**ED 102A - OBSERVATION AND GUIDANCE**

**CRN: 40311**

**Location: LM 130**

**Day: Monday**

**Time: 3:00 – 3:50**

“Tell me and I forget, Teach me and I’ll remember, Involve me and I’ll learn.”

Benjamin Franklin

**INSTRUCTOR:** Shelley Dubkin-Lee, EdD

**OFFICE HOURS:** Mondays: before and after class

Also by Appointment

**CONTACT INFORMATION:** (cell) 541-990-2323 **Please feel free to call or text!**

[dubkins@linnbenton.edu](mailto:dubkins@linnbenton.edu)

**Required Course Book –**

**[Real Talk for Real Teachers](https://www.amazon.com/Teach-Like-Your-Hairs-Fire/dp/0143112864/ref=sr_1_1?ie=UTF8&qid=1513367463&sr=8-1&keywords=teach+like+you+hair+is+on+fire" \o "Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56)**

2013

**by** [Rafe Esquith](https://www.amazon.com/Rafe-Esquith/e/B001H6Q3J8/ref=sr_ntt_srch_lnk_1?qid=1513367463&sr=8-1)

## ED 102A COURSE DESCRIPTION

Students observe children and teachers in an elementary or secondary classroom setting and assist the teacher as appropriate. Students spend sixty hours for the term (approximately 6 hours per week) in the classroom and one hour each week in seminar. Appropriate for students with limited prior experience with children or in a structured teaching setting. Must be arranged one term in advance. Recommended: ED 216 Purpose, Structure and Function of Education in a Democracy, or HDFS 233 Professional Foundations in Early Childhood, before taking this class.

## ED 102A COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

Integrate classroom learning with field experiences.

Summarize work experience and growth in knowledge of the career field. Contribute to students (K-12) learning and reflect upon that experience.

**HOW TO BE SUCCESSFUL IN THIS CLASS**

* Think and reflect deeply about your K-12 classroom experiences.
* Keep your commitments.
* Learn the policies and procedures of your host school.
* Be aware that your experience as a student, citizen, and family member may not be typical of the children you are working with.
* Review the syllabus and learn policies and procedures for this class. Understand your rights and responsibilities as a student and a class member.
* Learn how to ask clarifying questions and be a coach for your classmates
* When confused, challenged, frustrated or having an “aha” moment visit the instructor during her office hours.
* Be engaged and work from your stretch zone. You will get out of this class what you put into it.

**EXPECTATIONS ABOUT YOUR SKILLS AND ABILITIES AS A STUDENT**

Your instructor makes the following assumptions that you as a student are already able to:

* Write papers
* Research and cite sources
* Use MLA for source citations
* Use grammatically correct writing functions
* Use word processing programs
* Send documents via e-mail attachment

**ATTENDANCE:** You are required to complete 60 contact hours in the field and attend **all** weekly seminars. The K-12 teacher who will be guiding you through this experience expects you in class during the times you have committed to being in class. If an emergency occurs and you cannot fulfill your obligation, please contact the teacher well ahead of time and arrange to “make up” the hours you miss. **If you must be absent, it is expected that you will call your cooperating teacher and LBCC instructor in advance. Failure to do so may result in a failing grade for this class.**

**Please note that the 60 hours of contact time on site in a school are worth 500 points towards your final grade. If you complete less than 60 hours on site, you will receive 0 of the 500 points possible.** Seminars cannot be made up.

**At the end of the term, you will turn in one sheet with all of your hours, signed by your cooperating teacher.**

**WEEKLY TIME Sheets -** You must keep a weekly time sheet

**SUBMITTING ASSIGNMENTS VIA E-MAIL** Reflections are due on **Sunday by midnight of** weeks 2-9. Please send the reflections to me via e-mail**. It must be sent as an attachment in Microsoft Word or as a PDF or in the body of the email to** [**dubkins@linnbenton.edu**](mailto:dubkins@linnbenton.edu)

Weekly reflections-Use the information from your reading, toolbox and experience in the classroom to think about how this will help you in formulating your teaching style.

**ED 102A – Lesson plan Analysis Assignment**

To complete this assignment you must work around the schedule of your cooperating teacher. The due date listed for this assignment is during the seventh week of the term. **This is a target due date**. You may turn this assignment in any time through week ten of the term. **This assignment will not be accepted during finals week.** **If you would like the option to resubmit this assignment for a higher grade, it must be turned in by the end of week eight of the term.**

**ED 102A Toolbox of Ideas Assignment FINAL PROJECT**

Keep a journal throughout your spring term of ideas. Your sections should include:

* Teaching methods
* Curriculum and interventions you may use in your career
* Lesson plans and materials
* Websites to remember
* Research
* Legislation that could affect your career
* Parent involvement

***This is an assignment meant to help you in your future. I would think that you will have many submissions under at least 5 categories.***

**ASSIGNMENTS AND LATE ASSIGNMENTS**

All assignments should be turned in on time. The following is the course policy regarding late assignments:

**It is my belief that refusing to accept late work merely denies the student the opportunity to learn the material. Consequently, I will accept late work on an as-needed basis. I will assume positive intent by the student who needs the extra time to complete an assignment for extenuating circumstances. If this becomes a pattern for the term, then we will need to figure out what is not working for the student and come up with a workable solution. In fairness to those students who meet the assigned deadline, points will be deducted for late work.**

**Please contact the instructor regarding any late assignment or absence.**

## COURSE REQUIREMENTS AND EVALUATION

On-site hours (in classroom) 500 points

Seminar Participation Points (8@25 points) 200 points

Midterm Evaluation (cooperating teacher) 125 points

Weekly Reflections (8@25 points) 200 points

Lesson plan Analysis 100 points

Final Evaluation (cooperating teacher) 125 points

Toolbox of ideas 150 points

**TOTAL POINTS** **1400 points**

## GRADING

|  |  |
| --- | --- |
| 1260 – 1400 points = A | 978 - 1118 points = C |
| 1119 – 1259 points = B | 837 – 977 points = D |
|  | 729 points and below = F |

**NOTE**: Due to the nature of this course **no** Y or incomplete grades will be assigned.

# FINAL MEETING

# Students will attend the final class of the term (week 10) and be prepared to discuss next steps for the student.

**VETERANS**

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**RESOURCES**

**The Writing Center**

An excellent resource is LBCC's Writing Center. You can get help organizing, developing and revising written assignments. The Writing Center is in the Learning Center on the second floor of Willamette Hall. The Writing Center is generally open from 9 a.m. to noon and 12:30 to 3:30 p.m. Monday through Friday. For more information, see **http://www.linnbenton.edu/learning-center/writing-center.**

You also can get help through the Online Writing Lab (OWL).  See **lbcc.writingcenteronline.net**. For more information, call 541-917-4708 or see **www.linnbenton.edu/go/learning-center/writing-help**.

You should meet with your instructor during the first week of class if

* You have a documented disability and need accommodations,
* Your instructor needs to know medical information about you, or
* You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Disability Services, 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

**NOTE: The instructor reserves the right to make changes in the course syllabus.**

**ED 102A Schedule of Classes**

**Week** **Day**

1. April 1 First Class

2 April 8

3 April 15

4 April 22

***INSTRUCTOR OBSERVATIONS BEGIN***

5 April 29

6 May 6

**MID TERM EVALUATION DUE**

7 May 13

8 May 20

9 May 27 **HOLIDAY**

**FINAL EVALUATION DUE**

10 June 3 Presentations of Ideas journal

And Discussion of Next Steps

**DESIGN, IMPLEMENT, AND EVALUATE LESSON PLAN**

**ED 102A**

**Instructor: Shelley Dubkin-Lee**

Use the following planning guideline to plan your lesson. Once you have developed and implemented your lesson plan, write a maximum two page reflective paper that includes the following:

* Name of lesson
* Objectives of lesson (what do you want the students to learn?)
* A brief overview of the implementation of the lesson
* A description of what worked well for you that includes how you know that it worked well
* A description of something that you did not anticipate
* Project what you would do differently next time if you taught the same lesson again.

When you turn in your paper, also turn in this planning guide. Type your paper using a 12-point font and double space. You will be graded on *what* you write as well as *how* you write. If you would like to rewrite and resubmit you paper to improve your grade, you may do so. The paper must be resubmitted one week from the time that it is returned to you.

# Lesson Plan for Education 102A

**Title of Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject Area:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade**

**Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Outcome Statement: (What is it that students will know after this lesson?)**

**Materials and Resources Needed:**

**Procedures:**

**What you will be doing**

**1.**

**2.**

**3.**

**What the students will be doing**

**1.**

**2.**

**3.**

**Assessment Plan: (How will you know what the students have learned?)**

**CALENDAR OF PRACTICUM HOURS**

Monday Tuesday Wednesday Thursday Friday Total

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Reflection Guidelines

As you work in the classroom you will think about methods, curriculum, educational issues, behavior, and other questions about teaching. This is a time to express your questions, make statements and decisions about your future as a teacher. This kind of reflection will be a part of your teaching as you evaluate the students’ learning and how to enhance each learning experience. You should use your weekly reading to explore ideas about your practicum experience. Think about what is inspiring, confusing, good ideas, or what may surprise you. Focus on reflecting, rather than describing your experience. I will respond to each reflection. This also helps me direct our weekly seminars.

Think about:

¼ of the paper Describe the situation

¼ of the paper Bring in information that you have found in your reading or other experiences

½ of the paper How will this affect your thinking, actions, or methods as a teacher

Your reflection should be approximately 1 page long.

**BOOK DISCUSSION**

Each student will be assigned chapters from the required book by the instructor. You are to prepare to lead a 10-minute discussion regarding your assigned chapters. First you will briefly discuss your impressions, what challenged your assumptions, how you agree/disagree with the author, etc. Then prepare one (1) thoughtful question inspired by your reading to stimulate discussion among your colleagues.