, and schooling from multiple perspectives and defined by competing agendas creates cognitive dissonance for many becoming teachers. The literature suggests there is a strong tendency for candidates, despite the philosophies of their teacher education programs, to revert to the teaching styles they experienced as K-12 students (Yost, Sentner, & Forlenza-Bailey, 2000). Duncan-Andrade and Morrell

(2008) note that this return to familiar models reproduces what Freire (1970) calls the banking model. Through a combination of coursework, collaborative processes, individual reflection, and consistent practicum experiences throughout the program, our candidates are nurtured in critical reflection in order to see and respond to elements of schooling that often go unnoticed. The EMU program demonstrates commitment to developing critical reflection through which candidates move beyond descriptive awareness of classroom events to critical reflective action. Such action includes acknowledgement of productive tensions and transformative action in teaching and learning.

Critical reflection is the process of analyzing, reconsidering and questioning experiences within a broad context of issues related to social justice, curriculum development, learning theories, politics, and culture (York-Barr, Sommers, Ghore, & Montie, 2006). Critical reflection requires an acknowledgement that teaching can empower or oppress. With an intentional focus on critical reflection, teachers can begin to question their assumptions about power structures within the classroom, create conditions where all voices are heard and where educational processes are open to negotiation, and create connections between educational outcomes and students' values and experiences (Brookfield, 1995). It is through the application of critical reflection that caring teachers will have the courage and competences to become effective agents for just learning communities (York-Barr et al., 2006).

Constructivism

The philosophical base for the teacher education program is further informed by the theory of constructivism. Constructivism is a ubiquitous term that represents both a theoretical position and a set of instructional principles. For example, Fosnot's (1996) understanding of constructivism is primarily theoretical, driven by a post-structuralist understanding of psychological theory that "construes learning as an interpretive, recursive, building process by active learners interacting with the physical and social world" (p. 30). Henderson's notion of constructivism, by contrast, represents a more pedagogical understanding, viewing constructivist instruction as "any deliberate, thoughtful, educational activity that is designed to facilitate students' active understanding" (Henderson, as cited in Fosnot, 1996, p. 9). The constructivist approach taken by the EMU teacher education program seeks to integrate theory and practice, recognizing the importance of both practice grounded in theory and theory practically applied.

Field Experiences

Participating in field based experiences offers pre-service teachers the opportunity to take theories that have been developed through study--theories about learning, about behavior, about the self--and test them through practical classroom experience. The value of field experiences is supported by Posner (2010, p. 21): "Experience + Reflection = Growth. As this equation suggests (and as John Dewey has argued), we do not actually learn from experience as much as we learn from reflecting on experience." There is absolutely no substitute for this kind of reality.

As students become 'reflective educators,' they will become adept at asking key questions such as "What are the decisions to be made? On what basis do I make decisions?" and "What can I do to become a better teacher?" Reflective teachers take full responsibility for learning and adhere to the belief that all students can learn to their full potential.

References

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ED 101 Exploring Teaching
Spring Semester 2013
Course Theme: "Shall I Teach?"

Jan 8 (T) Orientation and Self Assessment

Class Session Activities:

1. Introductions and Community Building
2. DVD: "I Teacher Because I Can"
3. Sign up for placements 1 and 2 (3 choices) *Students with schedule conflicts may need to drop course. Please do not expect preferential placements.*
4. Syllabus and course procedures

Focus Theme: "Reflecting on Schools and Society"
Course Themes: Caring, Inquiry

Jan 10 (R) "Prior to Class" Assignments:

1. Read Landau "Backward Boy" and "the End of the Week" pp. 1 – 26; "Improving the Motivation..."
2. Read the entire syllabus!

Class Session Activities:

1. DVD: "Cipher in the Snow"
2. Introduction to Education Department faculty
3. Discussion of film and short stories: Dispositions of Caring, Reflective Practitioners
<http://www.emu.edu/education/dispositions>
4. Short story "She Came to His Wedding"

Jan 15 (T) "Prior to Class" Assignments:

1. Read Reagan, Case & Brubacher Ch. 1 "Reflection, Reflective Practice, and the Teacher"

Class Session Activities:

1. Confirmation of field practicum placement choices
2. Discussion and Introduction to "Reflective Teaching" and the profession of teaching
3. Group work: Characteristics of Outstanding Teachers
4. Introduce EMU Teacher Education Handbook on-line

Jan 17 (R) "Prior to Class" Assignments:

1. Reagan, Case & Brubacher Ch. 5 "Transformative and Constructivist Curricula and Instruction"

Class Session Activities:

1. Group learning activity and discussion of learning experience
2. Class discussion on "Constructivism" as an approach to teaching that includes a comparison of traditional and constructivist classrooms

Jan 22 (T) "Prior to Class" Assignments:

1. Read EMU Teacher Education Handbook <http://www.emu.edu/education/tehandbook.pdf>

Class Session Activities:

1. Plato--Praxis I Introduction Guest Speaker-- Whitney Sajko
2. Handout Plato: Praxis I self-evaluation
3. Introduction to the Teacher Education Outcomes and Entrance/Exit Requirements

Jan 24 (R) "Prior to Class" Assignments:

1. Read from Reagan, Case & Brubacher Ch. 2 "Toward a 'Culture of Inquiry' in the School"

Class Session Activities:

1. Small Group Case Study Discussion on reflection and inquiry

Jan 29 (T) "Prior to Class" Assignments:

Class Session Activities:

1. Discussion of Effective Teaching, Caring Relationships, and Faith in Teaching
2. Video: "Molder of Dreams"

Jan 31 (R) "Prior to Class" Assignments:

1. Study for Exam #1 (Reagan, Case & Brubacher chps. 1, 2, and 5; Landau stories; EMU Teacher Education Handbook; and class discussions)

Class Session Activities:

1. Exam #1 bring Reagan, Case & Brubacher Text to class

Focus Theme: "Reflecting on Teachers and Students" Course Themes: Scholarship, Inquiry, and Professional Knowledge
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Feb 5 (T) VERY IMPORTANT CLASS SESSION--DO NOT MISS

"Prior to Class" Assignments:

1. Complete Plato Profile Tests OR complete Plato Alternate Assignment (if applicable)

Class Session Activities:

1. Turn in Plato: Praxis I self-evaluation OR Plato Alternate Assignment (if applicable)
2. Organization of transportation pools for Placement A and orientation to "to the schools" travel routes
3. Orientation: Observational Methods--Things to do and not to do while in the schools; how to complete observational reports
4. Multiple Intelligences self-assessment inventory.

Feb 7 (R) Placement A: In-School Observation #1 (External Environment)

Early Graded Experience Grades Submitted

Feb 12 (T) “Prior to Class” Assignments:

1. Read from Reagan, Case & Brubacher Ch. 4 "Democratic Schooling, Critical Pedagogy, and Reflective Practice: The Nexus of School and Community"
2. Write up Placement #1 Observation Report

Class Session Activities:

1. Turn in Placement #1 Observation Report(s)
2. Class discussion on topics: What is education? How do students learn? and How do communities impact schools?
3. Mission statements and philosophy of education
4. Handout Take Home Exam #2—**Due October 16, 2013**

Feb 14 (R) Placement A: In-School Observation #2 (Internal Environment)

Feb 19 (T) NO CLASS IN LIEU OF CALLING TO TEACH PANEL

Feb 21 (R) Placement A: In-School Observation #3 (Classroom Environment)

Feb 26 (T) “Prior to Class” Assignments:

1. Read the 3 R's of Caring <http://www.emu.edu/education/dispositions>
2. Write up Placement #2 & 3 Observation Report

Class Session Activities:

1. Turn in Placement #2 & 3 Observation Report
2. Class Discussion: “Roles and Dispositions of Teachers”
3. Finding education articles on line—PDK Gallup Poll

Feb 28 (R) Placement A: In-School Observation #4 (Student Diversity)

Mar 5, 7 (T, R) SPRING BREAK: NO CLASS

Mar 12 (T) “Prior to Class” Assignments:

1. Read the 2012 PDK Gallup Poll
2. **Complete Take Home Exam #2**
3. Write up Placement #4 Observation Report

Class Session Activities:

1. **Turn in Take Home Exam #2**
2. Turn in Placement #4 Observation Report
3. Introduction to the EMU Field Experience Diversity Report
4. Organization of Transportation Pools for Placement B and orientation of travel routes to the schools
5. Review of inquiry and introduction to Observation Reports 5-8.
6. Discussion on the current state of education in the United States (PDK Gallup Polls) and the future of education
7. Introduce small group “Current Issues Research Presentation”: 1) group organization, 2) debriefing from field placement, 3) selection of topic, and 4) development of presentation rubric.

Mar 14 (R) Placement B: In-School Observation #5

Mar 19 (T) "Prior to Class" Assignments:

1. Write up Placement #5 Observation Report
2. Write up "Current Issues Research Presentation" Annotated Bibliography

Class Session Activities:

1. Turn in Placement #5 Observation Report
2. Turn in "Current Issues Research Presentation" Annotated Bibliography
3. "Deciding to Teach", overview and orientation to the EMU Teacher Education program. Getting ready for registration and meeting with EMU Faculty members. Introduction to portfolios.

Mar 19 8:00-9:30 p.m. CALLING TO TEACH PANEL, COMMON GROUNDS

Mar 21 (R) Placement B: In-School Observation #6

Mar 26 (T) "Prior to Class" Assignments:

1. Read Reagan, Case & Brubacher Ch. 6 (pp. 115-120) "Transformational Leadership in the School: The Teacher Leader"
2. Write up Placement #6 Observation Report
3. Write up "Current Issues Research Presentation" GROUP outline and synthesis statement

Class Session Activities:

1. Turn in Placement #6 Observation Report
 2. Turn in "Current Issues Research Presentation" GROUP outline and synthesis statement
- Discussion on Multi-Cultural Perspectives in Education and Teachers as Leaders: Changing the Culture of Schools

Mar 28 (R) Placement B: In-School Observation #7

Focus Theme: "Reflecting on the Context and Challenges of Teaching"

Course Themes: Caring, Leadership, and Professional Knowledge

Apr 2 (T) "Prior to Class" Assignments:

1. Preparation for "Current Issues Research Presentation" class presentations
2. Write up Placement #7 Observation Report

Class Session Activities:

1. "Current Issues Research Presentation" small group presentations
2. Complete Group Evaluation form
3. Turn in Placement #7 Observation Report

Apr 4 (R) “Prior to Class Assignments”

1. Read Landau “The Cat and the Coffee Drinkers” & “Who is Virgil T. Frye?” (pp. 29 - 44), and “The Horse” (pp. 241-248)
2. Review Reagan, Case & Brubacher Ch. 5 “Transformative and Constructivist Curricula and Instruction” (pp. 104-107)

Class Session Activities:

1. Class Discussion: “The Curriculum of the School”
2. Introduce Reflective Teaching Lesson assignment

Apr 9 (T) “Prior to Class” Assignments:

1. Read in Reagan, Case & Brubacher Ch. 3 “Values, Ethics, and Reflective Teaching” and Ch. 8 “Toward Reflective Practice”
2. Complete Exploring the Calling to Teach paper

Class Session Activities:

1. Turn in Exploring the Calling to Teach paper
2. Discussion: “Teaching as Vocation—A Call to Teach”

Apr 11 (R) Placement B: In-School Observation #8**Apr 16 (T) “Prior to Class” Assignments:**

1. Write up Placement #8 Observation Report

Class Session Activities:

1. Turn in Placement #8 Observation Report
2. Video: “I Teach...Because I Can”
3. Discussion: “The Roles of a Teacher from the Private and Christian Education Viewpoint”

Apr 18 (R) “Prior to Class” Assignments:

1. Develop Reflective Teaching Lesson Plan to class
2. Bring Lesson Plan and Instructor and Peer Evaluation Forms (pp. 18 and 19) to teaching session

Class Session Activities:

1. Teach Reflective Teaching Lesson

Final Exam: Thursday, April 25, 2013, 1:30 p.m., CC 226

Turn in Reflective Teaching self and peer evaluations. **Course assignments will NOT be accepted AFTER the final exam.**

Current Issues Research Presentation

Groups of 4-5 students will select a current issue in education that has been approved by the course instructors. Group members will be responsible to study the topic in depth and to determine how best to present that information to the class. Each group will be given 10 minutes of class time on **Tuesday, April 2, 2013**, to make their presentations. Each group will need to consult at least five (5) scholarly references.

1. **Each group member** needs to complete an electronic database search of their topic and read at least **three journal articles** (no newspapers, books, videos, or web pages). Complete a word-processed annotated bibliography (at least 3 sentences) for each article using APA 6.0 format. See Longman pp. 823-824 or the examples on Moodle for format, italics, punctuation, and other details.

DUE: Tuesday, March 19, 2013.

Grading scale:	APA citation format	3 points
	3 annotated summaries (2 pts. each)	6 points
	Citations in alphabetical order	<u>1 points</u>
	Total points	10 points

2. Each group shall submit **one** word-processed outline of your presentation that includes a concise synthesis or summary statement of your topic. **DUE: Tuesday, March 26, 2013.**
3. Each group will make a **10-minute** interactive class presentation of the assigned topic on **Tuesday, April 2, 2013. Develop at least one question to ask the audience.**
4. This is a group cooperative learning experience. Each of you brings individual strengths and weaknesses to the group -- work together and learn together. Four or five heads really are better than one!

Evaluation (50 points)

Annotated Bibliography	10 points
Group outline and synthesis statements	10 points
Group presentation	15 points
Peer evaluation	<u>15 points</u>
TOTAL	50 points

Exploring Teaching: Reflective Teaching Lesson Plan

(Bring **two** copies; **one** to be handed in to the instructor prior to teaching the lesson.)

Topic: _____ Age Level: _____

Objective: (*Where are you going? What specifically do you want your students to learn?*) As a result of this lesson students will be able to:

1.

Materials Needed:

Lesson Body: (*How will you get there?*) Answer the following questions within the lesson body: What specific learning experiences will you provide for your students? Identify the key concepts you want them to learn? How long will you spend? How will distribute materials?

Anticipatory Set: How will you introduce your lesson? (Write verbatim.)

Instruction: 1) Identify the specific step by step procedures; 2) write out the specific questions you will ask your students; 3) identify amount of time allotted for each activity.

Closing: How will you end the lesson to help students summarize their learning? (Write verbatim.)

Assessment: (*How will you know when you have arrived?*) Identify how you will know that the students are learning the material during the lesson (assessment plan). How will you know that your students have learned or accomplished your objective? How can you observe and/or measure student learning?

NOTE: A lesson plan for less than 10 minutes may fit on one page, but all other lesson plans will require additional pages.

Presenter's Name _____ Evaluator's Signature _____

Instructor's Evaluation of Reflective Teaching Assignment

Purpose: This assignment is designed to check the student's ability to present a 10-minute lesson in an organized and effective manner. The following criteria will be used for evaluation.

Topic: _____ Age level of Students: _____

Beginning Time: _____ Ending Time: _____

Organization of Idea/Lesson Planning:

lesson plan submitted at the beginning of teaching session:	3	2	1
lesson content is appropriate for a designated age level:	3	2	1
objective(s) focus on student learning:	3	2	1
step-by-step instructions:	3	2	1
assesses student learning:	3	2	1

Communication:

uses appropriate voice projection; varies voice & tone:	3	2	1
mannerisms/interjections are not a distraction (uh, ok, you know)	3	2	1
makes eye contact:	3	2	1
uses appropriate speech:	3	2	1
models professional appearance:	3	2	1

Implementation of Lesson:

introduces lesson to learners:	3	2	1
use of examples and illustrations:	3	2	1
provides appropriate practice:	3	2	1
checks for understanding:	3	2	1
closing summarizes student learning:	3	2	1
lesson stayed within the allotted 10 minutes:	3	2	1

Instructor's Evaluation Score:

10 9 8 7 6 5 4 3 2 1

Presenter's Name _____ Evaluator's Signature _____

Peer Evaluation of Reflective Teaching Assignment

Purpose: This assignment is designed to check the student's ability to present a 10-minute lesson in an organized and effective manner. The following criteria will be used for evaluation.

Organization of Idea/Lesson Planning:

lesson plan submitted at the beginning of teaching session:	3	2	1
lesson content is appropriate for a designated age level:	3	2	1
objective(s) focus on student learning:	3	2	1
step-by-step instructions:	3	2	1
assesses student learning:	3	2	1

Communication:

uses appropriate voice projection; varies voice & tone:	3	2	1
mannerisms/interjections are not a distraction (uh, ok, you know)	3	2	1
makes eye contact:	3	2	1
uses appropriate speech:	3	2	1
models professional appearance:	3	2	1

Implementation of Lesson:

introduces lesson to learners:	3	2	1
use of examples and illustrations:	3	2	1
provides appropriate practice:	3	2	1
checks for understanding:	3	2	1
closing summarizes student learning:	3	2	1
lesson stayed within the allotted 10 minutes:	3	2	1

Peer Evaluator's Score:

10 9 8 7 6 5 4 3 2 1

Name _____ Signature _____

Self-Evaluation of Reflective Teaching Assignment

Purpose: Watch the video of your teaching then complete this self-evaluation/reflection.

(DUE AT THE FINAL EXAM)

What is your overall reaction to the lesson? What were your strengths? How would you improve the lesson?

Did students meet the intended objective? Provide evidence -- as specific as possible.

What went well in the lesson that facilitated student learning?

What would you do differently next time as a teacher?

Self Evaluation Score:

10 9 8 7 6 5 4 3 2 1

Student's Guide to Practicum Experiences in Public Schools

This guide proposes to furnish suggestions for any observation in public schools in connection with any scheduled visitation prior to and including student teaching.

Remember that you represent university students in general and EMU in particular. Students who have visited this school in previous years have caused teacher and administrators to expect much of EMU.

Dress neatly and in such a manner as not to call attention to yourself. School dress codes allow for only the piercing of ears. (No other body piercing is allowed.)

Please be sure that your clothing does not expose your midriff or back at any time.

Classroom teachers who you visit have agreed, as a gesture of professional courtesy, to have you visit them. Their thanks will come from appreciation shown and expressed by you.

Check in at the Main office before going to the classroom.

It is courteous to arrive *before* class starts, introduce yourself to the teacher, and ask if there is a vacant seat near the back of the room. If time permits, give the teacher some idea about the objectives of your observation. The teacher may be busy; if so, excuse yourself and take a seat.

Mature observers will not read books, chew gum, talk to students, or conspicuously take notes during the class period and *never* use your cellphone.

When class closes, express appreciation, chat a bit if it seems advisable, and leave (if the flow of humanity permits).

The assigned field experience teacher will be asked to complete the TEACHER'S EVALUATION form.

Note: Several recurrent pet peeves of public school teachers and administrators:

- **Dressing unprofessionally**
- **Not showing for scheduled observation**
- **Coming in late**
- **Not following professional courtesy when visiting**

Let's keep them proud of us!

Suggested Activities for Students Enrolled in Exploring Teaching Middle and Secondary Schools

Student's Name _____ Date _____

To the Teacher:

This student is enrolled in his/her first education course. One aspect of the course, which is exploratory in nature, is to provide a wide range of first-hand experiences in a school setting by which the students can test themselves as potential teachers. Your help in this placement is very much appreciated. The student should complete activities in the time that they are actually spent in school. Any additional time that a student spends is not the intention of the university, but rather a student option.

Check activities in which the student participated in during this placement.

_____ Observed instruction in a variety of class settings

_____ Prepared bulletin boards and other displays

_____ Corrected objective tests

_____ Helped pupils with homework assignments

_____ Prepared instructional materials for teacher use

_____ Gave special assistance to individual students with specific needs (remedial or enrichment)

_____ Taught short components of the lesson within a class period

_____ Taught micro-lesson

_____ Participated in teacher planning sessions

_____ Conversed with principal, guidance counselor, and/or other school personnel regarding
school issues

_____ Other (identify)

Suggested Activities for Students Enrolled in Exploring Teaching Early Childhood and Elementary Schools

Student's Name _____ Date _____

To the Teacher:

This student is enrolled in his/her first education course. One aspect of the course, which is exploratory in nature, is to provide a wide range of first-hand experiences in a school setting by which the students can test themselves as potential teachers. Your help in this placement is very much appreciated. The student should complete activities in the time that they are actually spent in school. Any additional time that a student spends is not the intention of the university, but rather a student option.

Check activities in which the student participated in this placement.

- _____ Sold lunch tickets
- _____ Transcribed grades and other records
- _____ Corrected objective tests
- _____ Helped pupils with seat work
- _____ Prepared bulletin boards and other displays
- _____ Pronounced spelling lists
- _____ Read stories to class or small groups
- _____ Prepared instructional materials for teacher use
- _____ Gave special assistance to individual students with specific needs
- _____ Supervised lunch lines, wash rooms, and small groups in library
- _____ Supervised playground (in cooperation with classroom teacher)
- _____ Taught a micro-lesson
- _____ Participated in teacher planning sessions
- _____ Other (identify)



**PROFILE OF PERFORMANCE: EXPLORING TEACHING
EXPLORATORY FIELD EXPERIENCE
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Practicum Student _____ **School** _____

Classroom Teacher _____ **Subject / Grade Levels** _____

Attendance Record: ___ 1st Week ___ 2nd Week ___ 3rd Week ___ 4th Week

E: Professionalism	observed	needs improvement	not observed
• Is responsible and dependable			
• Shows initiative			
• Is punctual and regular in attendance			
• Demonstrates enthusiasm for teaching			
• Has compassion for students			
• Dresses appropriately			
• Demonstrates professional behavior with students and school personnel			
• Displays mature judgment and self control			

Comment briefly on your impressions of the probability of this student's success as a professional teacher. What areas of strength or weakness did you observe?

Classroom Teacher Signature

Date

Mail to EMU Education Department upon completion of the practicum experience. **This form will be reviewed by the course instructor and shared with the candidate for purposes of reflective practice.**



**PROFILE OF PERFORMANCE: EXPLORING TEACHING
EXPLORATORY FIELD EXPERIENCE
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Practicum Student _____ **School** _____

Classroom Teacher _____ **Subject / Grade Levels** _____

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