

*Education 120: College Aides in the Colorado Springs Schools*  
Director: Terri Gortner, [terri.gortner@coloradocollege.edu](mailto:terri.gortner@coloradocollege.edu) home 574-5471 (before 7:00pm)

### **ED120 Syllabus, Fall 2008**

**Mission.** The Education Department complements Colorado College's expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition. We challenge students to "develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives."

**Core Values.** As members of the Colorado College community and Education Department, we are committed to:

1. Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
2. Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
3. Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
4. Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they live.

**Course Objective:** To fulfill the departments core values by facilitating an experience for students to aide in a public school setting and providing opportunities for them to reflect upon their placement within the context of education and learning theories.

#### **General:**

- Attend all seminars or complete make up work for missed seminars.
- Fulfill your time commitment of 30 hours in the classroom before the end of the semester.
- Assume responsibility for the success of your aiding experience (communicate effectively and frequently with your classroom teacher and college aides director; be prepared to do the job).
- Read course text: *Choice Words*, complete an observation form, a journal, a special education training and respite session, an assignment (plan, teach and reflect upon your lesson) and a course evaluation.

#### **Specific:**

- ❑ Fill out the form "ED120 College Aides"
- ❑ Complete your CC class schedule with as much detail as possible by **Sept. 9** in order to have your placement ready for the meeting on Wednesday, September 17. Place your schedules in my box at Mierow.  
**I cannot find you a placement until I receive your class schedule.**  
***Once your placement is made, you may not drop the course; should you choose to not finish, you'd receive a no credit grade.***
- ❑ Come to the Placement meeting on **Wednesday, 9/17, from 12:00 – 1:00 p.m.** in Mierow House. Besides getting your placement, we will discuss the logistics of lesson planning, since you will be formally creating and teaching a lesson in your placement.
- ❑ After the placement meeting, immediately call and email the teacher in order to find a time during that week to meet with him/her.
- ❑ Meet with your assigned teacher to arrange a schedule, discuss your responsibilities and find out how you can participate in the classroom's management system. Discuss possible lessons you can teach in a month or so. The

aiding schedule you create with your teacher is due a week after the placement meeting. Place the schedule in my box at Mierow by Sept. 24.

- Maintain an accurate time record, signed by your classroom teacher. You must complete a total of 30 hours this semester and deliver the record to the Education Department no later than **Friday, December 12 (one week prior to the end of block 4)**. A “No Credit” grade will be assigned after this date, unless prior arrangements made with instructor.
- Attend one of the Special Education training sessions in the Education Dept. then to complete 6 hours at Break Time’s respite program. Dates and times will be emailed to you soon.
- Attend all seminars (notify the instructor *in advance* if you will be absent). \*  
**First & Third Wednesday** of every block: Feel free to bring a lunch.
  - Wednesday, 10/1 & 10/15, from 3:00 – 4:30 p.m.
  - Wednesday, 11/5 & 11/19, from 12:00 – 1:30 p.m.
  - Wednesday, 12/3 & 12/17 from 3:00 – 4:30 p.m.

*\*If you miss a seminar, you can complete a reading from an Education resource at Tutt Library and submit a two-page essay answering the following questions: Why did you choose this particular reading? What is your initial reaction? How does it relate to what you are observing at your placement? If you were a teacher, in what ways might you apply this information?*

## Assignments:

- Read Choice Words by Peter H. Johnston, Stenhouse, 2004. Available in bookstore. **Chapters 1-4 must be completed by 10/15; chapters 5-8 by 11/5.**
  - *Interact with the reading* – highlight text, take notes or write questions in margins.
- Observation notes – handed out in placement packet. Take notes on the observation form and jot questions you might have on the back of the form. These notes will also support you in planning a lesson **Due 11/19 seminar.**
- Attend one of the Special Education training sessions in the Education Dept. then complete work at a Break Time respite program (counts for 8 hours total). Time to be determined.
- Reflection journal: Keep an ongoing journal of all that you see (motivations, management techniques, classroom arrangement, bulletin boards, centers...). You may record the information in any learning style (bullets, phrases, expository writings, drawings...)
  - Throughout your reflections, focus on the ABCs – labeling (with an A, B or C beside the entry) all thoughts that involve:
    - A= affect (your attitudes, emotions, feelings...)
    - B= behavior (your past, current or future behaviors...)
    - C= cognitive connections (overtly reference any articles you’ve read or class discussions that relate to what you’re seeing.)

At the end of your semester, this reflection journal should include **no less than five pages** (more if your paper is smaller than 8x10 or if you skip lines.) It will be returned for you to keep. **Due at the block 4 seminar.**

- Lesson plan write-up and reflection at least three pages, double-spaced. Handwritten assignments will not be accepted. On the assignment identify the school, teacher, and grade level of subject taught. This assignment requires that you write up and teach a lesson plan according to the format given to you at the first meeting. Discuss with your cooperating teacher which objectives you should teach and when you will be teaching it. After you have taught the lesson, reflect upon your teaching by including answers to the following:
- What went well?
  - What did the assessment reveal?
  - What would you reteach based on this assessment?
  - What might you change if you could teach it again?

Since self-evaluation is a critical skill, spend at least a full page on your reflection.

***Due on or before the last seminar***

**For students taking a second semester of ED120:**

*“Differentiated Instruction” (due on or before the last seminar)*

Create a written lesson plan that you teach to the class as you did in your first ED120 aiding experience. Then read the article given to you during the placement meeting and write a two page essay describing how you could augment your lesson plan to truly meet the different learning styles found in your classroom. Begin your reflection by answering the following:

- Identify at least two students who are not engaged.
- What characteristics do they display?
- Elaborate on your ideas on how to adapt the lesson plan to appropriately engage these students.
- Make certain to refer to the article and elaborate on how it will influence your teaching in regards to this lesson and future lessons.

*HONOR CODE: You are encouraged to discuss your work with your peers, yet you may collaborate and turn in similar assignments (unless it is a joint project.) Be sure sources are acknowledged and properly cited. If you do not know how the Honor Code applies to a particular assignment, be sure to ask. Honor Code violations result in an automatic "NC" for the course.*