

**THEORY WITHOUT EXPERIENCE IS EMPTY, AND
EXPERIENCE WITHOUT THEORY IS BLIND - Kant**

ED 404: Education Theory into Practice

Mornings: A.M. Practicum placements in area school - February 19-March 14
Afternoons: P.M. Class 1:30-3:00 in downstairs classroom, Mierow (some exceptions)
Instructor: Tim Ferguson (x6169) tim.ferguson@coloradocollege.edu

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.

MONDAY, February 19: Getting Started

A.M. – 9:00 Mierow Please meet Marsha Unruh at Mierow House. She will hand out your course packets. Packets will include:

Course Syllabus
Course Expectations
School Placement Information
Context Matters: Website activity
Practicum Guidelines
Sample resume
Map to your school placement
Article: "Motivation and Achievement" by Henderson/Dweck with a topics sheet
Anecdotal Record (AR) Form- with a previous student's AR Form as an example.

No P.M. Class

- **Assignment:**
Reading: Intelligence Reframed: Multiple Intelligences for the 21st Century
Chapters 1-7
Write: What are your areas of "intelligence?" Why? What "intelligences" do you feel you are not strong in? Why? Please email me your responses.
Write: Using the sample resume provided as a model, update your resume. Plan on giving the resume to the classroom teacher tomorrow.
Reminder: Take practicum guidelines and resume to your school placement tomorrow.

TUESDAY, February 20:

A.M. School Placements – *Take practicum guidelines, resume, and notebook for note taking. Start taking notes of your observations of the classroom teacher and the students.*

No P.M. Class

- Assignment:
Reading: “Motivation and Achievement” by Henderson/Dweck
Write: A reflection on Henderson/Dweck reading-using the topics sheet attached to the article.
Bring to class tomorrow.
Reading: Intelligence Reframed: Multiple Intelligences for the 21st Century
Chapters 8-12
Write: How can multiple intelligences have “real world” or classroom applications? How can you see yourself using this theory?
Bring to class tomorrow.
Reminder: Bring a notebook to your classroom placement tomorrow morning.

WEDNESDAY, February 21:

A.M. School Placements – Notebook for note taking start taking notes of your observations in the classroom. Bring the *Anecdotal Record (AR) Form Describe and record the actions of your classroom teacher as described on the form.*

1:30 Learning Theory

School placement debrief: AR Form, Practicum Guidelines, your notes and observations
Intelligence Theory: Multiple Intelligences, Incremental and Entity Theory
Selected Education Bibliography

- Assignment:
Reading: Education Bibliography Book
Prepare to teach a skill: 5 minutes (individual)

Turn in reflection on Henderson/Dweck reading – one page
School placement debrief-AR Observation Form, practicum guidelines
Intelligence theory: Multiple Intelligences; Incremental Theory and Entity Theory
- Assignment:
Education Bibliography Book

THURSDAY, February 22:

A.M. School Placements – Focus: *Look for and make note of anecdotal evidence of incremental and/or entity learning theory in teacher-student interactions.*

1:30 Lesson Planning

Discuss anecdotal evidence notes from morning placement
Journaling
Lesson Planning

- Assignment: (Due Monday)
Lesson Preparation: Prepare to teach a lesson for Monday afternoon Feb. 27
Include: audience, objectives, materials, procedures, assessment
Education Bibliography Book

FRIDAY, February 23:

A.M. School Placements – Focus: *What styles does your teacher utilize in preparing and presenting instruction?* Your reflection should draw from yesterday’s lesson planning handouts and discussion.

P.M. – No afternoon class

- Assignment:
Reflection on morning school placement to Tim (email/mailbox) by 3:00 p.m.
(Report, Relate, React, Reflect)
- See Thursday’s assignment
(Due Monday)
Lesson Preparation: Prepare to teach a lesson for Monday afternoon Feb. 27
Include: audience, objectives, materials, procedures, assessment
Education Bibliography Book

MONDAY, February 26:

A.M. School Placements – Focus: *What resources does the teacher use to create and teach lessons?*

1:30 **Lesson Presentations**

Lesson presentation with completed assessment form to be turned in.
Consider questions for tomorrow’s afternoon panel - “Curriculum Issues”

- Assignment:
Readings: Curriculum readings
NCLB Readings
Education Bibliography Book

TUESDAY, February 27:

A.M. School Placements – Focus: *How has No Child Left Behind (NCLB) federal legislation affected the classroom teacher’s instruction?*

1:30 Panel Presentation: **“Curriculum Issues: Why do we teach what we teach?”**

David Morris, Colorado Springs School District 11
Lew Davis, Academy School District Twenty

- Assignment:
Education Bibliography Book – Prepare summary and presentation to class

WEDNESDAY, February 28:

A.M. School Placements – Focus: *What grouping arrangements are utilized other than large group?*

1:30 **Curriculum and Standards**

Curriculum Scenario
Summary and presentation of selected book

- Assignment: Readings: NCLB & Standards

THURSDAY, March 1:

A.M. School Placements – Focus: *Do you recognize different learning styles in your students?*

1:30 **Learning Styles**

Myers Briggs Inventory Professional Journals

- Assignment: (Due Monday)
Select a professional journal and prepare a written summary of an article of interest
Prepare to present your summary in class on Monday afternoon, March 5.

FRIDAY, March 2:

A.M. School Placements – Focus: *Does a teacher's learning preference influence his/her teaching style?*
Your reflection should draw from class handouts and discussion.?

P.M. – No afternoon class

- Assignment:
Reflection on morning school placement to Tim (email/mailbox) by 3:00 p.m.
(Report, Relate, React, Reflect)
- (Due Monday)
Select a professional journal and prepare a written summary of an article of interest
Prepare to present your summary in class on Monday afternoon, March 5.

MONDAY, March 5:

A.M. School Placements – Focus: *What classroom management approaches/strategies are in evidence?*

1:30 Summary Presentations

Presentations of professional journal article

- Assignment:
Get examples of tests/assessments from placement
Readings: Classroom Management

TUESDAY, March 6:

A.M. School Placements – Reminder: Get examples of tests/assessments

Focus: *What is proactive classroom management? How are discipline problems handled?*

1:30 Managing the Learning Environment

Scenarios

Consider questions (case studies) for Wed. afternoon panel on Classroom Management

- Assignment:
Bring to class (Thursday) hard copies/examples of sample tests/assessments used in your classroom.

WEDNESDAY, March 7:

A.M. School Placements – Reminder: Get examples of tests/assessments

Focus: *What factors affect management of the learning environment?*

1:30 Panel Presentation Classroom Management

Brenda LeBrasse, Principal of Holmes Middle School – D11

Ed Paulovich, Former Principal of Mann Middle School; Human Resources – D11

- Assignment:
Readings: Assessment/Modifying the Curriculum

THURSDAY, March 8:

A.M. School Placements – Reminder: Get examples of tests/assessments *How is student learning assessed? How is assessment information used? Are lessons modified to meet the diverse needs/abilities of students?*

1:30 Assessment and Differentiation of Instruction

Talk about school placements: Are students' educational needs met?

Assessment

Introduce assignment options for final presentation on March 13 or 14.

- Assignment:
Due to Tim tomorrow – Prepare outline of final presentation

FRIDAY, MARCH 9:

A.M. School Placements – Final day at schools

P.M.- No afternoon class

- Assignment:
Final reflection on classroom practicum to Tim (email/mailbox) by 3:00 p.m.
(Report, Relate, React, Reflect)
Outline of final presentation – email to Tim

MONDAY, March 12:

A.M. - No morning class

1:30 – Panel Presentation **Educating All Students**

Jim Keating: Gifted and Talented teacher, Coronado High School and TESLA – District Eleven
Jackie Bobbitt: Teacher at Stratton Meadows Elementary School – Harrison school district

- Assignment:
Final preparation for teaching presentations

TUESDAY, March 13:

9:30 – Class in Mierow

Teaching Presentations

- Assignment
Three page reflective paper

P.M. No afternoon class

WEDNESDAY, March 14:

9:00 – Class in Mierow

Breakfast
Final teaching presentation (from Tuesday)
Turn in reflective paper
Course Evaluation

Education 404 - Expectations and Evaluation:

Attendance: every scheduled school day at assigned school placement	Ongoing
Attendance and active participation every scheduled afternoon class session	Ongoing
Practicum notes and observation forms	Ongoing
Skill teaching	Feb. 20
One-Two page reflection on Henderson/Dweck article	Feb. 21
Journal responses	Ongoing
Second Teaching presentation	Feb. 26
Summary and presentation of selected book	Feb. 28
Summary of professional journal article	Mar. 5
Third teaching presentation	Mar. 13 or 14
Reflective paper	Mar. 14