

ED 150
Educational Participation in the Community (EPIC)

Instructor: Dr. Donovan Cook
Office: Room 205, Carnegie Building

Textbooks:

1. Teaching and You: Committing, Preparing, and Succeeding.
Evans, J. M. & Brueckner, M. M. (Not Required)
2. EPIC Handbook. Washburn University Department of Education

Students will reflect on their potential for teaching as a career choice.
Students will become oriented to the Washburn teacher education program through structured observations in assigned school settings.

Objectives:

1. To provide information and experiences designed to assist the student in determining whether or not to become a teacher. reflection
2. To provide a solid and varied set of field experiences from which students may draw for use in higher level methods coursework. diversity
3. To examine instructional methods and techniques that are effective with all students. reflection. technology
4. To gain experience in observing and working with a cultural variety of students in a variety of settings (urban & suburban) at different grade levels. diversity
5. To develop a foundation for reflective teaching. reflection

Course Requirements:

- * Attend all scheduled class meetings.
- * Complete a minimum of 35 hours per credit hour in your assigned classroom. This time is to be divided over the semester on a mutually agreed upon schedule between you and your assigned teacher(s).
- * Keep a time log to be turned in at the end of the semester.
- * **Keep a written log reflecting your observations and experiences.**
- * **Submit a film review and relate the content to a concept from Ed Psych.**
- * **Complete Appendix B in your handbook.**
- * Have your cooperating teacher send in an online evaluation.
- * Conference with me at the end of the semester and turn in the above assignments.

Seminars will be held at 1:00 PM on Tuesdays, Wednesdays, and Thursdays or 4:30 PM Wednesdays. You may obtain the text, although it is not required, and an EPIC Handbook (required) at the University Book Store or Textbook Team and attend all scheduled meetings. KBI checks and health certificates must be filed before you can report to field sites.

EPIC SEMINAR CALENDAR, Fall 2006

Aug 22, 23, 24 <i>technology</i> ; stn. 10	First class meeting Introductory Information Determine assignments
Aug. 29, 30, 31 <i>reflection</i> ; stn. 5,9	Observation Tools EPIC Handbook Expectations of the Profession
Sept. 5, 6, 7 <i>diversity</i> ; stn. 1	The Comer Process Professional Knowledge
Sept. 12, 13, 14 <i>technology</i> ; stn. 13	Receive assignments Becoming a Teacher
Sept.. 19, 20, 21 <i>reflection</i>	Reflection/ discussion/ Report
Oct. 10, 11, 12 <i>reflection</i>	Reflection/ discussion/Report Blood-borne Pathogens
Oct. 24, 25, 26 <i>reflection</i>	Summation of Observations Individual Reports
Nov. 7,8,9	Final Reports All materials due

Students may withdraw from courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For the Fall 2006 semester, the last withdraw from a semester-length course is November 3, 2006.

DIMENSIONS OF REFLECTION

Reflections on Self

Students will perceive themselves as emerging, developing, and maturing professionals throughout the semester, as they examine their experiences in journal entries. The journal will reflect the student teachers' development of the learning and teaching process as it is applied in their assigned classrooms, and their reflections will be shared in seminar sessions.

Reflection on the Context of Teaching and Learning

Students will consider the moral and ethical implications of working with children and reflect on them with their cooperating teachers and their seminar groups. Students will generate approaches to teaching that suit their particular teaching situations.

Reflection on Student Differences

Students will seek to understand all children under their charge, and vary their teaching methods to accommodate those differences.

Reflection on Content

Students will strive to make learning meaningful for the children in their classrooms by drawing creatively from their content knowledge. This will allow greater flexibility in the way students structure learning opportunities.

Reflection on Methods and Materials

Students will examine and implement alternate ways to promote learning, and will reflect on the various strategies employed in journal entries and in seminars.

Reflection on Assessment as a Process for Change

Students will reflect on the results of their assessment practices and use the information to consider new ways to implement instruction. Reflections will be shared in seminar.

Standard #1

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2

The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3

The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4

The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning, including critical thinking, problem solving, and reading.

Standard #5

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6

The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7

The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #9

The educator is a reflective practitioner who continually evaluates the effects of his or her choices and action on others (students, parents, or other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation, or QPA).

Standard #10

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Standard #11

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12

The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard #13

The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.