

**ED 400**  
**Understanding the School**  
**Office: 205 Carnegie**

**Dr. Donovan Cook**  
**Fall Semester 2006**  
**Classroom: HC100/CA 200**

**Texts: The Student Teacher Handbook: A Step-by-Step Guide Through the Term. A. T. Schwebel, B. L. Schwebel, C. A. Schwebel, and M. Schwebel.  
Washburn University Student Teaching Handbook**

**This course is taught in conjunction with student teaching, and is designed to assist students in synthesizing their concept of schools, as well as maximize their student teaching by reflecting on their school experiences.**

**COURSE OBJECTIVES:**

- 1. To become knowledgeable and competent concerning the understanding and skills needed for securing a teaching position.**  
*Reflection, technology*
- 2. To become better informed regarding the basic educational programs that are available in schools.**
- 3. To examine ways to deliver instruction that will be effective with all students.**  
*Diversity, reflection*
- 4. To understand the concept of multicultural education and its implications for better education, allowing student teachers to recognize the value of cultural and social influences on learning.**  
*Diversity, reflection*
- 5. To become aware of the interpersonal dynamics of the school.**  
*reflection*
- 6. To gain skills in becoming a reflective teacher.**  
*reflection*

**COURSE REQUIREMENTS:**

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|---|-------------------|
|   | <b>350 pts.</b>   |
| <b>1. Attendance and participation in ED 400.</b>   | <b>(50 pts.)</b>  |
| <b>2. Completion of school system Familiarization Checklist.</b>  | <b>(25 pts.)</b>  |
| <b>3. The following materials are to be completed by Sept. 11:</b>  | <b>(25 pts.)</b>  |
| <b>a. Preparation of a letter of application and resume'</b>  |                   |
| <b>b. Preparation of placement materials</b>  |                   |
| <b>4. Prepare for and attend all scheduled seminars</b>   | <b>(50 pts.)</b>  |
| <b>5. At the end of student teaching, write a reflective essay</b>  | <b>(25 pts.)</b>  |
| <b>6. Submit an educational film review</b>   | <b>(25 pts.)</b>  |
| <b>6. Prepare a student teaching portfolio/KPA Study.</b>   | <b>(100 pts.)</b> |
| <i>standards 1-13</i>   |                   |
| <b>7. Read the Schwebel text and write a review of one section, relating content to your work in the schools.</b> | <b>(50 pts.)</b>  |

## **DIMENSIONS OF REFLECTION**

### **Reflection on Self**

Students will perceive themselves as emerging, developing, and maturing professionals throughout the semester as they examined their experiences in journal entries. The journals 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.

**The KPA/portfolio assignment, due October 23, addresses the Professional Education Standards 1-13 as follows:**

**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.**

## **DIVERSITY PROFICIENCIES**

**Knowledge Construction.** Students will have experiences based on the ability to plan/teach concepts from multiple perspectives. Students will a variety of perspectives to seminars to reflect on planning and teaching experiences.

**Content Integration.** Students use community resources to foster learning for all students. Lessons and activities are planned and implemented that meet the needs of all learners.

**Prejudice Reduction.** Students will create learning communities in which individual differences are understood, appreciated, and respected.

**Equitable Pedagogy.** Students will demonstrate proficiency at matching teaching and learning styles and learn to recognize the impact of teaching on student learning.

**Empowering School Culture.** Students will make adjustments to enhance social relationships. Students will plan activities designed to make the entire class operate as a productive learning environment.

## **CLASS SCHEDULE**

### **Monday, August 21**

**8:00- Welcome - Dr. Sandra Tutwiler**

**9:00- Introduction - Dr. Donovan Cook**

**10:00 – Stress Management for Teachers - Dr. Joe Novak, Principal  
Mill Valley High School**

### **Tuesday, August 22**

**8:00 - Resume/letter writing/interviewing**

**Ms. Laura Obrycki, Career Services (CLASS)**

**10:00 – Licensure Requirements – Tara Porter**

**11:00 – Meet with University Supervisors**

### **Friday, August 25**

**4:30 - Cooperating Teachers/Clinical Supervisor meeting – CA200**

### **Monday, August 28**

**4:00 - Considerations in School Law – David Schauner, Counsel, KSDE**

**5:30 – Middle School Teaching – Steve Roberts, Principal - Eisenhower MS**

**5:30 – Elementary Teaching – Melinda Abitz – Highland Park Central**

### **Monday, September 11**

**4:00 – KPA Advising Night  
(workshop format)**

### **Monday, September 25**

**4:00 – Teacher Power**

**Tammy Austin, Principal – Robinson Middle School**

**Teresa Songs, Principal – Chase Middle School**

**5:45 – Discussion – Schwebel**

### **Monday, October 9**

**4:00 Gangs in Schools**

**Ruben Salamanca – Topeka Police Dept.**

**5:30 - Parent Conferencing**

### **Monday, October 23**

**4:00 – Panel of Administrators**

**Mr. Jerry Meier, USD #437; Dr. Diane DeBacker, USD #450**

**Dr. Carolyn Orosco, USD #345; Ms. Lynn King, USD# 501**

**5:00 – Sexual Harassment – Carol Vogel**

**KPA Document Due**

**Monday, November 6**

**4:00 — Understanding Compensation Systems – Jack Williamson,  
Capital UniServ Director**

**Friday, December 1**

**Student Teacher Tea 4:30 – 5:30 PM  
Washburn Room B, Memorial Union**

**Monday, Dec. 4 - Return to campus for Ed400 debriefing**

**8:00 - 9:00 - Follow-up on KPA**

**9:00 – 10:00 - Follow-up on placement matters**

**10:00 - 12:00 - Follow-up on licensure matters**

**Tuesday, Dec. 5**

**8:00 - Maintaining Effective Relationships in Schools**

**Dr. Ned Nusbaum, USD 501**

**10:00 - Wrap-up and evaluation**

**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 F 2006 semester, the last day to withdraw from a semester-length course is November 3, 2006.**