

Washburn University
Department of Education
ED 225 Becoming and Educational Professional

Instructor

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Office Hours: T/R 10:30-11:30
or by Appointment

TEXT: Parkay, F., & Standford, B. (2007). *Becoming a teacher*. 7th Edition.
Boston: Allyn and Bacon.

WEB: www.ablongman.com/parkay7e
ONLINE www.mylabschool.com

MISSION STATEMENT:

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

COURSE DESCRIPTION:

The purpose of this course is to introduce students to teaching as a profession. Students will become aware of the social, ethical and professional expectations of those who decide to become teachers, as they explore personal reasons for choosing education as a career. This course also introduces planning, teaching, and assessment skills that are required of all per-service teachers. Students will explore the influence of individual, family, and community characteristics of the teaching-learning process while experiencing technology and the KPA document required of all Washburn student teachers. Each student is expected to complete 25 hours of field experience in a P-12 classroom, including two enrichment resource visits at a service agency, cultural center, or social event located within the community of the field experience school.

CONCEPTUAL FRAMEWORK:

The Department of Education goal is to develop *Reflective Educators*. This course supports the development of Reflective Educators through discussions, readings, assignments, clinical explorations and class experiences that allow teacher candidates to engage in:

- X **Reflection on self as an emerging, developing, and maturing professional** - course readings, discussions and assignments provide opportunities for teacher candidates to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in authentic teaching situations;
- X **Reflection on the context of teaching and learning** – Field experiences provide opportunities for candidates to observe the needs of different teaching styles, modalities and belief systems in learning contexts while analyzing the approaches to teaching that are used to educate students in that context;
- X **Reflection on student differences** - class readings, discussions, and guided observations provide opportunities for teacher candidates to examine the nature of the developmental, social, and cultural characteristics students bring to schools and the influence of these characteristics on student learning;
- X **Reflection on methods and materials** - class discussions, activities, and assignments allow candidates the opportunities to become aware of, or reflect on, instructional strategies and materials that are the basis for pedagogical decisions made in the various teaching contexts;
- X **Reflection on assessment as a process for change** - class readings, group activities, discussions, and guided observations provide opportunities for candidates to become aware of assessment as a process for student learning, as well as a means for determining the impact of teaching and performance. Candidates have opportunities to reflect on the link between teaching, learning, reliability, research, outcomes and the ways in which assessment information can be used to help teachers, administrators and districts plan for change in professional best practices.

Dimension of Multicultural Education Proficiencies

Teaching Candidates will develop multicultural skills as described in the Washburn University Department of Education Dimensions of Multicultural Education. The dimension elements of Multicultural Education are clearly woven throughout this semester and have been identified to clearly delineate their inclusion within the construct of this course. Through diverse educational environments and multicultural awareness, candidates will grow to understand that assumptions influence how knowledge is constructed, content is integrated, school cultures are empowered and prejudice may be reduced

In ED 225 Candidates will have opportunities for

***Knowledge Construction** through field experiences, in-class activities and topic discussions. Sections addressing communication skills, lesson planning and foundational structures will investigate how personal filters influence the development of content knowledge. Candidates will also demonstrate an understanding of knowledge construction with exam test questions and oral presentations. KSDE Knowledge Competency 7.1 addresses knowledge construction.

***Content Integration** will be introduced with students reflecting on the outcomes Learning Styles Inventory, autobiography research and personal educational belief statements. The candidates will work in cooperative groups throughout the semester to better understand how these concepts occur within individuals and how individuals are alike as well as different in their approaches and styles of interaction and learning. KSDE Performance Indicator 6.3 is an example of content integration. Together they will identify similarities and differences among classmates and the field placement population. There will be several opportunities for them to discuss diversity and its impact on integration, inclusion and meeting the needs of all learners

***Empowering School Culture** is introduced in each text section 3 through 8 and reinforced with the issues on governance in section 5. Visits by legal administrators and school board members address the need for teachers as student advocates in the changing roles of schools. Candidates will have the opportunity to impact the culture of the school and the community in their field experiences. Candidates will have opportunities to reflect on the classroom environment and the verbal/non-verbal messages within the academic setting as described in the guided observation #2 and the teacher work sample standard 5.

***Prejudice Reduction.** One example of a time in class where prejudice reduction will be addressed is during the guest visits by international students and teachers of color. Special Education team teaching and mock classroom simulations where candidates are given role-play scenarios to develop and critique also allow for reflection and problem solving as the candidate matures. Candidates also have 2 hours of community and cultural experiences in the diverse settings of their field placements. KSDE Knowledge Indicator 8.4 and Performance Indicator 7.2 are examples of prejudice reduction and are included as elements within this course.

Candidates will be collaborating throughout the semester in groups or teams, which will culminate in the presentation of their professional development and growth through reflection journals, oral presentations and a modified teacher work sample. near the end of the semester. Part of this process is evident in the KSDE Performance Indicator 4.15.

During the semester, students will develop knowledge and skills in three broad areas that address specific Professional Education Standards.

I Teaching as a Profession

By the conclusion of the course, students will:

- be aware of the major areas of research on teaching and of resources available for professional growth and development;
- be aware of the ethical standards that should guide the professional teacher's interaction with students, colleagues, parents, and members of the community;
- understand schools as organizations within the larger community context and understand the operations and the relevant aspects of academic systems.

II Understanding Students and Their Environments

By the conclusion of the course, students will:

- understand how learning occurs, how students construct knowledge, acquire skills and develop critical thinking
- demonstrate how to use instructional strategies that promote learning of all students;
- understand and identify differences in approaches to learning and performance
- design instruction that helps use students' strengths as a basis for growth;
- understand how learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family and community values;
- develop a well-grounded framework for understanding cultural and community diversity
- demonstrate how to research and incorporate student experiences, cultures and community resources into instruction;
- understand how factors in the school community (e.g., family circumstances, community environments, health, economic conditions) may influence the lives and learning of students.

III Developing Teaching, Planning and Assessment Skills

By the conclusion of the course, students will:

- understand the correlation of standards while demonstrating an alignment of contextual factors, goals, instruction, outcomes and assessments;
- describe how to select, construct and use a variety of assessment strategies and instruments appropriate for demonstrating the learning outcomes evaluated and other diagnostic purposes;
- demonstrate short and long term plans that reflect the needs, high expectations and skill performance of all students

COURSE STRUCTURE:

Guided Observations:

Each candidate will be assigned to a P-12 school where he/she will complete authentic field experiences. A total of four guided observation assignments are correlated with the modified KPA teacher work-sample document and will be submitted for a separate score. Students will also be required to make **two visits to a community agency, cultural center, or event associated with the location of their field experience**. **Tangible support** of the visits must be included.

Class Work:

Each candidate is assigned a chapter of text reading a week that will direct the classroom topics. Keeping current on the weekly reading is imperative for passing the course. Warm-ups, lectures and activities will augment the readings and/or field experiences. Individual, group and class activities will be scored accordingly. Warm-ups and class group activities can not be made up, however many opportunities for extra credit is available to those who wish to increase their points.

Submission of Assignments, Official E-Mail and Class Communication:

Assignments will be submitted either electronically on *TaskStream* or traditional hard copy. Your Washburn University email address will be the official address used by the University for relaying important messages regarding academic and financial information. This address will also be used to provide course information. E-mail messages sent to your Washburn University email address will be considered your official notification for important information campus wide. Class communication will be directed through "Banner." The course tools offered under the "My Courses" tab on the "My Washburn" web site will be the primary calendar and group connection for your class.

Attendance Policy:

Although daily attendance is not taken, your participation and punctuality are vital to your success. You are expected to complete a 25-hour coordinated field experience. Your cooperating teacher will submit an evaluation of your participation in his/her class at the end of the semester. You are also expected to submit a dated and signed flyer or program of the required community resource activities you choose.

Grading :

Each candidate will be assigned points for each submission or activity. Candidates are not limited in the amount of points they may earn or the amount of extra credit they may choose to submit. Letter grades are calculated at the end of the semester according to the individual effort.

Students with Disabilities:

Students with disabilities may identify themselves voluntarily to the Services for Students with Disabilities Office (SSWDO) to request accommodations. The office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Such services may include note-takers, readers, adaptive computer technology, brailled materials, and test scribes. Qualified students with disabilities must register with the office to be eligible for services. SSWDO MUST have documentation on file in order to provide services. New requests for accommodations should be submitted two months or more prior to the date services should begin, however, contact SSWDO as soon as a need may arise. Location: Morgan Hall, Room 150 Phone: 785.670.1629

Center for Undergraduate Studies and Programs (CUSP):

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising , Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

Withdrawal Policy:

During fall and spring semesters, students may withdraw from full semester 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.

Honor Code:

The Washburn University academic dishonesty policies are located in the Washburn Student Disciplinary Code. The department also holds a set of 10 dispositional elements required of all students who represent the university in the community as a teaching professional. The cooperating teacher, in the final evaluation process, also reviews these elements. It is the student's responsibility to be familiar with the professional and academic definitions and/or consequences of issues such as professionalism, plagiarism, copying and cheating as they apply to community, classroom and/or technology situations. Disciplinary sanctions held by the university may include, but are not limited to a dispositional board of review, failing grades, academic probation, university suspension or expulsion. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

Personal Electronic Devices:

Cell/text phones, and entertainment equipment are not appropriate in any classroom setting. It is requested you turn all personal electronics off during your academic and field experiences. You are encouraged to bring a laptop, to enrich your learning experiences, however holding to the academic integrity of personal electronic devices is a personal responsibility.

ASSIGNMENTS/ASSESSMENTS:

I. Educational Autobiography: Candidates are to write a 2-3 page autobiography describing their experience as a P-12 learner and the events in their lives that have led to the decision to become a teacher. This assignment is a free-write and will be submitted in hard copy.

II. Statement of Educational Beliefs:

Candidates are to articulate a beginning statement (2-3 pages) of their beliefs regarding teaching, learning, and the educative process. This statement should be grounded in the philosophical and psychological orientations of teaching. This assignment will have a grading rubric and is to be submitted in hard copy and as the first assignment on TaskStream.

III. Exams : Candidates will have 3 Chapter exams of 100pts each. Exam 1 will be over the "Teaching Profession" Chapters 1-3 on the 4th week of class. Exam 2 will be over "Learning to Teach" chapters 4-6 on the 7th week of class and Exam 3 will be over "The Art of Teaching" chapters 7-11 on the 12th week of class.

III. Professional Literature Abstracts: Candidates are to review at least 1 educational research based article from a hard copy peer reviewed or refereed professional educational journal. The article is to set on the scientific method with a significant test population and research data to support the conclusions. The candidate abstract is to be 1-2 pages. 1 abstract is required and optional abstracts may be used for extra credit.

IV. Guided Observation Reflections: Daily reflections on guided observation reflections and topics assigned, are required. Using content from readings, ideas from class discussions, and insights from other class activities, students will analyze specific aspects of the teaching/learning process observed at the field experience site or community visit. Your reflective capabilities will be honed by this exercise. Your experiences, thoughts and growth will be included in your final portfolio standard 7

V. Developmental Portfolio/Teacher Work Sample: Candidates will begin a professional electronic portfolio that will continue to be developed as they complete the teacher education program. Students will also become familiar with the components of the Kansas Performance Assessment (work sample) and will produce identified standards as part of the portfolio. The portfolio will be a compilation of experiences, data and guided observations. This work will be submitted electronically, however a hard copy is also welcome for more points. Each candidate will prepare a short oral and technology presentation on the field experience observation classroom, school, district and community. These 2 exercises will count as your final exam

EVALUATION:

A final course grade will be awarded based on the following percentage scale:

90-100 %	points = A
80-89 %	points = B
70-79 %	points = C (As education majors you must get a C or better)
60-69 %	points = D

Course Outline

Week	Topic	Readings
1	Course Overview Why Teach Artifact Bags BANNER KSDE Professional Standards Kansas Performance Assessments Teacher Skills and Dispositions Developing a Portfolio Guided Observations Autobiography Field Experiences	Chapter 1: Teaching Handouts
2	TaskStream Teacher Belief Systems Due: Educational Autobiography	Chapter 2: Learning to Teach Visit on Task Stream
3 Sept	Schools as Social Organizations Due: Statement of Educational Beliefs	Chapters 3: Ideas and Events
4	Teaching Diverse Learners Exam 1	Chapter 4: Social Realities
5	Struggle in Schools Due: Abstract 1	Chapter 5: Governance Visit on School Boards
6	Professional Code of Conduct Dispositions Due: Guided Observation I – Demographics	Chapter 6: Ethical Issues Visit on Ed Law
7 Oct	Equal Opportunities Due: Guided Observation II –Classroom Environment Exam 2	Chapter 7: Teaching Diverse Learners
8	Cognitive Development	Chapter 8: Individual Needs
9	Creating a Community of Learners Due: Guided Observation III – Interpreting Student Learning	Chapter 9: Authentic Instruction
10	Planning to Teach I: The Lesson Plan Curriculum Standards	Chapter 10: Standards and Assessment
11 Nov	Teaching in the 2000s Due: Guided Observation IV: Family/Community Resources	Chapter 11: Technology Visit to 330
12	Teaching as a Career Profession Exam 3 Oral Presentations	Chapter 12: Educational Leadership Visit Admin + Research
13	Planning to Teach III: Assessing Student Learning and Performance Oral Presentations	Chapter 13: Your 1 st Year Visit New Teachers

- 14 **Due:** The Portfolio/Teacher Work Sample
Dec **Due:** Guided Observation V: Assessment of Student Learning
- 15 The Portfolio/Teacher Work Sample Hard Copy
Oral Presentations
- Finals** **Finish Oral Presentations**
Washburn Graduation December 15

Bibliography

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