



Exploratory Teaching
A course for aspiring teachers
Education 200 A and B
Winter 2011--Delta College

Instructor Contact Information:

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Office Hours on Campus:

Tues: 2:00-4:00 p.m. Rm. S-029

Wed: 12:00-1:55 p.m. Rm. S-029

6:00-6:30 p.m. on scheduled ED 200 seminar days (in S-029 or in our classroom: S-040)

Thurs: 2:00-3:00 p.m. in Delta College Writing Center Café/LLIC

Additional hours are available by appointment. Please ask.

Required Texts/Materials:

Teachers, Schools, and Society: A Brief Introduction to Education Sadker and Zittleman

ED 200 Coursepack (Karls). Available in the Bookstore.

Optional but recommended:

The Truth About Teaching: What I Wish the Veterans Had Told Me Colleen Armstrong

Additional Recommended Readings: There are numerous books, articles, and other readings of interest to future educators, which I will encourage you to read and browse throughout this semester. Reading of many other books on teaching is not just recommended, but encouraged and required. My own bookshelf of professional and inspiring readings is available on loan to you. Your mentor teacher or someone else might recommend books or journals for teachers to you, and I very much urge you to take a look at any valuable materials they might suggest. Likewise, if you happen upon an interesting looking book or website (check out the Education section in local bookstores, for example), you might find something you want to read immediately.

Welcome To Education 200—Exploratory Teaching

Dear Aspiring Educators of ED 200:

Your presence in this class indicates that you want to –or think you may want to—become a proud teacher somewhere in the Kingergarten-12th grade system of education. It has probably never been a more challenging time to choose that career path, both in terms of the impact you can make, and the amount of preparation you will need to bring to your teaching. With anticipation and encouragement, I welcome you to ED 200. From our first day, know that I am interested in your questions, ideas, intellect, and imagination. These qualities will lead you and our class in this exploration of what teaching demands, offers, and may promise to be for you and your potential future students. It is a privilege it is to work with a class like yours!

In ED 200 this semester, you are required to complete 90 hrs. of required field work in a K-12 classroom. In addition, you'll participate in regular seminars with our class on campus. This course is intended to help you develop more refined and specific insights on your options in this profession, while allowing you to gain perspective on both rewards and demands of teaching. Your attention to a high standard of excellence in your field work and seminar participation are basic expectations of the course. Think of it this way: all students deserve outstanding teachers. Start striving for excellence now, in this early stage of preparation. I am here to help you, and ideally your mentor teacher will be an additional significant source of support as you are taking first steps toward a possible teaching career.

The most essential ingredients you can bring to this course are maturity, solid academic preparation to enter and contribute to a K-12 field work classroom, ability to demonstrate initiative and work ethic on the field and in the seminar, and a growing ability to listen, observe, and reflect upon what you see, hear, and read. Your ability to pose and pursue questions, keep a sense of humor and sense of obligation to creating an exceptional class will assure that this can be one of your best college experiences so far. It may be one of the ones you most remember decades from now.

This syllabus details your basic responsibilities and mine. Please pay particular attention to them and ask about them whenever necessary. Because this is a pre-professional course that involves not only you, but the support of outside schools, administrators, teachers, and students, your accountability is especially high. You are expected to attend all seminars, and remain professional in attire, punctuality, speech, discretion, and conduct on the field. You are completing 90 hours of fieldwork in a real classroom. Your commitment to demonstrating that you are a growing professional with exceptional work ethic is essential.

It is a sincere privilege to work with you at this early stage of career preparation. I aim to model sound preparation, a listening ear, and professionalism in every way. Let's begin!

Elaine Allen Karls

Advice on scheduling:

Look over the schedule of your whole life (job, family, outside interests, homework time) and plan realistically. Budget the required 90 hours into the work week, bearing in mind that you should build in some additional time to cover the possibility that you might miss a day due to illness, or school might be cancelled due to weather or other problems. This is not the best semester for most students to attempt course overloads or an abundance of their most difficult other courses. Your successful completion of 90 (or more, if desired) field work hours is a basic requirement of the course. It can be challenging to do this; most students say it was very worthwhile.

Your Responsibilities:

1. **Arrange a mentored placement in a school or its equivalent.** The school must be K-12, but may be public, private, parochial, or charter. Pre-school experiences, while valuable, cannot be counted toward your 90 hours. *Mentored* means that a supervisory teacher in the school will be assigned to you, and that her or his role will include time to guide, inform, instruct, and listen. **Provide the principal and your mentor with all placement materials (letter to mentor, suggested activities, and evaluation sheet), as directed at our first seminar.**

2. **Complete the criminal record disclosure form.** It is a recent requirement that we verify that our teaching candidates disclose any prior criminal record. You are expected to submit it at the conclusion of our first seminar. You may not proceed with placement plans if you have not done so.

3. **Attend and participate in all scheduled ED 200 seminars on campus.** Follow the seminar (campus class) schedule to be informed of dates. The 3 cr. hours of this course reflect the reality that some class time credit is given in acknowledgement of your field hours. Most Fridays we do meet—a couple are unscheduled to allow you to get in some extra classroom hours, if desired, and for me to make field visits. The seminar portion is intended to extend, inform, and support your fieldwork time. **Attendance, professional demeanor, and involvement is a basic expectation for successful completion of this course.** Students who miss in excess of two seminars are in danger of failing or being dropped from this course. This is English Division attendance policy, but also reflects the very high demands of the teaching profession for accountability for showing up and making meaningful contributions to your learning and others’.

4. **Communicate with your mentor teacher.** Teachers are almost constantly occupied. It can be a challenge to get time to listen and learn from your mentor—let alone share your own enthusiasm, doubts, fears, and ideas. Early in your experience, try to schedule a time (even fifteen minutes a week) for interaction with your mentor. Though this person will have more “say” than you do concerning the timing, please bring it up to him or her if you feel you need more time and attention. If establishing communication is difficult, please see me. Please initiate the communications noted below:

Some crucial communications that YOU must initiate: *A written document you provide your mentor with your home phone, schedule in the classroom you’ve agreed upon, and other info on how to reach you (cell phone, email, and so on). Photocopy the Info Sheet you’ll be giving me—it should all be there.

*A clear understand of the procedure you are to follow if you are delayed (flat tire?) or ill on the day of your fieldwork. Whom do you call? (Please remember that being a “no show-no call” is NEVER an option.) *Communicate to your mentor teacher all the things you are willing to take the initiative to do. This could include everything from setting up a classroom center to helping with the Academic Track Team. The moment he or she agrees, get on them! Initiative and enthusiasm in the placement go a LONG way!

5. **Communicate with the ED 200 instructor:** We formally meet, at best, once per week. Share reflective logs often(**up to, but not more than, two at each seminar**). Stop by during office hours. Call. E-mail. If something wonderful happens, let me know! If you see a problem developing, letting me know sooner rather than later may head off more serious problems. I am here to become another mentor in this process. Please take me at my word from the beginning.

6. **Check Desire to Learn (D2L) and Delta email regularly.** New materials may be posted there, and updates or information will of key importance will be posted to the “landing” page. You may check grade points there, too (see section of syllabus re: grading).

7. **Represent yourself—and Delta College—professionally.** When you are on the field, you are wearing a sign that says “Delta.” Fieldwork is a privilege. You are asking busy professionals for the opportunity to learn from them. You are asking a school and students to allow you to enter their world. Please dress appropriately for the setting, keep your conversation discreet and professional, and interact with the students as an aspiring teacher, not their peer. Especially keep personal information about students and other teachers (about health, any special ed designations, family situation and so on) to yourself. Observe any written or verbally-expressed school or district rules.

In the extremely rare circumstance that your mentor teacher, an administrator, or I determine that your presence in the field classroom is not a positive, productive, or even safe for students, I reserve the right to remove you from the field setting. This would result in a failing grade for the course.

Course Activities, Feedback, Evaluation, and Grading:

The grade in ED 200 is jointly determined by the mentor teacher and ED 200 instructor. The mentor’s grade = 30% of the final grade. The ED 200 instructor’s grade is factored at 70%. **All students in ED 200 MUST complete 90 or more hours of approved fieldwork in order to pass the course.**

The mentor teacher will be asked to complete an evaluation form (provided in coursepack) that gives the opportunity for both written feedback and scaled responses to evaluative criteria. This evaluation will be carefully reviewed and equated to a grade by your ED 200 instructor. The mentor’s grade counts for 30% of your final course grade, and the ED 200 instructor’s (my) grade counts 70% of your final course grade. **NOTE: These weighted portions of your grade must remain 30%/70% respectively in accordance with the demands of some of our transfer institutions. In other words, to protect your transferability, the grading has been established in this way.**

Evaluation of your success in the ED 200 seminar (70%) portion will be determined by reviewing the following:

ED 200 (70% portion) of Grade:

1. **Seminar attendance, participation, and informed /professional involvement.** 46 pts.

(included 2 pts. possible per seminar + one seminar in which you take a planned leading role)

2. **Reflective logs throughout semester.** 100 pts.*

Evaluation of “shared” logs will be based on the following:

- A. Regular sharing with instructor and peers (up to 2 logs/week may be submitted)
- B. Quality of depth and reflection. Quality logs do not merely report events—they pose questions, seek to understand and examine, and critically address issues related to teaching and learning.
- C. Quantity of logs over the semester. Students hoping to be in the “A” range in this category should submit at least 16 logs no later than Apr. 15. (13-15=”B” range; 10-12 “C” range)
- D. Quality of written product. Logs should be typed, and should be edited for errors of spelling, grammar, and formatting. They should be stapled.
- E. Variety/diversity of subject matter. Ex. Not all logs should be about reading group or varsity basketball. Logs should address the range of concerns reflective of any teaching setting and topical issues and concerns raised in our seminars (ex: curriculum, classroom management, school culture, readings, in education, diversity, special needs, accountability and testing, and many more).

3. **Current Issues in Education Log** 15 pts.**
4. **Observation Analysis Assignment/Log** 25 pts**
5. **Professional Reading Log** 25 pts**
6. **Final Logbook/portfolio including resume** 50 pts

261 pts. poss

*Logging points will be jointly assessed with you in a conference around mid-semester (50 pts) and near the end of the semester (50 pts)

***These assignments for points will also count in your total number of “shared” logs (they do “double duty”)

All assignments are based on points and may be reviewed on D2L. Your grade is derived from the running total of points earned divided by points possible at any time throughout the semester. The percentage is converted to a grade.

Grading Scale:

94-100% = A	77-79% = C+	59 and below = F
90-93% = A –	74-76% = C	
87-89% = B+	70-73% = C-	
84-86% = B	67-69% = D+	
80-83% = B -	64-66%= D	
	60-63%= D-	

“Sharing” Reflective Logs and receiving credit for logs:

Please read carefully the separate course material provided in the hand-out “Becoming a Reflective Practitioner.” You are accountable to following the format for logs and with keeping up with regular, varied, professional reflection.

1. Turn them in personally on seminar days or slide under my office door—So29. You may also mail them. Use my info on page 1 of the syllabus and add: “Delta College, University Center, MI 48710. Send email attachments with care, and always from your DELTA email account. Our spam filters often complicate the process, so bear in mind that it is your responsibility to assure that a log you believe you sent was received by me in this format. If you DO find it necessary to email a log, please produce it in Word (.docx) format or Rich Text (.rtf) format.
2. There is a **two-log limit** on number of logs that may be submitted at one time. **Please**—no more than **2 total per week** (if submitting more than once in a week). I desire to create a dialogue, listening to you through logs and responding to/reflecting with you. Too many logs at one time makes that difficult.

Format for Reflective Logs:

1. Typed or word-processed, edited, and spell-checked OR optionally, post them to a blog (this is not required: if you do, maintaining professional discretion—not using student names and so on—will be especially important). We will discuss this in class. Weebly.com or wordpress.com are of free places to create a blog and post.
2. Creative formats **encouraged**. Feel free to integrate cartoons, student work, poetry, articles, handouts, art, and other “forms” into logs. Our first assigned log is a little like a narrative poem. Note that reflection is a personal and professional capacity that should and will grow over time. I consider it a privilege to read your reflections during the course.
3. Again: Please refer to the handout “Becoming a Reflective Practitioner” for additional specific information as to what a reflective log is, how to consider topics for your writing and reflection, and what constitutes a thoughtful effort in developing reflective logs.

Promises, an invitation, and a word of encouragement:



You are entering one of the most challenging and exciting profession on earth. It is a privilege and opportunity to work with you. Many aspiring teachers leave this course believing that what they learned through fieldwork, discussion with others, and writing and reading reflectively made for one of the most memorable experiences of their lives. You cannot know how much I hope this happens for you, whether this course *reinforces* your desire to become a teacher, or *causes you to re-think or change that decision*. I am here to support you as you make informed career choices.

I am open to discussing Honors Options, alternative routes to satisfying the requirements, and new possibilities for assignments.

Education 200 A and B Learning Outcomes and Objectives

Demonstrate both in the course and in fieldwork academic ability in reading, writing, speaking, and listening.

Objectives:

Reflect on field experience and readings through regular written and oral response.

- A. Use appropriate written form, grammar, and style.
- B. Use appropriate spoken language.
- C. Listen and learn from others.
- D. Address topics appropriate to a pre-service education course.
- E. Compile a growing document of professional development.
- F. Initiate the reading of selected education texts.
- G. Seek, read, examine, understand, and apply texts appropriate to aspiring teachers.

Demonstrate professionalism in the field.

Objectives:

- A. Punctually adhere to the fieldwork schedule.
- B. Groom and dress appropriately for the field setting.
- C. Complete at least 90 hours of successful fieldwork in an approved K-12 classroom.
- D. Achieve at least a satisfactory evaluation by the mentor.
- E. Communicate effectively with the mentor, school staff, parents, and community.
- F. Develop a respectful working relationship with a mentor, other district professionals, and students.
- G. Show courtesy, sensitivity, confidence, and enthusiasm to mentor, students, parents and faculty.
- H. Support mentor and school staff as directed in curricular and behavior management matters.
- I. Demonstrate interest in extra learning opportunities.
- J. Prepare and complete tasks and projects assigned by the mentor and/or ED 200 instructor promptly and comprehensively.

Demonstrate professionalism in ED 200 seminars.

Objectives:

- A. Observe consistent punctuality and adhere to the ED 200 seminar schedule.
- B. Show leadership in seminar participation.
- C. Respect student confidentiality in speech and writing.
- D. Model intellectual honest and academic integrity.
- E. Show courtesy, respect, and sensitivity to others.
- F. Maintain effective communication with the ED 200 instructor at all times during the semester.

Demonstrate an awareness of and exposure to fundamentals of pedagogy.

Objectives:

- A. Demonstrate beginning knowledge of elements of lesson construction.
- B. Recognize that students differ in learning styles.
- C. Initiate an awareness of special needs students.
- D. Demonstrate a basic understanding of classroom management.
- E. Focus on relevant contemporary educational issues in the community, state, and nation.
- F. Model tolerance in the classroom and promote the importance and value of diversity in the classroom and the world.

Participate in "writing to learn" activities.

Objectives:

- A. Perform writing tasks to promote learning.
- B. Write effectively for a specific audience and purpose.
- C. Demonstrate the learning of concepts through writing.