

ED101 Introduction to Teaching

***DONNELLY COLLEGE***

***Term***

Day/Time

Room

3 credit hours

**INSTRUCTOR INFORMATION:**

Name:

Office:

Office hours:

Telephone:

E-mail address:

Web site address: www.donnelly.edu

**COURSE DESCRIPTION:**

This course is an introduction to the teaching in the elementary education school setting. This course will give prospective teachers a snapshot of teaching as a profession. This course will give prospective teachers the opportunity to determine whether teaching is their preferred career choice. This course will provide prospective teachers with several learning opportunities in a variety of ways. (10 hours in a classroom setting)

**PREREQUISITES:**

None

**REQUIRED TEXTBOOK & SUPPLIES:**

**None-Supplemental Materials will be provided**

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**LIBERAL ARTS AND SCIENCES PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes, upon successful completion of the Associate of Arts in Liberal Arts degree, the graduate should be able to demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and Analytical thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.

6a. The ability to conduct research using sources, strategies, and approaches across disciplines. (AA)

6b. The use of the scientific method. (AS)

**ED101 Introduction to Teaching STUDENT LEARNING OUTCOMES:**

Students will have the ability to:

1. Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.
2. Identify instruction that creates an effective bridge between curriculum goals, assessment and student outcomes.
3. Describe and understand the social, historical and philosophical factors that influence elementary schools in America.
4. Identify the role of local, state and federal governments about education.
5. Identify and understand differences and commonalties within urban, suburban and rural schools.
6. Describe and examine one’s own values, beliefs and assumptions about the teaching profession.

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| **Donnelly College****Learning Outcomes** | **Program Learning Outcomes1** | **Student Learning Outcomes2** | **Application and Assessment3** |
| Students will communicate effectively in writing and speaking. | Students will demonstrate proficiency and creativity in written and verbal communication. | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions, and assignments. | Students will research theory and practice articles on teaching to prepare a reflection essay. |
| Students will demonstrate proficiency in information literacy skills. | Students will demonstrate effective use of current technology in support of academic work. | Identify instruction that creates an effective bridge between curriculum goals, assessment and student outcomes. |  |
| Students will demonstrate competency in qualitative and quantitative problem solving. | Students will demonstrate proficient use of qualitative and quantitative methods in problem solving. | . |  |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | Students will demonstrate critical and analytic thinking across a range of disciplines | Describe and understand the social, historical, and philosophical factors that influence elementary schools in America. | Students will write a one-page reflection of a scholarly article. |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. | Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and environment. | Identify and understand differences and commonalities within urban, suburban and rural schools. |  |
| Students will engage independently and effectively in lifelong learning. | Students will demonstrate the ability to conduct research using sources, strategies, and approaches across disciplines. | Identify the role of local, state, and federal governments about education. |  |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment. | Describe and examine one’s own values, beliefs, and assumptions about the teaching profession. |  |

**COURSE REQUIREMENTS:**

**Students will be assigned several papers and projects. Timely submissions are imperative. Late submissions will receive 2 points deducted per day they are late. Submissions not accepted the 5th calendar day after due date.**

**COURSE ASSIGNMENTS:**

**Class participation:** **You will receive up to a total of 100 points**

 Academic Inquiry, Critical thinking and learning at the college level require ongoing interaction between students and instructors. Preparing for class by keeping up with assignments and actively engaging in class through listening and sharing ideas will help you better synthesize the material in this class to meet course objectives. Because many of these deep level discussions happen during class, your attendance is important to class success.

**Article Reviews-30 points**

Three teaching resources will be provided for you to read and respond to. Response type varies by assignment.

**My Educational Autobiography: 30 Points**

Your educational autobiography should be two pages. It should include the following information:

* **Part I.      An overview of your education**

Describe your educational experience. Where did you go to school? Did you attend an urban, suburban, or rural school? What were the teachers, counselors, and administrators like? What were the demographics? Ask your parents and/or siblings about what they remember of your educational experiences.

* **Part II.      A description of special events in your education**

Describe special events in your educational experience that influenced your attitude about school, teaching, and/or learning. Describe the events in detail and how the event(s) impacted your life.

* **Part II. Teacher influence**

Describe a teacher that had a significant impact on your life?

* **Part IV. *Why I want to teach?***

Finally, explain why you want to be a teacher. What are the major influences that caused you to consider teaching as your profession?

Assignment must be typed, double space, 12 point font, including a cover page with student’s name, course number, instructor's name, and title of assignment.

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| **Autobiography Rubric** |
|  | **Unsatisfactory****0-2** | **Developing****3-5 points** | **Proficient****6-7 points** | **Exemplary****8-10 points** | **Score** |
| **Format****10 points** | Typed, single spaced, incorrect point font, missing name, course number, instructor's name, and missing title at the top of the first page | Typed, single spaced, incorrect point font, with name, course number, instructor's name, and missing title at the top of the first page. | Typed, double space, incorrect font, with name, course number, instructor's name, and title at the top of the first page. | Typed, double space, 12-point font, with name, course number, instructor's name, and title at the top of the first page. |  |
| **Structure****Organization and Style****10 points** | Paper is poorly structured and organized. Belief statements are not clear and concise | Paper is fairly structured and organized, interesting introduction with a focused belief statement; organized body paragraphs that are fairly unified (not all ideas support and develop the belief statement) and coherent (not all ideas relate to each other in a logical manner); fair conclusion that reaffirms the belief statement | Paper is somewhat structured and logically organized-concise, interesting introduction with a focused belief statement; organized body paragraphs that are somewhat unified (some ideas support and develop the belief statement) and coherent (some ideas relate to each other in a logical manner); good conclusion that reaffirms the belief statement. | Paper is clearly structured and logically organized-concise, interesting introduction with a focused belief statement; organized body paragraphs that are unified (all ideas support and develop the belief statement) and coherent (all ideas relate to each other in a logical manner); strong, assertive conclusion that reaffirms the belief statement.  |  |
| **Development of Autobiography****10 points** | The paper does not address the questions posed by the assignment. | The paper somewhat addresses the questions posed by the assignment. The writer uses limited details, examples, reasons and no textual citation) to develop ideas.  | The paper somewhat addresses the questions posed by the assignment. The writer uses some specific, relevant details, examples, reasons and textual citations to develop ideas.  | The paper clearly addresses the questions posed by the assignment. The writer uses specific, relevant details, examples, reasons and textual citations to develop ideas.  |  |
| **Comments:** |  |

**My Educational Philosophy: 30 Points**

 Your philosophy should be two pages and consist of a series of belief statements. Each belief should be described in terms of its connection to personal experiences (prior education, class discussions, and field experience). In addition, you *must* develop the scholarly basis for each of your beliefs by citing ideas and examples gleaned from course and outside readings.

Assignment must be typed, double space, 12-point font, including cover page with student’s name, course number, instructor's name, and title of assignment.

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| **Educational Philosophy Rubric** |
|  | **Unsatisfactory****0-2 points** | **Developing****3-5 points** | **Proficient****6-7 points** | **Exemplary****8-10 points** | **Score** |
| **Format****10 points** | Typed, single spaced, incorrect point font, missing name, course number, instructor's name, and missing title at the top of the first page | Typed, single spaced, incorrect point font, with name, course number, instructor's name, and missing title at the top of the first page. | Typed, double space, incorrect font, with name, course number, instructor's name, and title at the top of the first page. | Typed, double space, 12-point font, with name, course number, instructor's name, and title at the top of the first page. |  |
| **Structure****Organization and Style****10 points** | Paper is poorly structured and organized. Belief statements are not clear and concise | Paper is fairly structured and organized, interesting introduction with a focused belief statement; organized body paragraphs that are fairly unified (not all ideas support and develop the belief statement) and coherent (not all ideas relate to each other in a logical manner); fair conclusion that reaffirms the belief statement | Paper is somewhat structured and logically organized-concise, interesting introduction with a focused belief statement; organized body paragraphs that are somewhat unified (some ideas support and develop the belief statement) and coherent (some ideas relate to each other in a logical manner); good conclusion that reaffirms the belief statement. | Paper is clearly structured and logically organized-concise, interesting introduction with a focused belief statement; organized body paragraphs that are unified (all ideas support and develop the belief statement) and coherent (all ideas relate to each other in a logical manner); strong, assertive conclusion that reaffirms the belief statement.  |  |
| **Development of Philosophy****10 points** | Philosophy is not clearly stated. Limited description of belief in terms of its connection to personal experience (prior education & class discussions).  Limited references from course and outside readings.  | Philosophy consists of a series of belief statements. Limited description of belief in terms of its connection to personal experience (prior education & class discussions).  Limited references from course and outside readings.  | Philosophy consists of a series of belief statements. Limited description of belief in terms of its connection to personal experience (prior education & class discussions).  Developed a scholarly basis for each of your beliefs by citing references from course and outside readings.  | Philosophy consists of a series of belief statements. Each belief is described in terms of its connection to personal experience (prior education & class discussions).  Developed a scholarly basis for each of your beliefs by citing references from course and outside readings. |  |
| **Comments** |  |

**Interview with a classroom teacher: 50 Points**

Your teacher interview should be three pages minimum not to exceed 5 pages. Listed below are questions to guide your interview. You are required to ask 3 other questions beyond this list. However, be sure to write the questions asked followed by the response for each. I would suggest using a tape recorder during the interview (ask the interviewer for permission before the interview).

Why did you become a teacher?
How long have you been a teacher?
Where did you teach before coming to this school?

What are the demographics of this school?
What do you like most about teaching?
What is the most challenging aspect of teaching?

What do I need to know about classroom management?

What do I need to know about lesson planning?

What do I need to know about teaching the core subjects?

How does culture and linguistics impact teaching?

What is one strategy you use to support that struggling student in reading?

How do you address the many learning needs & learning styles in the classroom?

What is the most important thing I must give to every student in the classroom?

What has been your greatest accomplishment as a teacher?
What words of wisdom can you give me as I aspire to become a teacher?

Final Self-Reflection Question: What did I learn from this interview?

Assignment must be typed, double space, 12-point font, including a cover page with student’s name, course number, instructor's name, and title of assignment.

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| **Teacher Interview Rubric** |
|  | **Unsatisfactory** | **Developing** | **Proficient** | **Exemplary** | **Score** |
| **Format****16 points** | 0-4 pointsTyped, single spaced, incorrect point font, missing name, course number, instructor's name, and missing title at the top of the first page | 5-8 pointsTyped, single spaced, incorrect point font, with name, course number, instructor's name, and missing title at the top of the first page. | 9-12 pointsTyped, double space, incorrect font, with name, course number, instructor's name, and title at the top of the first page. | 13-16 pointsTyped, double space, 12 point font, with name, course number, instructor's name, and title at the top of the first page. |  |
| **Structure****Organization and Style****16 points** | 0-4 pointsPaper is poorly structured and organized. Belief statements are not clear and concise | 5-8 pointsPaper is fairly structured and organized, interesting introduction with a focused belief statement; organized body paragraphs that are fairly unified (not all ideas support and develop the belief statement) and coherent (not all ideas relate to each other in a logical manner); fair conclusion that reaffirms the belief statement | 9-12 pointsPaper is somewhat structured and logically organized-concise, interesting introduction with a focused belief statement; organized body paragraphs that are somewhat unified (some ideas support and develop the belief statement) and coherent (some ideas relate to each other in a logical manner); good conclusion that reaffirms the belief statement. | 13-16 pointsPaper is clearly structured and logically organized-concise, interesting introduction with a focused belief statement; organized body paragraphs that are unified (all ideas support and develop the belief statement) and coherent (all ideas relate to each other in a logical manner); strong, assertive conclusion that reaffirms the belief statement.  |  |
| **Development of Teacher Interview****18 points** | 0-5 pointsThe paper does not address the questions posed by the assignment. | 6-10 pointshe paper somewhat addresses the questions posed by the assignment. The writer uses limited details, examples, reasons and no textual citation) to develop ideas.  | 11-14 pointsThe paper somewhat addresses the questions posed by the assignment. The writer uses some specific, relevant details, examples, reasons and textual citations to develop ideas.  | 15-18 pointsThe paper clearly addresses the questions posed by the assignment. The writer uses specific, relevant details, examples, reasons and textual citations to develop ideas.  |  |

**Practicum 10 Hours and Presentation: 180 points**

During this 10-hour field experience, candidates will observe students and teachers in a variety of educational contexts. Additional assignments and documentation beyond what are listed in the Course Assignments sections of this syllabus may need to be completed in order to satisfy external accountability requirements*. All Practicum hours will be completed at Resurrection School, 425 N. 15th Street KCK, Lynda Higgins, Principal.* More information about the practicum will be discussed in class.

 **DCLO#1Linking *Theory* to *Practice*: 30 points THIS ASSIGNMENT WILL BE POSTED IN CANVAS**

Use the class readings (theory) and what you experienced or observed (practice) to write your reflections. Describe how the theory and practice are connected or disconnected.

Your reflection essay must include a minimum of **2** references. Remember to get an authorized signature on your time sheet. You will not receive points for this assignment if the time sheet is not turned in and signed.

Use the following reflection questions only as a guide for writing your essay.

* What was most significant about your experience?
* Were there bilingual students in the classroom you visited? If so, how was their learning needs addressed?
* What was emphasized in the classroom?
* Was technology available for the students to use?
* Did you discover something about education you hadn’t previously realized?
* Has visiting an urban school classroom impacted your desire to pursue a career in education? Explain.

***Note to remember:***

*Field experiences are a critical component of this class. As an aspiring teacher it is a sacred time that cannot be forsaken or taken lightly. The school-based teacher or official is to sign your time sheet confirming your attendance. A grade will not be given without a confirmed signature from the designated official.*



**GRADING POLICY:**

**Participation 100 points**

**My Educational Autobiography 30 points**

**My Educational Philosophy 30 points**

**Interview with a Classroom Teacher 50 points**

**DCLO#1 Linking Theory to Practice 50 points**

**Practicum with Presentation 180 points**

(**3) Article Reviews 30 points**

**470 points**

**A = 470-423- points 90%**

**B = 422-337 - points 80%**

**C = 336-235 - points 70%**

**D = 234 –140 – points 60%**

**F = 139 and below**

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will always be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** As a pre-service teacher, timely and regular attendance is expected. If you know you have an unavoidable absence (illness, etc.), I expect you will notify me before class. You are responsible for any material covered and assignments you have missed. Prompt attendance at academic appointments (classes, lectures, or conferences) is an essential part of academic work. It is expected that students will keep all academic appointments. The responsibility for work missed because of absence, regardless of the reason, rests upon the student. Make-up work will be allowed for excused absences only. Work due on the day of an absence must be uploaded to Canvas on that day, regardless of the reason for the absence unless prior arrangements have been made. Excessive absences may result in grade adjustments, recommended withdrawal from the course, or failure. Absences and tardies will merit deductions in points per class meeting.

YOU EARN ZERO POINTS IF YOU ARE NOT IN CLASS FOR ATTENDANCE (Things do sometimes come up, and I understand that. However, I cannot teach you if you are not in class. Class time is very important to learning, and attendance is very important if you are going into teaching. Principals do not like teachers who miss school. If you come in LATE, after sign in sheet is taken up, NO POINTS are earned.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal based on non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

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| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks                | 7 weekdays before the end of class |
| 4 to 5 weeks                | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

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**FALL 2021 COVID–19 Good Faith Agreement Statement**

Due to the COVID-19 pandemic Donnelly college has instituted several measures for your safety.

The Donnelly college website has an update center. Here is a link to the Donnelly College COVID information:  <https://www.donnelly.edu/updates>

All students will read and sign the following Good Faith Agreement; “I pledge to monitor myself for the symptoms of COVID-19 and to observe the 3 “W’s” while on campus: Wash my hands, watch my distance and wear a mask. I will look out for others and encourage them to stay committed to keeping everyone healthy and I will participate in contact tracing to preserve the wellness of the Donnelly Community.”

Additionally, Donnelly College is instituting the following attendance policy; “All students will be asked to self-report if they must quarantine or have been exposed to COVID-19 by filling out the COVID-19 Incident Report Form”. Here is a link to the COVID-19 Incident Report Form:  <https://forms.office.com/Pages/ResponsePage.aspx?id=S_8IWW-rUkmWHLbDxQ34Kzw0_67sUS1Ov9jbznJoRWBUNVU2UzhPR0tUREZRQUdHME9aVDY1NzRBVi4u>

I have read and agree to Good Faith Agreement above:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TENTATIVE COURSE CALENDAR:**

The schedule is subject to change based on the progress or needs of the class.

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| **Class Week** | **Classroom/Laboratory Protocol** | **Assignments****Due Date (DD)** | **SLO** |  |  |
| ***1*** | **Real Teaching Situations-Let’s Jump In!**Sticky SituationsReview syllabus Discuss Field Experience Focus on Educational Autobiography  | **Watch** *What Makes Great Teachers Great?* Write a one-page reflection. Canvas: Module Interview with a Teacher Unit 1**DD August 22, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Identify and understand differences and commonalties within urban, suburban and rural schools.Identify the role of local, state and federal governments about education |  |  |
| ***2*** | **Unit 1 Good Teaching**Finding Common Ground-What makes a Great Teacher?*Trespassing Across America-Discussion: The Universe and the University* <https://wikidiff.com/universe/university> | *What Makes a Great Teacher?* Read the article and write a one-page reflection **DD: AUG 29, 2021 11:59pm (**article on Canvas, module: *Interview with a classroom Teacher* unit 1)**Educational Autobiography due Thursday (week 2) Biographies will be edited and returned to students for corrections. 30 points****DD Aug. 29, 2021 at 9am (Lisa will edit and give feedback)** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Identify and understand differences and commonalties within urban, suburban and rural schools.Describe and examine one’s own values, beliefs and assumptions about the teaching profession.Describe and understand the social, historical and philosophical factors that influence elementary schools in America. |  |  |
| ***3*** | Short exercise with CORE Praxis.Discussion about your practicum experience.  | Work on edited Educational Autobiography (edited version) **Final due September 5, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Describe and examine one’s own values, beliefs and assumptions about the teaching profession. |  |  |
| ***4*** | Introduction of Educational Philosophy Paper  | **“I believe education should…”** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Describe and examine one’s own values, beliefs and assumptions about the teaching profession. |  |  |
| ***5******9/17-9/19*** | Speaker -TBAUpdates on /Practicum | Article 1 due: Teacher Licensure Regulations**DD September 17, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Identify the role of local, state and federal governments about education |  |  |
| ***6*** | Opening exercises daily – Participation gradeDiscussion questions from reading text. | Identifying the role of local, state and federal governments about education. **DD September 24, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Identify and understand differences and commonalties within urban, suburban and rural schools. |  |  |
| ***7*** | Opening exercise – Participation gradeOverview of Article Reviews for upcoming activityDiscussion on standards and mandates for education | Locate an article that depicts the state of education today. | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Identify the role of local, state and federal governments about education |  |  |
| ***8*** | Opening exercise – Participation gradePresentation of articlePrepare for Midterm | Look over information for Midterm - open notes.My Educational **Philosophy DD October 8, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Describe and understand the social, historical, and philosophical factors that influence elementary schools in America. |  |  |
|  9 Midterm   |  |  | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments. |  |  |
|  10 Opening exercises daily – Participation grade Midterm review - questions | Article # 2 How much (or little) teachers earn **DD October 22, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments. |  |  |
|  11 Opening exercises daily – Participation grade Talk about Interview with a teacher | Interview with a Classroom Teacher**DD October 29, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Identify and understand differences and commonalties within urban, suburban and rural schools. |  |  |
|  12 Opening exercises daily– participation grade   | **Have you completed your hours for practicum?****Article #3 Teacher Vacancies in Kansas** **DD November 5, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Identify the role of local, state and federal governments about education |  |  |
|  13 Opening exercises daily – participation grade  Present from Theory to Practice. **\*\*\* Immaculee Ilibigaza on campus 11/10/21** | DCLO#2 Linking Theory to Practice**DD November 12, 2021** | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Describe and understand the social, historical and philosophical factors that influence elementary schools in America. |  |  |
|  14 Opening exercises –Participation Grade | \*Make an appointment to review one on one with instructor. | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Describe and examine one’s own values, beliefs and assumptions about the teaching profession. |  |  |
|  15 Opening exercises – Daily participation What should a modern school look like? Review your reading and experience in the classroom  |  Prepare for final project work in class all week. | Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.Identify the role of local, state and federal governments about education |  |  |
|  16 Final Project presentation of and practicum |  |  |  |  |
|  |  |  |  |  |